

Behaviour & Discipline Policy

Review Cycle: 2 Years

**Review By: Leadership Team, Behaviour, Attendance &
Safeguarding Sub-Committee**

Contents:

Aim of policy, Introduction, Principles, Tracking student behaviour,
Procedures for dealing with disciplinary problems in lessons,
Procedures for dealing with disciplinary problems around the
academy, System for detentions, Behaviour support, Dealing with
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Behaviour and Discipline Policy

AIMS OF POLICY

Provide clear and unequivocal statement of the value of relationships in maintaining a purposeful and focused learning environment within the classroom and across the wider Academy.

Provide clear guidance on implementing sanctions when relationships breakdown.

Determination by Headteacher of Behaviour Policy (as set out Education Act 2006)

The Head teacher will establish and maintain a Behaviour Policy for the academy that promotes self-discipline, respect for others and proper regard for authority.

The Head teacher, when determining the Behaviour Policy, must do so with a view to “securing that students complete any tasks reasonably assigned to them in connection with their education” in addition to the other considerations laid out in subsection (4) of 61 of the 1998 Act. The section also enables the Head teacher to include in the Behaviour Policy, reasonable measures to regulate the behaviour of students when they are off the academy site or when they are not under the control or charge of a member of academy staff.

The Head teacher will determine measures that promote self-discipline and a proper regard for authority, encourage good behaviour and respect for others, prevent bullying, secure that tasks are completed, and generally secure an acceptable standard of behaviour by students. These measures constitute the academy’s Behaviour Policy.

The policy requires the Head teacher to follow the governing body’s statement of principles and have regard to any notification or guidance given by the governing body.

The policy requires the Head teacher to determine what standard of behaviour should be regarded as acceptable in so far as it is not determined by the governing body. *Subsection (4)* provides that the measures determined by the Head teacher must include the making of rules and provision for disciplinary penalties.

The Head teacher will determine (to such an extent as is reasonable) measures to regulate the behaviour of students when they are not on academy premises or under the control or charge of a member of academy staff. This would, for example, allow rules governing behaviour on the journey to and from the academy and during work experience placements.

The Head teacher will set out the behaviour policy in a written document and publicise it by making it generally known to staff, students and parents, in particular, by bringing it to their attention at least once a year.

INTRODUCTION

We are committed to achieving an effective learning environment where outstanding learning can flourish; where students can achieve their full potential and adults can use their professional skills to best effect.

When students make mistakes and fail in respect for others in the community, the aim of any action will be to help them understand why their behaviour is unacceptable and to encourage them in developing those values which are at the heart of the academy.

All adults at Alcester Academy are expected to model exemplary behaviour which clearly demonstrates the academy’s high standards of conduct. Staff will model good behaviour and reward where it occurs and challenge instances of poor behaviour.

PRINCIPLES

The academy works in close partnership with parents/carers and parents/carers will always be involved as early as possible in dealing with any serious incidents or breakdown of good behaviour in the academy.

Every student will be recognised, valued and treated as an individual and any action taken will be appropriate to that individual, not imposed on the group.

Form tutors will be kept informed of all issues in or out of the classroom relating to members of their tutor group.

The subject teacher has particular responsibility for learning and behaviour in the classroom. Subject teachers will be supported by Subject Leaders, SLT and the LSU in implementing strategies to ensure learning can flourish (See Appendix 1)

Physical or verbal bullying, intimidating behaviour or racist remarks towards other students will be reported immediately to the Pastoral Assistant Headteacher and recorded on Demerits.

Abusive or intimidating behaviour towards a member of staff will never be tolerated and will be immediately reported to a member of the Senior Leadership Team (SLT) or LSU so that the student can be removed in order that the lesson can resume pending further action.

Tracking Student Behaviour:

The academy uses three physical means of logging behaviour:

1. Demerit System

All staff are expected to log all behaviour incidents that happen within their classroom, tutor or that they witness around the school on the Demerits system (part of the Epraise system). Staff are expected to add an intervention such as a discussion with the students or a detention. The data from this system is analysed regularly by SLT and LSU and further sanctions and intervention are put in place when necessary. Data is also regularly reported to governors.

2. The Smart Card

This is a card which students must have with them at all times. It runs each term and is used to record all uniform issues in line with the guidance within the school's uniform policy. It is the responsibility of the tutor to check these cards and take appropriate actions should the students' record trigger further interventions. A full smartcard card results in an academy detention.

3. The Late Card

This is a card which students must have with them at all times, it is on the reverse side of the Smart Card. It is used to track and log a student's punctuality. Students will receive a log on their late card if they are late to school, tutor time or lessons. A full late card will result in an Academy detention. Staff are expected to log any lates on the demerit system too so that lates can be tracked effectively.

4. Red Card

This is given to students for more serious incidents including use of poor language, chewing gum, anti-social behaviour, use of mobile phone, being in out of bounds areas or persistent uniform infringements. If a student is issued with a red slip then an Academy detention will be set. All staff can issue a red slip at their discretion. Periodically the focus of a Red Card will be amended when a particular behavior/uniform issue has been identified. When this is implemented all students will have the focus explained to them and parents will be informed using School Comms.

The academy uses Demerits to maintain up to date records of students' behaviour. Teachers are expected to record all incidences of poor behavior using the Demerit system which is part of the Epraise system.

Exclusions and isolations will also be recorded on to Demerits and SIMS as part of the generation of the exclusion letter process.

Types of behaviour.

Behaviour is categorised into one of three types; low-level, mid-level / refusal or defiance and high-level / serious incident. These form the basis of our policy, with sanctions being determined dependent upon the level of the behaviour.

Examples of each level of behaviour can be found in Appendix 2.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS

The systems for managing student behaviour are only effective if they are applied consistently to every student. The 3 levels are designed to make it easy for any member of staff or visitor to apply the Alcester Academy Behaviour & Discipline Policy consistently and for students to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a student **MUST** be issued with 2 verbal warnings before a higher level sanction is applied.

If a student challenges the issuing of a warning or demonstrates any type of rudeness, they are immediately removed from that classroom.

Level 1:

1. Verbal warning, identifying the unwanted behaviour / lack of work
2. Demerit issued to the student & staff inform student of this. Consider moving the student to another seat or time out of the classroom for reflection (5 mins maximum).
3. If disruption/lack of work persists, enter a Subject Detention (Lunchtime)
4. Staff should only log one incident per lesson on the Demerit system, this can include all the incidents that have happened during a lesson, staff should ensure they have logged an appropriate sanction.

Level 2:

Where the incident escalates to become a serious incident or is a standalone serious incident, i.e. aggression, violence, abusive language towards a member of staff or refusal to leave the classroom and go to another classroom, LSU should be called.

Staff should enter the incident on the demerit system. Please refer to the procedure for a serious incident. SLT / LSU will advise on sanction to be issued.

It may be that a reconciliation is required - this can be initiated by the Subject Leader and needs to take place between the member of staff and student

Examples might be being openly defiant, disruption / lack of work persists after warning, refusing to move when asked to change seat or verbal abuse of another member of the class:

1. Move straight to subject re-routing
- classroom teacher to give work to student and escort them to another classroom

- classroom teacher to complete DT referral to be logged on SIMS and an after school subject detention to be set as the minimum.
2. If the student is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a Level 3: Removal from lesson.
 3. If a student is re-routed three times in one week, the Tutor will contact the parents to discuss the concerns.

If three or more re-routes are from the same subject, the head of subject will make contact with the parents.

Level 3: REMOVAL FROM LESSON

1. SLT/LSU will remove any student who are unable to refine their behaviour despite warnings given by the class teacher.
 - Either phone or send reliable student to LSU for a student to be removed.
 - classroom teacher to give work to LSU staff who will then escort student to the LSU
 - classroom teacher to tell LSU staff what has happened (inform them it is a serious incident)
 - classroom teacher to complete log on Demerit system
 2. Pastoral SLT
- Either:
1. Issue SLT detention
 2. Student to be placed in isolation
 3. Recommend fixed term exclusion to Headteacher

Contact to be made with parents/carers either in writing or via phone call to arrange a meeting if required depending on the severity of the incident. In the event of isolation or exclusion the parent is informed by phone call and letter on the day the sanction is put in place.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY

The systems for managing student behaviour only function if applied consistently to every student. All students know the Code of Conduct (see Appendix 3) and if a student breaks that code they must expect to face consequences.

Minor infringement of the Code of Conduct:

1. For example: eating in the corridor, being out of bounds, dropping litter, poor behaviour at lunchtime
 - the member of staff who witnesses such an event will remind student of the correct way to behave and log on the demerit system as discussed with student so any similar incidents can be tracked.
 - If the poor behaviour happens during break or lunch time e.g. student is displaying anti-social behaviour towards peers/ staff – the student will be sent to the “Reflection Room” for the remainder of the break / lunchtime. Staff on duty will log this on demerits.

More serious infringement of the code of conduct:

1. For example: not following instructions from a member of staff, use of bad language, persistently been out of bounds. The member of staff who witnesses such an event will issue the student with a red card
2. The member of staff must then inform the LSU so the incident can be logged and an Academy Detention will be issued.

Serious incident:

1. For example: insulting, swearing at or undermining a member of staff by making inappropriate comments or adult, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, smoking, damage or abuse to fixtures and fittings within the academy or fellow student property, wearing or displaying any ‘gang’ affiliated items, any type of bullying AND persistent breaches of the code of conduct, taking photos or filming on the academy site. Any incidents of staff being recorded could result in a permanent exclusion.
2. If safe to do so, the member of staff witnessing the event should intervene - following the guidelines for the use of reasonable force
3. A member of SLT should be called - sending a student to LSU to do so if necessary
4. The incident now becomes a matter for the SLT. This now follows the same schedule as for serious incidents in the classroom

The student should be taken to the LSU and referred to the Assistant Head teacher responsible for behaviour, they will then make recommendations to the Head teacher for further sanctions / intervention. They will be internally isolated for the time required to conduct an investigation. A decision about further action, such as a further isolation or exclusion, if any is thought necessary, will then be taken.

Smoking / Vaping:

The school will not tolerate any attempt to bring or use cigarettes or vapes (or equivalent) on the school premises. This will be dealt with extremely seriously. This includes any vandalism or tampering with the vape sensors.

Sexual Misconduct

Any incidences of sexual misconduct including having sexual intercourse on the school premises will be taken extremely seriously and will result in a permanent exclusion.

Investigating incidences:

When an incident, we endeavor to achieve a comprehensive understanding of what has taken place. A decision to assign fault is always based upon the 'balance of probabilities' standard used in civil law.

As part of our investigation, we will take as many statements from witnesses as required to provide sufficient evidence to make decisions. We will always ensure the student believed to be at fault has the opportunity to submit a statement. Where this offer is declined a note will be made of this so that the Headteacher can be confident that that this has taken place.

CCTV footage may be called upon to inform decisions made, although it must be noted that not all areas of the academy are covered by CCTV.

Parents wishing to challenge outcomes from our investigations are entitled to ask for summaries of the investigations carried out. We will never provide copies of statements or access to CCTV footage as this may lead to persecution of those who have provided us with statements. Student statements / witness accounts are destroyed after the incident has been investigated, unless the incident involves the police. Only in the instance of a decision being made to permanently exclude a child, will redacted statements be provided as part of the evidence parents receive prior to the permanent exclusion hearing (CCTV footage may be shown at the hearing, but will not be provided in a digital form).

Incidents outside of the Academy:

If the Academy is made aware of incidents outside in the community where students bring the Academy into disrepute and are they are known to be students of Alcester Academy, then it will be dealt with accordingly.

SYSTEM FOR DETENTIONS

The system for issuing detentions is simple and transparent. There are 4 types of detention in Alcester Academy:

'Lunchtime' 'Subject After School', 'Academy' and 'SLT'. Every detention should be recorded as a Demerit on the child's profile on Epraise.

1. Lunchtime Subject Detention: (20 mins)

Set for minor discipline issues or for other reasons such as lack of home learning. They can be issued by any member of staff as indicated within the 'PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY' section of this policy.

2. Late Detention (20 mins)

This is set on the day a student arrives late to school and takes place at the start of lunchtime. The 20 mins will begin when the student arrives for the detention. If a student fails to attend, This will be escalated to an Academy detention.

3. After school Subject Detention: (45 mins)

Given for more persistent minor discipline issues.

These detentions are recorded on a detention referral, passed to LSU and logged on to Demerits by the member of staff setting the detention. Where a student fails to attend a lunchtime detention, it will be escalated to an after-school detention, if this is not attended, it will be rest once before it will be escalated to an Academy Detention and if necessary to an SLT detention if the Academy detention is not completed.

Staff setting the detention are responsible for signing the student's detention slip, detailing the time and date of the detention and should ensure the student knows about the detention.

Subject areas will be responsible for organising their own lunchtime detentions in their subject areas. Subjects must apply a rota to ensure fairness in the distribution of detention duties. Small subject areas may elect to operate a cluster detention in order to spread the load.

3. Academy Detention:

Academy Detentions are reserved for students who fail to attend Subject Detentions after school, also for full Smart Cards, full Late cards, for poor behavior around the academy, and for Red Cards. These detentions run on a Thursday at 3.30-4.30 PM according to the whole staff detention rota. Where a student has a sporting fixture or other extra-curricular activity that clashes with a detention, the detention WILL be served as a priority.

These detentions are logged on a student's Demerit behaviour log and also a text message sent to parents/carers.

Where a student fails to attend an academy detention, the punishment is increased to a SLT Detention.

4. SLT Detentions

These will take place once a month from 3.25–5.00 PM and are staffed by SLT and can only be set by these staff. Parents/carers will be informed by text message.

SLT Detentions are issued for the following reasons:

- i) student has to be removed from a lesson.
- ii) student fails to attend an Academy Detention.
- iii) student is involved in a serious incident outside of the classroom that is deemed to warrant this level of punishment, but not isolation or fixed exclusion.
- iv) Any other serious misdemeanor as determined by SLT.
- v) Accrual of a large number of detentions under the direction of Pastoral SLT.

- vi) Persistent use of mobile phone having already served an academy detention for the same offence.

SLT detentions will be logged in the same way as all other detentions. Parents will be contacted in advance of the detention.

Numbers of Academy detentions and SLT detentions may be taken into consideration when reward trips are offered to students.

A CUMULATIVE RESPONSE TO POOR BEHAVIOUR

Where a student persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any offender not to repeat these unwanted behaviours, the academy has a staged response. In other words, the more detentions a student is set, they will also incur increasingly serious sanctions.

- Subject detentions (lunchtime / after school)
- Tutor / subject teacher discussions with the student
- Academy detention – loss of privileges / free time
- SLT detention
- Removal from a trigger lesson, support from LSU in lessons
- Discussion with subject leader
- Phone call home with subject teacher
- Phone call home by subject leader
- Phone call from Tutor / member of LSU
- Phone call from SLT
- Contact home via email / letter
- Parental meeting with Form Tutor / Subject teacher / Subject leader
- SLT meeting with parent
- Daily report (Various levels)
- Meeting with SLT
- Isolation
- Suspension (escalated as needed for number of days)
- Off-site direction referral for 10 weeks to another school to improve behaviour / referral through FAP*
- Managed Transfer / Referral through FAP *
- Permanent exclusion

***FAP (Fair Access Panel):**

This consists of behaviour representatives from each of the South West Warwickshire schools and academies. The panel meets each half term to discuss student behaviour and suggest strategies that might be implemented in avoiding permanent exclusions

REWARDS ACTIVITIES AND TRIPS

As part of Alcester Academy rewards policy, pupils who meet a certain criteria may be invited to participate in a school rewards activity. These will take place at various times during the academic year and may involve prize draws and also involve either a trip or an activity.

These activities are a way of rewarding pupils, so it is important that pupils earn their invitation to participate. All Alcester Academy pupils are eligible for the trips if they meet the required criteria. This will be based on various factors that include:

Punctuality – Pupils must have a good punctuality record during registration and lesson time.

Good attendance – 95% and above.

Students with 95% attendance for the Year will be invited to attend a rewards trip (subject to satisfactory behaviour and academic achievement).

The Headteacher reserves the right to lower the attendance required to attend the trip in the interest of ensuring the trip is full and cost effective. This will always be done to allow students with the best attendance to be invited first.

Excellent effort/work/behaviour in and around school: This will be monitored by the Demerits behavior tracking system part of the Epraise system. Pupils must have a clear behaviour record that does not include serious incidents or breaches of the behaviour policy. This also includes behaviour on school buses and when students are out in the community. If there are any concerns about behaviour, effort or attitude, they will not be invited on the trip.

The final decision on any pupil's inclusion on a reward activity will be made by the Headteacher.

BEHAVIOUR SUPPORT

In Alcester Academy we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them improve.

For example:

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- review any learning difficulties and put in place a programme of support where necessary.
- use of a daily report.
- loss of privileges.
- extra work or reporting unsatisfactory work.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral for a managed move
- consider offering specialist support and counselling.
- consider a placement for a period of time in the LSU
- consider alternative provision if suitable
- review intervention and support from external agencies.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period, the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period with or without amendments;
- c) where there has been no improvement at all, there may be a referral made for a managed move, alternative provision or permanent exclusion.

DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Warwickshire safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Head teacher about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Signed: _____

Headteacher
Mrs S Mellors

Signed: _____

Chair of Governors
Mr M Dean

Date: _____

(ratified by the Full Governing Body on 10th October 2023)

Appendix 1 - STRATEGIES TO ENCOURAGE EFFECTIVE LEARNING AND BEHAVIOUR

There are a number of strategies which classroom teachers can employ and the following will encourage effective learning:

- Differentiating work so that it is well pitched to individual learners through the use of up-to-date data relating to prior attainment data and predictors to become familiar with student ability levels
- Developing an awareness of individual needs through reference to IEPs, pupil profiles and SEND Policy
- Making clear expectations of acceptable behaviour and displaying in the classroom.
- Constructing seating plans and ensuring students stick to it; reviewing seating plans if necessary, moving students when the needs arise; isolating students within the classroom if space allows
- Using positive language with students
- Using sensitive and supportive groupings of students
- Encouraging positive behaviour and highlighting positive behaviour e.g. 'thank you for coming in to the classroom quickly'. Use planner for positive comments whenever possible and reward in line with academy practice
- Developing well-prepared and structured lessons using appropriate teaching styles which ensure differentiation, pace and challenge and stimulation through engagement
- Promoting an attractive, stimulating and safe environment
- Using appropriate, well-planned and stimulating resources
- Using the 're-routing' system should the need arise for a student (or students) to be removed from the lesson for a short period of time (maximum 1 lesson unless an extended period has been agreed with Subject Leader / pastoral SLT). This will have been agreed within a subject area in advance through the production of a 're-routing' time table. The conflict must be resolved prior to the student's next lesson so that they can re-join their usual teaching group
- A report card – liaise with tutor/pastoral SLT/LSU to implement this
- Checking through with LSU that there are no child protection or safeguarding concerns that may be affecting a student's behaviour.
- Any contact with parents/carers must be recorded on to a contact log.
- You may wish to make contact with parent/carer via the planner about other issues
- Following consultation with your SLT manager you may wish to write to the parent/carer. Any letters must be approved by SLT / front office before posting.

Appendix 2: Classification of behaviours

Behaviour Category	Examples	Action
Level 1	<ul style="list-style-type: none"> • Talking when the teacher is talking • Shouting out • Off task • Putting on makeup • Eating • Use of headphones • Poor quantity/quality of work • Persistent uniform breaches • Late for lesson • Inappropriate use of ICT equipment • Failure to complete home learning (Automatic subject detention to complete work) • Out of bounds • Lack of work • Lack of effort in lessons 	<ol style="list-style-type: none"> 1. Verbal warning 2. Verbal warning + Demerit (discussed with student) 3. Subject Detention
Level 2	<ul style="list-style-type: none"> • Anti-social behaviour eg. Swearing, chewing gum, smoking, out of bounds (persistently), walking off, lapping around corridors • <u>Persistent</u> inappropriate use of ICT equipment • Breaking or damaging equipment • Challenging the issuing of a verbal warning • Refusing to move when asked to change seat • Refusal to re-route • Refusal to follow instructions 	<ol style="list-style-type: none"> 1. Subject after school detention 2. Re-route 3. Removal from lesson 4. Academy detention 5. Red Card
Level 3	<ul style="list-style-type: none"> • Aggression • Violence • Dangerous behaviour in lab/workshop • Being openly defiant or rude to a member of staff or deliberately trying to undermine a member of staff • Taking photos on school site of staff / students 	<ol style="list-style-type: none"> 1. SLT Detention 2. Isolation 3. Subject isolation for fixed period of time 4. Lesson time LSU to refocus 5. Suspension 6. Permanent exclusion 7.

	<ul style="list-style-type: none"> • Recording (either audio or filming) of staff / students • Abusive/inappropriate language towards a member of staff • Refusal to leave the classroom 	
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Appendix 3: Code of Conduct

All students should aim to:

Do their best at all times
Attend school regularly
Respect all members of the community
Respect property and the environment in which they work
Be organised and prepared for lessons
Be calm and focused at all times.

At all times we will:

Be punctual to school
Wear the correct uniform
Respect the school building and play areas
Not chew gum
Not smoke or bring alcohol, smoking equipment or illegal substances onto the school premises
Be responsible for my own actions and property
Use appropriate language
Not use mobile phones/electronic devices or similar in the academy. However, controlled use of phones is allowed at KS4 in P/Arts/Music/Photography/Art and Media. A contract will need to be applied and signed by students.

Work with effort in lessons

In lessons we will:

Be punctual
Bring all the correct equipment for the lesson
Show respect for others
Listen/follow instructions and stay on task
Complete all work and homework to the best of my ability

At breaks and lunchtimes we will:

Walk on the left side of the corridor
Put litter in bins
Queue in the canteen quietly and clear up the tables after eating

On the buses we will:

Queue quietly
Be seated at all times
Not smoke
Be respectful of other passengers and the driver

Online (whether in school or at home) we will:

Not post images or comments that cause others to feel bullied or intimidated in any way
Show respect for each other, the academy, its staff and ourselves in all of our actions

Appendix 4: Flow chart for managing in class behaviour

Student displays inappropriate low-level behaviour

Member of staff:

Issues verbal warning
Instructs how to behave correctly / reminder of

Student continues to display inappropriate low-level behaviour, including lack of work

Member of staff:

Marks behaviour on Demerits with appropriate sanction
Offer reflection time (5 mins)

Student continues to display persistent inappropriate low-level behaviour, including lack of work / disruption

Member of staff:

Complete Demerits
Issues a subject after school detention

Student continues to display inappropriate low-level behavior (lack of work / effort and disruption in class)

OR

A single act of rudeness or defiance

Member of staff:

Student is re-routed within subject area or LSU
Escort student (where possible) to re-route room
Member of staff completes Demerits
Subject after school detention

Re-route 3 times in 1 week –Tutor / LSU contact home

If three re-routes are from the same subject, Subject Leader to contact home.

Student refuses a re-route

or

A single serious incident

Member of staff:

LSU / SLT to remove student
Teacher passes students work to LSU
Student removed to LSU
Staff completes Demerits
Pastoral SLT conduct investigation & sanctions issued.(SLT Detention / Isolation / Referral for further intervention /Suspension / Permanent Exclusion)

Appendix 5: Flow chart for managing out of class behaviour

Minor infraction of the code of conduct e.g. uniform, in school after settle bell, punctuality to lessons

Member of staff reminds student of the correct way to behave
Poor uniform - Staff signs students "Smart Card"
Late to school, tutor, lessons - staff sign "Late Card".

Student displays more serious infraction of the code of conduct

A 'red card' will be issued for anti-social behaviour (chewing gum, persistent poor uniform, using inappropriate language, being in out of bounds areas, using a mobile phone or having a mobile phone out in school)

Member of staff issues a red card & logs on Demerits

Serious Incident

Serious incidents includes bullying, fighting, threatening, intimidating behavior

Member of staff intervenes (refer to restraint policy)
SLT / LSU called
Student taken to LSU pending investigation and further sanction

Appendix 6: Confiscation of inappropriate items

(Department of Education - Behaviour and discipline in schools - Jan 2016)

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items”⁹ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document

Appendix 7:

Classroom/Corridor Action	Subject After School Detention (Class teacher sets work)	Academy Detention (Work provided if needed)	SLT Detention (Work provided)
<p>HW not completed - 1st time</p> <p>ACTION: Sign HW log Give extension e.g. until next day</p>	<p>HW not completed - 3rd time</p> <p>ACTION: Sign HW log Complete DT referral & give student DT slip Class teacher to contact home e.g. get school comms sent (staff to write)</p>	<p>Lateness: (Issued by tutor / LSU / subject teacher)</p> <p>ACTION: 4th time late to a lesson 4th time late to school Complete DT referral</p>	<p>Student does not attend an Academy DT (after a re-set)</p> <p>ACTION: Refer to LSU</p>

<p>HW not completed - 2nd time</p> <p>ACTION: Sign HW log Keep in at break or lunch</p>	<p>Continued disruption of a lesson: (After verbal warning, conduct log & 5 minutes time out) needs more time out ACTION: Complete DT referral Give student detention slip & ensure they know when it is.</p>	<p>Serious disruption of a lesson (After a subject DT completed)</p> <p>ACTION: Complete DT referral</p>	<p>Rudeness to staff</p> <p>ACTION: Complete serious incident form Refer to LSU</p>
<p>Low level disruption of a lesson:</p> <p>ACTION: Verbal warning 5 mins time out & sign conduct log Move student when return</p>	<p>Persistent lateness to a lesson (3 times) ACTION: Mark late on register Sign conduct log Complete DT referral / Give student slip</p>	<p>Student refuses to be re-routed</p> <p>ACTION: Complete DT referral</p>	<p>Full Conduct log:</p> <p>ACTION: Tutor to refer to LSU for SLT detention</p>
<p>Lateness to lesson (No genuine excuse) ACTION: 1st time = Verbal warning / mark on register 2nd time = Sign conduct log / mark on register</p>	<p>Insolence / answering back to a member of staff ACTION: Complete DT referral Give student detention slip & ensure they know when it is.</p>	<p>Student is removed from a lesson</p> <p>ACTION: Complete a DT referral</p>	<p>Serious incident e.g. bullying, fighting, vandalism, truancy, persistent phone misuse or any other incident deemed by SLT to warrant detention ACTION: Refer to LSU for further action</p>
<p>Classroom/Corridor Action</p>	<p>Subject After School Detention (Class teacher sets work)</p>	<p>Academy Detention (Work provided if needed)</p>	<p>SLT Detention (Work provided)</p>
<p>Shouting out / too much chatting</p> <p>ACTION: Verbal warning Sign conduct log 5 mins time out Discuss after lesson with student</p>	<p>Student leaves a lesson without permission:</p> <p>ACTION: Complete DT referral Give student a detention slip & ensure they know when it is. hand to LSU</p>	<p>Full HW log Students have missed 5 homework's across all subjects</p> <p>ACTION: Refer to LSU for further action Tutor to refer to LSU for Academy DT</p>	<p>Accrue ment of many subject detentions This will be across various subjects</p> <p>ACTION: Tutor to refer to BU</p>

<p>Anti- social behaviour around school No face covering as expected (intentionally) Language Intentional pushing/barging/not distancing Shirt out</p> <p>ACTION: Verbal warning Sign Standards Card (no warning for language)</p>	<p>Student is re-routed from a lesson following inappropriate comments / continued disruption of the lesson</p> <p>ACTION: Student is sent to work in another classroom in the bubble / LSU area</p> <p>Member of staff completes DT referral Give student a detention slip & ensure they know when it is.</p>	<p>Full Standards card (For behaviour around the Academy)</p> <p>ACTION: Refer to LSU either tutor or staff who fills up last box Academy Detention issued by LSU</p> <hr/> <p>Red Card issued e.g. Smoking, phone out, swearing, persistent uniform, persistent out of bounds</p> <p>ACTION: Member of staff to refer to LSU LSU to issue Academy DT</p>	<p>Persistent anti- social behaviour around school that has resulted in 3+ red cards.</p> <p>This will be issued following an Academy detention has been served No face covering as expected (intentionally) Language Intentional pushing/barging/not distancing Shirt out</p> <p>ACTION: Refer to SLT LSU will issue detention</p>
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(Ratified by the Full Governing Body on 10th October 2023)