



# **Behaviour and Exclusion Policy**

**Date Published: 12.11.19**

**Review Date: SEPTEMBER 2020**



**TOVE LEARNING TRUST**

## 1. Aims & General Information.

1.1 Our Behaviour and Exclusion Policy is designed to ensure a fair and consistent application of the Academy expectations and values. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals. We recognise that there may be occasions when behaviour falls below the high expectations we set out. Students' particular needs and difficulties are taken into account to safeguard their interests. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential. In all cases where the Behaviour and Exclusion Policy is enacted the Academy will always seek to ensure that any decision to set a sanction is rational, reasonable, fair and proportionate.

Wherever possible, the school operates a principle of:

1. **Ask** - asking a pupil for the behaviour you expect.
2. **Tell** - telling them if they don't respond to being asked.
3. **Consequence** – giving a consequence if the first two parts are not adhered to.

The Academy also insists on some basic expectations that would be expected of a Rushden Academy student. Examples are – being equipped for school, wearing the correct uniform, being on time. Students are issued a 'Non-Negotiable' behaviour point for basic expectations infringements. This supports the Academy in maintaining high standards and expectations for all our students.

All behaviour issues referred to as 'Non-Negotiables' are recorded on Go 4 Schools (G4S). The Academy will use a range of consequential sanctions to address behaviour that does not meet the Academy expectations, standards and rules in the classroom, around the school site and when travelling to and from school.

The following is a list of the consequential sanctions used by the Academy:

| <b>INTERNAL SCHOOL SANCTIONS</b> |   |
|----------------------------------|---|
| Break detention                  | Up to 15 minutes  |
| Lunch detentions                 | Up to 25 minutes  |
| Faculty Detention                | 45 minutes  |
| Senior Leadership Detention      | Up to 90 minutes  |
| Isolation (Internal Exclusion)   | From 1 day upwards  |
| <b>EXTERNAL SCHOOL SANCTIONS</b> |   |
| Fixed Term Exclusion             | From an AM or PM session up to 45 days in any academic year                         |
| Permanent Exclusion              | Removal from the Academy and placed in alternative education by the Local Authority |

1.3 The scope of this Policy extends as is recommended by DfE guidelines to:

- On the school site
- Outside school on school business (e.g. trips, visits)
- Section 89(5) of the Education and Inspections Act 2006 also gives teachers the authority to discipline students outside the school gates where the school feels it is appropriate and reasonable to do in accordance with the 2006 Act. 'One example of this would be travelling to and from school.'

## 2. Overview

2.1 Rushden Academy students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. They should always uphold the values of the Academy.

2.2 A high standard of behaviour is maintained by ensuring the **Team Rushden Values** as agreed by the student body and staff are adhered to and promoted:



### Team Rushden

| Smart  | Respectful   | Hard-working And Resilient  | Team Players  |
|--|--|---|---|
| <p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Making smart decisions</li> <li>• Wearing our uniform with pride</li> <li>• Keeping the school environment smart</li> <li>• Smart work, smart presentation and being fully prepared for learning</li> </ul> | <p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Diversity and difference</li> <li>• Respecting each others' opinions</li> <li>• Treating others how we want to be treated</li> <li>• Good manners as they cost nothing</li> </ul> | <p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• The opportunities given to us</li> <li>• Independence and working out problems ourselves</li> <li>• Challenge to enable change</li> <li>• Never giving up</li> </ul> | <p><b>WE VALUE:</b></p> <ul style="list-style-type: none"> <li>• Others and what they can offer</li> <li>• Working together and encouraging everyone's contribution in order to achieve our aims</li> <li>• Co-operation and collaboration</li> <li>• Supporting and encouraging each other to do well</li> </ul> |

## 3. Serious Offences

**3.1** To ensure an orderly and safe environment for all who work at the Academy there are some rules to which all must adhere and, if broken, will be treated as very serious matters and would likely lead to a fixed term or possible permanent exclusion .

This includes the following:

- Behaviour which places the student or others in danger. To include physical violence towards others or being a direct cause of harm through reckless choice.
- Setting off the fire alarm other than in an emergency. Any form of vandalism or intent to damage school property.
- Any form of physical, or verbal abuse in particular racist and homophobic comments and actions intending to cause harm. This can also include gathering in a large group intending to intimidate others.
- Bullying type behaviours directed at others and in particular where actions by a student or group of students presents a pattern of repeated incidents of bullying type behaviours.
- Bringing into school any harmful or illegal substances, including tobacco, matches and lighters, drug paraphernalia, psychoactive substances and vaping products.
- Repeated smoking or vaping on the premises, or on the way to and from school.
- Bringing onto the school premises any type of weapon, including any type of knife/penknife or items that could be used as a weapon and not their intended purpose and any type of gun, including toy guns and replicas. This also applies to travel to and from school.
- Using foul and abusive language directed towards others, in referring to staff, or within the hearing of staff.
- Promoting and spreading extremism and hate verbally, graphically or via social media towards an individual or other groups based on race, religion, gender or identity, sexuality and disability.
- Refusal to follow a reasonable instruction and continued non-compliance. Persistently presenting behaviours that disrupt the quality of teaching, learning and day to day management of the Academy.

3.2 Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good of the Academy community and the values and culture of the Academy.

#### **4. Sanctions, Support and Positive Rewards**

**4.1** When behaviour does not meet expectations we employ a range of strategies to address the situation. We use a simple – Ask, Tell, Consequence principle, which places accountability on both the student and the staff. The school's rationale for imposing a sanction is to correct behaviour and realign students' actions with the Academy ethos. The level of response will depend on:

- (1) The seriousness of the offence
- (2) Whether or not it has happened before
- (3) The student's previous disciplinary record.

Clearly, if a student has not corrected their behaviour, from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case.

Please be aware when investigating incidents that could lead to an internal sanction or external exclusion from school either as a fixed period or permanently the Academy applies

the civil standard of proof which means '**on the balance of probabilities**' in that something is more likely to have occurred than not.

**4.2 Detentions** Students may be detained during break or lunch times, or after school. Parents/carers will, in most cases, be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day. In the interests of safety a student's circumstances (e.g. travelling arrangements) will be taken into consideration.

**4.3** Please note that parental permission is not required for a teacher to detain a student, we inform parents so they can be aware that it is happening.

#### **4.4 Student Behaviour Reports**

The Academy uses a hierarchical Student Behaviour Report system starting from the Tutor to Vice-Principal and Principal. Students are placed on Behaviour Report for a minimum of two weeks based upon an accumulation of behaviour points. Reports are used to support students in taking greater ownership and accountability for their progress and behaviour choices. A failure to address concerns will lead to an escalation to the next level of reporting.

At the end of each day Students on report must show their report to their Head of Year or in the event that they cannot be located a member of staff in The HUB for checking so that any follow up required can be communicated. Parents are informed of any concerns related to the report and are required to countersign completed reports. Further sanctions will be applied where concerns remain. This can be in the form of an instant detention on the day. Parents will be informed by text that this is happening.

**4.5** If poor behaviour has resulted in damage to the school or property the student would be expected to remedy the situation and this may include payment for repair or replacement. A record of poor behaviour is maintained through the Academy Go 4 Schools management information system (G4S). Any previous record is taken into account when responding to issues.

**4.6** There may be occasions where it may be perceived that inconsistency of approach is taken. The Academy would always acknowledge that equitable decisions are important, but also that every situation is different, the history of an individual's behaviour is different and students' response to previous sanctions is different. This may equate to a different school response from one student to another.

#### **4.7 Pastoral Support systems**

The role of the tutor and Head of Year are key in the provision of personal support for a student. Additional support to address concerns presented by students can be sought through a referral to the services provided to the school by counsellors and youth workers or by requesting a period of support from our in school student support centre, The HUB. Some students are provided with a Pastoral Support Plan (PSP) which is reviewed regularly with parents. The Academy will liaise and work with parents to seek additional support by engaging with other external support agencies that require formal referrals to be made.

#### **4.8 Positive Rewards and Awards**

We value the positive contribution and choices our students make. Students are given achievement points in lessons for their work, effort and attitudes to learning. Student Achievement is recognised at the end of each Term in Year Awards Assemblies. Individual students are also nominated to receive a Principal and Vice-Principal award each week. Department areas also award and recognise student achievement. The school holds an annual Rushden Academy Awards evening in September to recognise the success students have had in the previous

academic year. Reward trips are also organised for students at the end of the academic year. Departments also have their own internal rewards and recognition systems such as postcards and stamps.

## **5. Exclusions**

**5.1** Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. All exclusions are decided by the Principal or Acting Principal.

### **5.2** Exclusion Warning Meetings

An Exclusion Warning Meeting is used to prevent as far as possible the need to set a formal external sanction for persistent disruption. This does not apply to serious incidents that require a robust response when they occur. Student behaviour is monitored through Go 4 Schools (G4S) with individual data reviewed by the Form Tutor and the Head of Year. The Academy will set further internal school sanctions as a direct response to a build-up of behaviour incidents over time. A number of internal school sanctions will trigger a student and parent/carer meeting with the Head of Year and a member of the Senior Leadership Team.

**5.3** Permanent exclusion is rare, but may be appropriate in some cases.

**5.4** The Academy follows the statutory guidance set by the Department of Education 'Exclusion from maintained schools, academies and pupil referral units in England' September 2017. Which is available to download should parents/carers wish to seek further clarification.

**5.5** The Academy also considers guidance in relation to the Disability Discrimination Act 2005 and The Equality Act 2010 when considering setting a sanction for an individual student who may fall within the realms of this legislation

## **6. Confiscation**

**6.1** The Department for Education advice links this aspect to the following legislation - Education Act 1996; Education and Inspections Act 2006; The Schools (Specification and Disposal of Articles) Regulations 2012; The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and Health and Safety at Work etc. Act 1974

- Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs or psychoactive drugs (formerly known as legal highs)
  - stolen items
  - tobacco and cigarette papers
  - Vapour/ E Cigarettes
  - fireworks
  - pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).

- Principals and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Confiscated Items which contravene the law such as illegal drugs and weapons will be handed to the police for disposal. Tobacco/vaping products and alcohol (in the case of minors) will be disposed of within the school.

## **7. Use of Reasonable Force**

**7.1** The Education and Inspections Act 2006 and Keeping Children Safe in Education 2019 (Safeguarding) explains the legal provisions on school discipline and provides the staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Reasonable force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- All members of school staff have a legal power to use reasonable force.

**7.2** The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

The Academy can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight from occurring.
- prevent a pupil at risk of harming themselves through physical outbursts or self-abuse.

## **8. Personal Items and items of value brought into school by students or adults.**

Any person adult or child are personally responsible for looking after personal items they choose to bring into school. The Academy cannot be held responsible for items which are accidentally damaged, lost or stolen. This includes any of the following:

- Money
- Mobile phones
- Computing or gaming equipment
- Jewellery and watches
- Bicycles and all other vehicles
- Any other item of value either monetary or sentimental.

The Academy recommends that valuable items should not be brought into school.

The Academy will assist in seeking a resolution to any items lost, stolen or damaged and will take reasonable steps to support students, parents and staff. In the case of theft the Academy will support the police should any incident be referred to them. The Academy holds the right to apply sanctions in respect of the Exclusion and Behaviour Policy and in respect of maintaining the common interests and values of the Academy.

## **9. Complaints Procedure**

**9.1** Parents or guardians who have a complaint concerning the application of the Behaviour and Exclusion Policy are normally directed in the first instance towards the Head of Year. If the Head of Year is unable to resolve the issue, or if the Parent still has a grievance, a member of the Senior Leadership Team will become involved. Should the matter still be unresolved the Parents/Guardians may contact the Principal. In a situation where the school is unable to resolve the problem to the parent's/guardian's satisfaction this should then be referred to the Chair of Governors, Local Authority and finally to the Secretary of State for Education.

## **10. Related School Policies to be read in conjunction with this policy**

- Safeguarding Policy
- Equality Policy
- Student Presentation Policy
- Anti-Bullying Policy
- Drugs Policy
- Attendance Policy in relation to Fixed Term and Permanent Exclusions
- SEND Policy

This policy was been approved by the board on: 12.11.19

Signature of AIB Chair:

A handwritten signature in blue ink, appearing to be 'Tim Foster', written over a horizontal line.

Name of AIB Chair: Tim Foster

Date of renewal: September 2020