

SHIREBROOK ACADEMY

BEHAVIOUR, DISCIPLINE, EXCLUSION & UNIFORM POLICY



LAST REVIEWED:	July 2018
REVIEWED BY:	Nick Stafford
NEXT REVIEW DATE:	July 2019

PRINCIPLES

1. The Governing Body believes that in order to ensure outstanding teaching and learning to take place, outstanding behaviour in all aspects of Academy life.

It seeks to achieve this through:-

- promoting outstanding behaviour and discipline;
- promoting high self-esteem;
- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect;
- encouraging consistency and rigour of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.

ROLES AND RESPONSIBILITIES

2. The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
3. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy is applied with consistency, rigour and fairness. Mutual support amongst all staff in the implementation of the policy is essential.
5. The Governing Body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of outstanding behaviour. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and all form of harassment are reported.
8. The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

REWARDS

An Academy ethos of encouragement is central to the promotion of outstanding. Rewards are one of the means of achieving this, as they have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

The system operates by acquiring achievement points throughout each half term. Negative behaviour logs/points on SIMS will be deducted from achievement points; this will then provide a student with a NET score. At the end of each half term students have the opportunity to be rewarded with Bronze, Silver or Gold rewards depending on their NET score.

SANCTIONS

9. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

TRAINING

10. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

REVIEW

11. The Principal, in consultation with the staff, will undertake systematic monitoring and regular evaluation of the behaviour management policy to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed, who in turn will review this policy. The review will take place in consultation with the Principal, staff and parents.

PHYSICAL RESTRAINT – USE OF REASONABLE FORCE

Please note the Academy follows the Department of Education Guidelines policy Use of Reasonable Force July 2013.

Shirebrook Academy

BEHAVIOUR AND DISCIPLINE POLICY SUMMARY

OBJECTIVE: TO ENSURE THE RIGHT OF EACH STUDENT TO LEARN, AND EACH TEACHER TO TEACH

GUIDING PRINCIPLES

- To promote positive values such as respect and recognition of achievement.
- To encourage everyone to accept responsibility for ensuring high standards.
- To ensure that students, staff, parents and governors know what is expected of them.
- To accept that an appropriate and well taught curriculum is the prerequisite of outstanding behaviour.
- To understand praise and rewards are motivators, criticism and punishment are not.
- To provide staff and students with a working environment which is secure and free from intimidation.

GOALS

- To develop students' self-discipline and self-control.
- To enable students to be on task with their learning.
- To enhance students' self-esteem.
- To encourage accountability for behaviour.
- To encourage individual students to recognise and respect the rights of others.
- To affirm co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others.
- To enable rational conflict resolution.

Shirebrook Academy

BEHAVIOUR AND DISCIPLINE POLICY PRINCIPLES

- Student behaviour and discipline is the responsibility of all staff.
- The policy is based on the right of the student to learn and the member of staff to teach.
- Poor behaviour is often the result of an inadequate curriculum diet and poor planning.
- Sanctions do not change behaviour – quality first teaching, knowing and understanding the needs of students, and rewards do.

THE KEY TO THE EFFECTIVENESS OF THE POLICY IS

CONSISTENCY & RIGOUR

and departments **s** must support members of their team who find this difficult

Consequences

Encouraging positive behaviour is more effective than punishing negative behaviour

Our focus will be on rewarding the attainment and effort we expect in order to encourage this, while sanctions will still be required to signal that non-adherence to the code of conduct and classroom rules will not be expected - they must **not** under any circumstances be allowed to dominate our patterns of working.

POSITIVE RECOGNITION

To support the Academy's Behaviour Policy: students have a right to learn and teachers have a right to teach.

This will be done in a positive way through:

- Verbal recognition and praise of achievement- staff need to actively seek out opportunities, praise effort and achievement.
- Written comments in work books showing positive comments recognising the effort and achievement made.
- Awarding achievement points to students in and around the school. Providing students with awards for excellent effort / progress / attendance in form time, in Assemblies, rewards days and at prize giving events.
- Individual departments to be free to carry on with, and to develop their own reward system in line with whole school policy.
- Money to be set aside to pay for trips, prizes etc. to recognise excellence across the Academy. Letters to be sent to parents on a regular basis reinforcing positive messages to their children.

DEPARTMENT REWARD SCHEME

In addition to the above, each department is encouraged to develop its own system to reflect the specific nature and demands of their own subjects. i.e. student of the week / post card home.

CONSEQUENCES

Negative consequences will always result from behaviour that interferes with the student's right to learn and a teacher's right to teach. The actions below will be carried out in an assertive, non-aggressive way that addresses the behaviour of the student. The **teacher should not enter into a debate** with the student, but instead should follow the Academy's policy and procedures.

The following process assumes that unwanted behaviour has not been modified by simple non-verbal signals. It is essential that sanctions are carried out in a way that minimises the impact on other students by directing them at the individual student/s.



Consequence Ladder

	Consequence	Action	Person Responsible
C1	Formal Warning	N/A	Teacher
C2	Second Warning	Move in the classroom Restorative punishment – teacher to decide	Teacher
C3	Safehouse	Department – 30 minute lunch detention - Teacher to text home (first incident) HOD made aware - Teacher to phone home (second incident) - HOD to phone home (third incident)	Teacher & HOD
C4	On Call	SLT afterschool detention on a Tuesday, Wednesday or Thursday - HOD to phone home and book student into detention with Mr Stafford	HOD
C5	Isolation	Students can be booked into isolation through Mr Stafford. They must be added to the board. - A letter will be sent home	NS
C6	Seclusion	First offence – 2 days 9:00 am-4:15pm Second offence – 3 days 9:00 am-4:15pm	NS
C7	Fixed Term Exclusions		MC & NS
C8	Permanent Exclusion		MC

If a student then misses a detention, staff will follow the following procedure:

- Break/Lunchdetention with classroom teacher- phone call home and re-schedule, then passed on to the Head of Department
- Lunchtime detention with Head of Department- phone call home and re-schedule. This is then passed to SLT for a SLT detention.
- SLT Detention becomes Isolation

PROCEDURAL FLOW

Tutors check their form's SIMS records on a daily basis and will consider placing a student on report if referrals are made from more than one department within a week.

Heads of Year are able to view their students' behaviour logs on SIMS. This enables the Head of Year to keep an up to date overview of their Year group and act swiftly and appropriately if necessary. Heads of Year are to support Form Tutors in dealing with behaviour. If after a week Form Tutor report is not working then the student should be placed on Head of Year report.

Each year group is line managed by an SLT link who becomes involved should student's behaviour need further intervention / sanction. Each year group is reviewed by the Head of Year and their SLT link each week which feeds into an SLT year group feedback meeting, also held on a weekly basis.

The Vice Principal for 'Behaviour and Standards' oversees the whole system.

It is essential that we adopt a tiered approach (levels) to dealing with students whose behaviour is causing concern in order to ensure it is dealt with most appropriately.

Several incidents from different departments lead to

Form Tutor report

This is to be entered into SIMS and parents to be texted

If the Form Tutor report does not improve behaviour, the student is placed on

Head of Year Report

This is to be entered into SIMS and parents spoken to. If at first the student does not repond to the report, parents need to be brought in for a meeting

If the Head of Year report does not improve behaviour, the student is placed on

Head of Year report with SLT monitoring

This will be entered onto SIMS and parents will be invited into a fortnightly meeting.

If the SLT monitoring does not improve behaviour, the student moves to

Head of Year report with Governor/Principal monitoring

If reports and monitoring fail, this will result in

Exclusion

This is entered onto SIMS, student will be readmitted, along with their parent/carer by a member of SLT.

If an exclusion(s) do not work, the student moves to

Governors Disciplinary Panel

This is entered onto SIMS, parents will attend this meeting. This may lead to a Permanent Exclusion.

ISOLATION

Students may only be put in **Isolation or Seclusion** by a member of SLT. There will be seven bookable spaces per day, with an additional two spaces for issues that may be used to manage the day to day running of the school.

A student may be placed in **Isolation or Seclusion** due to:-

- Persistent poor behaviour
- A one off event, deemed serious enough by the Senior Leadership team (see 1.2 of Exclusions and Isolation)

The Isolation room will be staffed by members of the Senior Leadership Team and **selected staff**. Staff will be timetabled into blocks within the isolation room:

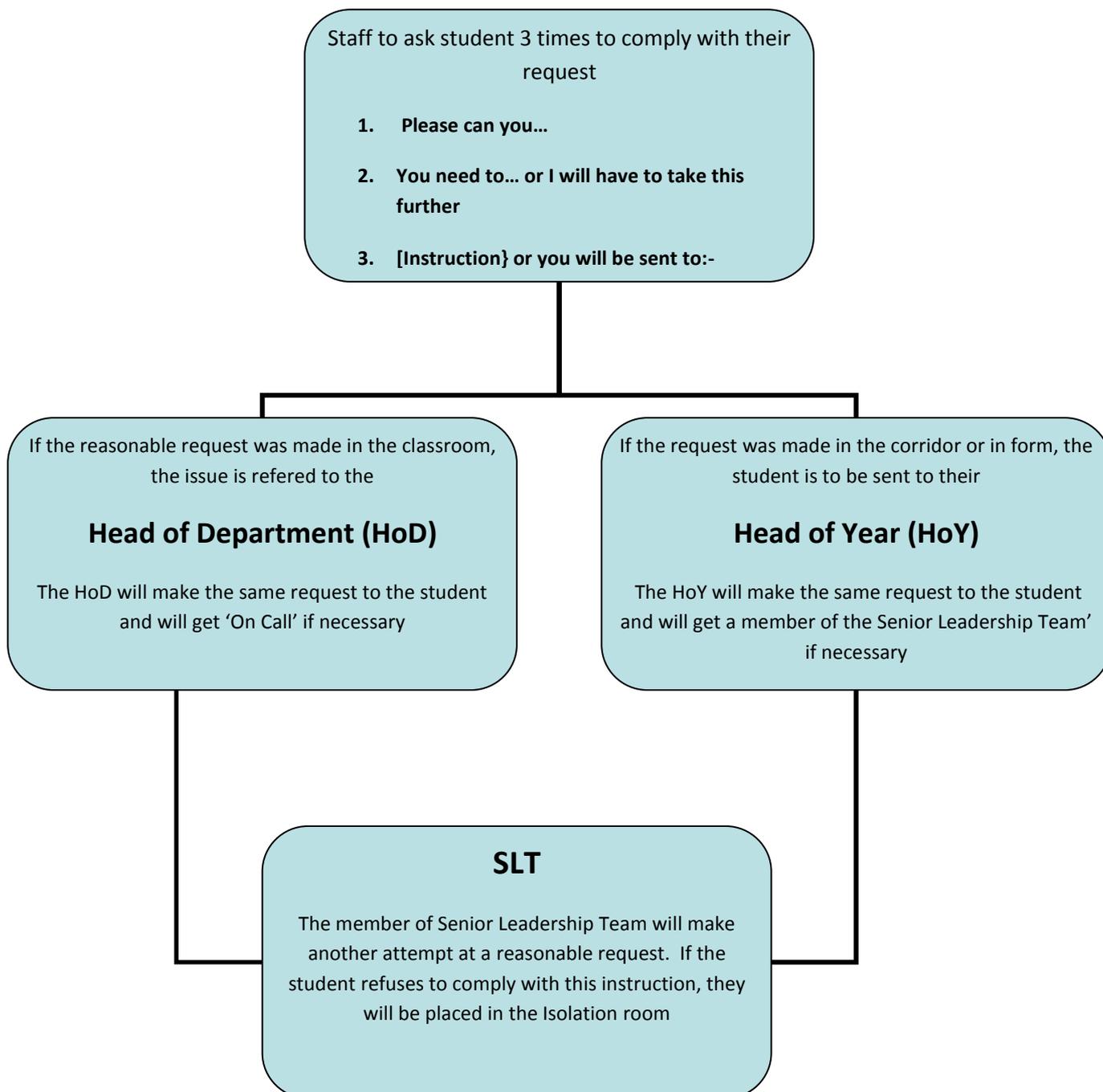
- Periods 1, 2 and break
- Periods 3, 4 and up to 1:10
- KS4 Lunch, periods 5 and 6

Students will have their lunch brought up to the Isolation room.

Whilst in the Isolation room, students will have work set for them to complete for the entire day. Students are expected to work in silence and follow all reasonable instructions set by Staff in the Isolation room. If students do not comply with the rules of the Isolation room this may lead to **Exclusion**.

REASONABLE REQUESTS

Students are expected to comply with all reasonable requests made by staff. If a student fails to comply with a reasonable request, this needs to be entered onto SIMS. If a student does not comply staff will follow protocol below:-



PROCEDURE

COMMUNICATING INTENT

Published policy statement

- 1.1 THE ACADEMY'S BEHAVIOUR POLICY WAS ADOPTED BY THE GOVERNING BODY ON 20TH OCTOBER 2014.
- 1.2 The Academy has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the Academy rules, Academy prospectus, home-Academy agreements, newsletters and other normally used channels.
- 1.3 The Academy has communicated the behaviour policy to all new and existing students through the Academy rules, Academy prospectus, student notice board, student newsletters, Academy assemblies, and within the curriculum wherever relevant.
- 1.4 The Academy will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate language and format.
- 1.5 The Academy will ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 The Academy has communicated the behaviour policy to all teaching and teaching support staff by providing copies of the policy and through the staff training programme.

Acceptable and unacceptable behaviour

- 1.7 The Academy defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the Academy, teachers and other Academy staff and with visitors or other persons within/outside the Academy premises.
- 1.8 The Academy has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 1.9 The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the Academy rules, Academy prospectus, home-Academy agreement, Academy

assemblies, student notice board, parent/carer newsletters and letters to parents/carers.

- 1.10 The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

RECOGNITION REWARDS AND SANCTIONS

- 1.11 The Academy will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:

- Praise and positive feedback.
- Commendations and awards.
- Letters to parents/carers.
- Extension of Academy privileges.

- 1.12 The Academy will review the support available to individual students who may be at risk of disaffection or exclusion, including:

- Academy Support.
- Mentoring.
- Individual education planning.
- Curriculum and curriculum resources.
- Teaching strategies.
- Study support.
- BASE.
- Grow3 and Grow4.
- External agencies.
- Alternative curriculum.

- 1.13 The Academy will implement a range of strategies to deal with inappropriate behaviour by students, including:

- Verbal reprimand.

- Instituting student detentions as appropriate.
- Referring matters to class teacher/Head of Year/form tutor/head of department, SENCO, the Assistant Principal(s), Vice Principal(s) and/or the Principal (as appropriate).
- Withdrawal of Academy privileges.
- Letters to parents/carers.
- Meetings with parents/carers.
- Referral to external agencies.
- Internal isolation.
- **Seclusion.**
- Managed Move to another school. This usually involves a 8 week or 12 week trial, where if successful will result in the student going on roll at a different school.
- Work alongside the local Pupil Referral Unit, who may provide part time or full time provision away from the school.
- Fixed-term or permanent exclusion.

1.13 The Academy will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

EARLY INTERVENTION

1.15 The Academy will undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student's file.

1.16 The Academy will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

1.17 The Academy will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.18 The Academy will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the Academy.

- 1.19 Parents/carers will be contacted promptly by the Academy and normally within one working day to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

INVESTIGATING CASES

- 1.20 The Academy will investigate, as appropriate, reported incidents of student misbehaviour.
- 1.21 The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 1.22 The Academy will provide adequate non-contact time for the conduct of investigations.
- 1.23 The Academy will notify the Police and other relevant bodies of incidents where it is appropriate to do so.
- 1.24 The Academy will complete investigations within a reasonable timescale and not normally exceeding two days.
- 1.25 The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the Academy. Where an investigation finds that there is no case to be heard, the report will be held by the Academy but will not be kept within the student's file.

DEVELOPING CAPACITY

TRAINING AND PROFESSIONAL DEVELOPMENT FOR ALL STAFF

- 2.1 The Academy has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the Academy.
- 2.2 The Academy reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).
- 2.3 The Academy provides relevant information and training on behaviour management matters to all groups of staff, including:
- Support staff (e.g. teaching assistants, technicians, cover supervisors).
 - Other Academy staff (e.g. buildings/grounds maintenance).
 - Newly qualified teachers during their formal induction period.
 - Students undertaking programmes of initial teacher training.
 - Supply teachers.
 - Class teachers.
 - Management/Leadership group.
- 2.4 The Academy will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-Academy training and specific planned/tailored training.
- 2.5 The Academy undertakes annual reviews of the continuing professional development needs of all staff.
- 2.6 The Academy provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- Implementing the Academy's behaviour policy.
 - Logging and recording of incidents.

- Lunchtime supervision.
- Classroom management.
- Educational visits.
- Learning styles.
- Legislation affecting behaviour management (e.g. detention, exclusion, child protection, student restraint).
- Pastoral support.
- Equal opportunities and anti-discrimination.
- Techniques for promoting positive behaviour.

CLEAR ROLES AND RESPONSIBILITIES

- 2.7 The Academy ensures that all staff job descriptions include appropriate reference to the Academy's behaviour policy.
- 2.8 The Governing Body is advised of the implications of the behaviour policy for its own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

REFERRAL

- 2.9 The Academy will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.
- 2.10 The Academy undertakes regular monitoring and review of its internal and external arrangements for student referral and support.
- 2.11 The Academy maintains appropriate records on the use of referrals.

2.12 The Academy ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

RESOURCES

2.14 The Academy undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

(i) Staffing issues:

- Staffing levels.
- Staff training and development.
- Provision for non-contact time.
- Workload.
- Health and safety.

(ii) Record keeping:

- Provision of administrative and record keeping systems (including use of ICT).
- Monitoring arrangements (including use of ICT).

(iii) Curriculum review and alternative provision:

- Alternative education provision for students, including the use of off-site provision (where available); courses run at Stubbin Wood (KS3 & 4), KS4 alternative pathway in school;
- Review of curriculum appropriateness.
- Use of curriculum flexibility.

- On-site facilities wherever possible and appropriate (e.g. access to BASE, Grow3 and Gow4, as well as, Academy Support, Academy Nurture, mentoring and intervention groups).

2.15 The Academy has secured access to appropriate specialist child and family support services, including:

- BASE, Grow 3/4
- Academy Support.
- Education Welfare Service.
- Education Psychology Service.
- Health Services (including mental health).
- Social Care.
- Careers Service.
- Youth Offending Team.
- Drug Counselling Agencies.
- CAMHS.
- Physical Impairment and Support Service.
- Community Liaison Officer.
- Pupil Referral Unit

2.16 The Academy has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

2.17 The Academy will have a team of peer counsellors who provide support for the students who wish to speak to them confidentially.

2.18 The Academy has fully trained counsellor from Mansfield Mediation who is available to see students either 'by appointment' or by drop in sessions.

2.19 The Academy has a Learning Support Unit. A major aim of the Academy support will be to minimise the number of fixed term exclusions. It will play a key role in supporting students with behaviour difficulties. The SENCO, together with the Academy support staff, will identify programmes of support for students with the aim of re-integrating students back in to mainstream education.

- 2.20 The Academy has BASE and Grow 3/4 and both work in conjunction with the Academy support to tackle long term behaviour difficulties and to provide a thoroughly inclusive 'in-house' exclusion facility.

MEETING NEEDS

NEEDS ASSESSMENT/REVIEWS

- 3.1 The Academy has identified a named person Vice Principal to undertake assessments and reviews of the needs of students whose behaviour is disruptive.
- 3.2 The Academy provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- 3.3 The Academy ensures that adequate time is given during the normal Academy day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.
- 3.4 The Academy ensures that teachers receive adequate non-contact time to provide support to individual students.

CURRICULUM FLEXIBILITY

- 3.5 The Academy's curriculum is appropriate to the needs of students.
- 3.6 The Academy's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

STUDENT INVOLVEMENT

- 3.7 The Academy encourages students to take responsibility for their own learning and behaviour.
- 3.8 The Academy encourages students to take responsibility for developing a positive behaviour culture within the Academy through such measures as peer mediation, involvement and strategies for self-discipline.

- 3.9 The Academy provides opportunities for students' positive involvement in the life of the Academy and community.

PARENT/CARER INVOLVEMENT

- 3.10 The Academy ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 3.11 The Academy provides opportunities to encourage involvement from parents / carers and support for the behaviour policy.

COMMUNITY INVOLVEMENT

- 3.12 The Academy liaises with a range of bodies as appropriate, including the LA, health services, Police, voluntary sector and religious bodies, social services.

REVIEWING EFFECTIVENESS

RECORD KEEPING

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Academy's behaviour policy.
- 4.2 The Academy maintains accurate records of behaviour incidents using SIMS.
- 4.3 The Academy has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- 4.4 The Academy provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- 4.5 The Academy deploys appropriate administrative staff to undertake routine administration and record keeping.

MONITORING AND EVALUATION

- 4.6 The Academy monitors behaviour incidents in order to identify issues and trends.
- 4.7 The Academy makes effective use of ICT database facilities to support the implementation of its procedures.
- 4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 4.9 The Academy monitors incidents of disruptive behaviour in terms of:
- Type of incident (including racist, sexist and homophobic incidents).
 - Critical places within/outside the Academy.
 - Students involved.
 - Profile of students involved (ethnicity, gender, age, SEN and Ever-6).
 - Timeliness of response.
 - Outcomes.
- 4.10 The Academy ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 4.11 The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.12 The Academy evaluates its policy against key improvement objectives which include:
- (i) Individual measures.
- Improvement of individual behaviour.
 - Academic progress.

(ii) Class/department/whole-Academy measures:

- General behaviour patterns.
- Balance in the use of rewards and sanctions.
- Staff support and training needs.
- Curriculum access and academic progress.
- Equal opportunities.
- Behaviour management trends over time.
- Effectiveness of the policy in encouraging positive behaviour.

4.13 The Academy provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

4.14 The Academy ensures that behaviour issues are discussed with all parents/carers as part of the annual parents/carers meeting.

4.15 The Academy will report to parents/carers details on the implementation of the behaviour management programme.

SHARING GOOD PRACTICE

4.16 The Academy shares information on good practice gleaned from:

- Reviews of individual practice.
- Reviews of whole-Academy practice.
- Reviews of practice in other schools.
- Reviews of cross-phase practice.
- Reviews of cross-faculty practice.

4.17 Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all students at the Academy.

ISOLATIONS & EXCLUSIONS

1 INTRODUCTION

2 RATIONALE

3 ISOLATION & EXCLUSION PROCEDURE

4 PERMANENT EXCLUSION

5 GENERAL FACTORS THE ACADEMY CONSIDERS BEFORE MAKING
A DECISION TO ISOLATE OR EXCLUDE

6 EXERCISE OF DISCRETION

7 LUNCHTIME EXCLUSION

8 BEHAVIOUR OUTSIDE THE ACADEMY

9 DRUG RELATED EXCLUSIONS

1 INTRODUCTION

1.1 The decision to exclude, internally exclude or isolate a student will be taken in the following circumstances:

- In response to a serious breach of the Academy's Behaviour Policy;
- If allowing the student to remain in Academy would seriously harm the education or welfare of the student or others in the Academy.

1.2 Isolation, internal exclusion or exclusion are extreme sanctions and are only administered by the Executive or Vice Principals. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Academy's Behaviour Policy:

- Verbal abuse to Staff and others.
- Verbal abuse to students.
- Physical abuse to/attack on Staff.
- Physical abuse to/attack on students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs.
- Misuse of other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour.

1.3 This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

RATIONALE

2.1 This policy is underpinned by the shared commitment of all members of the Academy community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the Academy community, and to maintain an appropriate educational environment in which all can learn and succeed.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

EXCLUSION PROCEDURE

3.1 Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 Academy days in any one Academy year.

3.2 The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in an Academy term or missing a public examination.

3.3 The Governors and SLT have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days and made arrangements to provide for education on the sixth day.

3.4 Following exclusion parents / carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents / carers have a right to make representations to the Governing Body as directed in the letter.

3.5 Re-admission meeting will be held following the expiry of the fixed term exclusion and this will involve the Head of Year, and member of the SLT if deemed appropriate.

- 3.6 It is Academy practice to have a readmission meeting with the parents / carers and, where it is deemed necessary; a Pastoral Support Plan will be drawn up. This needs to be agreed with the Academy, student and parents. Internal isolation with support staff in 'BASE' is sometimes used as a means to reintegrate a student who has served an external exclusion.
- 3.7 Whenever a fixed term exclusion is considered there will always be the opportunity to take the form of an Seclusion, with the student being internally excluded and placed in isolation for a fixed term of either two or three days or within the Isolation room which involves isolation from 8:45am – 4.10pm working with a senior member of staff, followed by a meeting with parent / carer. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.
- 3.8 During the course of a fixed term exclusion where the student is to be at home, parents / carers are advised that the student is not allowed on the Academy premises, and that daytime supervision is their responsibility, as parents/ carers.

4. PERMANENT EXCLUSION

4.1 The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant mis-behaviour.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Supplying/carrying an illegal drug
 - Carrying an offensive weapon*
 - Arson

*Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use *by him*."

4.2 The Academy will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy.

4.3 Parents / carers have the right to appeal a permanent exclusion. Any such appeal will be heard by the Appeals Panel of the Governing body which will consist of governors and an independent panel member who will consider any appeal.

4.4 The Academy follows the Secretary of State guidance on improving behaviour and attendance.

4.5 During a permanent exclusion meeting Appendix 1 from DCC recommendations will be followed.

5 GENERAL FACTORS THE ACADEMY CONSIDERS BEFORE MAKING A DECISION TO EXCLUDE

5.1 Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

5.2 If the Principal is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

6 EXERCISE OF DISCRETION

6.1 In reaching a decision, the Principal will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

6.2 In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy's Behaviour Policy.

- The effect that the student remaining in the Academy would have on the education and welfare of other students and staff.

6.3 Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the Academy's usual policy in this particularly serious matter to issue a permanent exclusion.

6.4 In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Principal's decision to exclude. This Committee will require the Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's Academy record, witness statements and the strategies used by the Academy to support the student prior to exclusion.

7 LUNCHTIME EXCLUSION

7.1 Students whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period.

7.2 This will be treated as fixed term exclusion and parents / carers will have the same right to gain information and to appeal.

8 BEHAVIOUR OUTSIDE ACADEMY

8.1 Students' behaviour outside the Academy on Academy "business" for example, trips and journeys, away sports fixtures or a work experience placement, is subject to the Academy's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in Academy.

8.2 For behaviour outside Academy but not on Academy business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the Academy or on a journey

to and from the Academy is poor and meets the Academy criteria for exclusion then the Principal may decide to exclude.

9 DRUG RELATED EXCLUSIONS

- 9.1 The Academy operates a zero tolerance policy with regard to drug related offences as detailed in the Academy's Drugs Policy. Any student found in possession of or dealing drugs will be permanently excluded from Academy.

APPENDIX 1



FORMAT TO FOLLOW FOR PERMANENT EXCLUSION MINUTES

1. The chair introduces everyone and explains the purpose and conduct of the meeting.
2. The Principal/Academy representative presents the exclusion report on the reasons for the exclusion.
3. Questions to the Principal from the parents/carers, governors and the Local Authority representative.
4. The parents/carers views are then presented.
5. The Principal, governors and the local authority representative put questions to the parents/carers.
6. The view of the Local Authority representative is presented.
7. The chair asks for any final questions.
8. The Principal is invited to sum up.
9. The parent's/carers are invited to sum up.

10. The Principal, parents/carers and the Local Authority representative are asked to withdraw from the meeting.

11. The governors discuss the information presented at the meeting and make a decision.

12. The Principal, parents/carers and the Local Authority representative are asked to re-join the meeting to be informed of the decision.

13. The chair informed the parents/carers of the reasons behind reaching the decision.

ACADEMY UNIFORM POLICY

Shirebrook Academy Governors have adopted a uniform policy for all students attending Shirebrook Academy. This agreement forms part of the Home-School contract and parents/carers are made aware of the policy when applying to the Academy.

If students do not comply with the Academy's Uniform Policy they may be placed into the Academy's Isolation room. If students fail to adhere to a reasonable request made by staff to rectify uniform infringements they will be placed in the Academy's Isolation Room.

COMPULSORY UNIFORM IN THE ACADEMY

The following uniform is compulsory for all students

- Black blazer with Academy Badge (worn at all times unless the whole school is given permission by the Principal to remove during warm weather)
- Academy tie
 - **Academy cravat an option for girls in Y9 and above**
- White shirt or blouse with collar and long or short sleeves- this must have a top button
- Plain black sleeveless sweater
- Plain black tailored trousers
- A Skirt- this must be at least knee length
- Black socks or plain black tights
- Black smart leather shoes

Students are not allowed to wear:-

- Trainers, pumps, canvas shoes, boots or high heels
- Leggings, jeggings or jeans
- Baseball caps
- Coats instead of their blazers (this includes when they have been given permission to remove their blazers in warm weather)

SPORT/PE KIT

- Academy boys navy round neck t-shirt with turquoise panels
- Academy girls turquoise trophy neck t-shirt
- Academy shorts; navy with turquoise panels
- Plain navy socks
- Footwear applicable to the activity e.g. football boots, indoor and outdoor trainers
- Tracksuits
- Waterproof jackets

PERSONAL APPEARANCE

Students should come to school ready to work and portraying an image that they would expect to show in the workplace.

JEWELLERY

For Health and Safety reasons the wearing of jewellery is limited for students. Students can wear:-

- One flat ring
- A watch
- One stud earring in the ear lobe only (Stretchers are not allowed)
- Bracelets and necklaces are not allowed.
- Body jewellery/Facial Piercings are NOT allowed.
- Students will be asked to remove jewellery that is not allowed and this will be stored in the school safe for parents to collect.

HAIR AND MAKE UP

THE ACADEMY WILL NOT ALLOW:-

- Extreme hair colours
- Extreme hair styles
- Excessive make up (discreet make up is allowed, but at the discretion of Heads of Year and the Senior Leadership Team).

We clearly encourage ethnic minority students to continue to wear cultural dress to school but would ask that they conform where possible to the school colours.