



ALEC REED ACADEMY
PROUD TO LEARN

Behaviour for Learning Policy

April 2018

Behaviour for Learning Policy

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Aims

The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour for learning.
- Embed the ARA ethos and values of Respect, Honesty, Kindness, Proud to Learning and Excellence.
- Support the Spiritual, Moral, Social and Cultural (SMSC) development of all pupils as well as their understanding of British Values as citizens of the world.

Objectives

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, pupils and ARA in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of ARA to develop as effective citizens of the world and show care, courtesy and consideration to other members of the school and to the wider community.

Principles

ARA recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and pupils from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of ARA is important if our aims are to be achieved.
2. The Behaviour for Learning Policy is a partnership between all members of the ARA community.
3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the fundamental aim for all members of the Academy.
5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
6. Sanctions must be administered fairly and be appropriate and proportionate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Praise and Achievement, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.
9. First attention is given to best conduct wherever possible.

Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy

- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs and Disability Policy
- Social Media Agreement
- ICT Policy

Practice

Good behaviour will be promoted through the establishment of good relationships within the Academy community built upon mutual respect.

Assemblies play an important role in promoting the ethos of ARA as well as SMSC and British Values development where courtesy, respect and good behaviour are the expected norm.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the PSHCE programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

ARA will seek to provide a relevant curriculum for all pupils. The provision of high quality Teaching and Learning and Quality First Teaching is central to achieving good behaviour.

The Pupil Code of Conduct (Appendix C) and 5 Steps of Behaviour and Achievement is printed in the planners and is referred to consistently by staff.

Pupils who are experiencing behavioural and emotional difficulties will be supported through the Year Team, Behaviour Support Team, counselling, Access and Inclusion Centre and multi-agency work.

Pupil Behaviours, both positive and negative, are recorded on Class Charts system and can be accessed by pupil and their parents through their individual log ins. These records are monitored, managed and analysed by the Behaviour team staff on a daily basis

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the ARA site.

Achievement

We believe that praise and reward is fundamental in encouraging all of our pupils to achieve their social, personal and academic potential. We believe that all pupils benefit from feeling a sense of importance and belonging and knowing that their school community values their efforts and achievements. We also know that sharing praise and reward with parents and carers strengthens a pupil's self-esteem and sends out a positive message beyond the immediate school community. As a result of this philosophy our praise and reward policy comprises of a tiered approach that promotes these core values. These include:

Tier 1 Achievement – Responsibility of all staff – some examples

- Shout out at the end of the lesson or week/Positive Notes
- Achievement points
- First attention for best conduct
- Consistent and calm behaviour management with restorative follow up when necessary
- Phone calls and text messages home
- Stickers for practical excellence
- Stamps for written excellence
- Counters for group excellence

- Verbal praise following on from the report to staff for those pupils with 3 x achievements in Daily Achievement Reports

Tier 2 Achievements – Responsibility of HC, PPLs, RALs, SLs and CLs

- House charity donation following on from the counters for group excellence
- Praise highlighted in phase newsletters
- Year Team Praise Display
- Half Termly Celebration Assembly –Including: half termly 100% attendance and punctuality rewards; conduct badges; annual 100% attendance and punctuality badges; Blue and Green Bands; Ethos and Values badges
- Subject nominations

Parent and pupils can also access achievement records through their ClassCharts log in.

Tier 3 Achievement: Responsibility of LT

- Awards Evening
- Hot Chocolate Friday
- Star of the lesson
- High School Newsletter

Academy Uniform

All pupils are expected to wear their Academy uniform correctly at all times. This includes wearing their uniform correctly to and from the Academy as they are representing ARA in the community. Further details about the specifics of the Academy uniform can be found on the website.

Equal Opportunities

Alec Reed Academy celebrates the diverse communities that are represented within the Academy. All groups have to wear the Academy uniform in order to maintain equal opportunities for pupils to respect their religions and customs. Pupils who have to cover their hair must wear black or white. The item should be worn traditionally as to respect the religion fully. The Academy uniform must be on show at all times. Additional items such as the Hijab can be worn for religious purposes; however, the Academy logos, lanyard and tie must be visible.

Sikh pupils who have been baptised can wear the five “articles of faith” that must be carried at all times. Parents will be asked to clarify in writing that their son/daughter has been baptized. The Kirpan should be worn discreetly and out of sight. Families are asked to meet with a senior member of staff to inform the Academy if their child is to wear a Kirpan. The blade of the Kirpan must be restricted so that it cannot be drawn from the scabbard.

The Kirpan should not be more than 6 inches in length (including both blade and handle) and the blade should not exceed 3 inches in length; the Kirpan should always be sheathed. For health and safety reasons pupils will be asked to remove their Kirpan during PE lessons. If parents would like their son/daughter to wear the Kirpan underneath their clothing in these lessons, the Kirpan must be fastened close to the student’s side underneath their clothing and the parents will be asked to write to the school accepting responsibility for any potential accident that may occur related to the wearing of the Kirpan.

Haircuts and Facial Hair

In keeping with ARA’s smart uniform, pupils are requested to attend the Academy with traditional haircuts/styles.

Jewellery

Pupils are permitted to wear one pair of small plain earrings which must be studs. Sikh pupils are permitted to wear a thin Kara. Sikh pupils are asked not to wear thick Kara's for health and safety reasons. Christian pupils are permitted to wear a crucifix underneath their shirt. The wearing of any other jewellery is not permitted.

Makeup

Pupils are not permitted to wear makeup.

Roles and Responsibilities

Class Teacher will –

- Plan and deliver engaging lessons of an appropriate level of challenge.
- Maintain a positive, well managed classroom environment.
- Use Tier 1 achievement and hierarchy of sanctions as outlined in the ARA Behaviour for Learning Policy.
- Record behavioural incidents, both positive and negative, ClassCharts and issue and lead class teacher detentions where appropriate.
- Refer pupils whose behaviour gives cause for concern to their Curriculum Leader and other key staff.

CLASS Workers and Support Staff will –

- Assist in maintaining a positive and well managed environment.
- Refer pupils whose behaviour gives cause for concern to the Curriculum Leader and other key staff.

Curriculum Leaders will –

- Ensure that members of their Curriculum Team follows the Behaviour for Learning Policy with regard to both behaviour and achievement and role and responsibilities
- Support members of their Curriculum Team with behavioural issues with individual pupils or classes.
- Place pupils on a target card for their curriculum area.
- Contact, or meet with, parents when necessary.
- Support the Curriculum Leader detention system.

SaFE Workers will –

- Manage and support the year group outside of lessons
- Model good behaviour management techniques
- Provide individual support to pupils where needed and help pupils to learn appropriate behaviour
- Establish and maintain positive home/school relations
- Monitor the personal development of each pupil
- Work with pupils and their families who are persistent absentees and/or are persistently late to school.
- Support with Pastoral Support Plans/Programmes for pupils in the year group
- Support with pupils on Stages of Suspension in the year group
- Support the detention systems by collecting and delivering pupils to detention rooms where necessary.

Pupil Progress Leaders will -

- Liaise with Year group SaFE Worker, staff and Curriculum Leaders with regard to concerns about the behaviour of individual pupils or groups of pupils.
- Monitor the Behaviour for Learning, attitude, effort and quality of work of individual pupils across the curriculum and through the detentions log.
- Track and put in place intervention with key staff for key groups where behaviour, attendance or punctuality is preventing progress.
- Inform Assistant Principal and our Lead Behaviour Practitioner with regard to behaviour data and trends.
- Contact parents by letter or telephone.
- Place pupils on Pupil Progress Leader target cards.
- Lead half termly achievement assemblies.
- Arrange meetings with parents/pupils.
- Use the Behaviour and detentions section of SIMs to monitor, analyse and manage pupils' behaviour.
- Place pupils in the Internal Exclusion room when there has been a serious breach of the ARA Code of Conduct.
- Oversee the smooth running of form time in collaboration with the Year Team lead.

Lead Behaviour Practitioner will -

- Work directly with all of the pupils approaching and on the Stages of Suspension.
- Refer pupils to the Stages of Suspension.
- Manage Pastoral Support Programmes.
- Lead intervention and group work that is referred to the Access and Inclusion Centre.
- Analyse the daily behaviour reports and refer pupils on Stages of Suspension.
- Oversee the Stages of Suspension Target Cards.
- Manage the CYP agenda and meeting process.

Assistant Principal Pupil Progress will –

- Embed the Behaviour for Learning policy through the achievement and behaviour system.
- Lead and manage the ARA Detention system and analyse trends.
- Feedback trends to the leadership Team half termly.
- Embed the 5 steps of behaviour and achievement, learning habits and ARA ethos.
- Embed first attention to best conduct.
- Oversee the form time timetable ensuring consistency.
- Oversee the use of ClassCharts with staff, pupils and parents.
- Oversee the assemblies programme in conjunction with the CL for Guidance.
- Lead the half termly achievement assemblies for Year 11.

Leadership Team will –

- Ensure departments they line manage fulfil their roles and responsibilities and follow Behaviour for Learning Policy.
- "Walk the school" calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where LT support has been requested including visiting lessons being covered.
- Place pupils in the Internal Exclusion room when there has been a serious breach of the ARA Code of Conduct.
- Discuss with the Principal and/or Associate Principal a Fixed Term Exclusion for the more serious breaches of school conduct.

- The Principal or in their absence the Associate Principal will consider Permanent Exclusion for the most serious breaches of school conduct.

Acceptable Discipline

All academy staff with responsibility for pupils, have the statutory authority to discipline pupils, including on academy visits, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a pupil's misbehaviour occurs outside of the academy (*section 90 and 91 of the Education and Inspections Act 2006*).

Anti-social behaviour within the community will not be tolerated and the academy has the right to exercise discipline procedures when:

- They are taking part in any ARA - organised or ARA related activity.
- They are travelling to or from ARA.
- They are wearing ARA uniform.
- They are in some way identifiable as a pupil at ARA.
- Their behaviour could have repercussions on the orderly running of ARA.
- Their behaviour poses a threat to another pupil or member of the public.
- Their behaviour could adversely affect the reputation of the academy.

Detentions

At ARA detentions can be set by any member of staff as a consequence for poor behaviour/s. Depending on the level of the behaviour incident (see Appendix A) detentions range in length from 20 to 60 minutes and provide pupils with the opportunity for discussion, reflection and/or to catch up on classwork/homework missed. Level 2 and 3 detentions are run through a centralised system, take place after school and are run by a team comprising of Subject/Curriculum Leaders and the Academy Leadership Team. Where a lower level detention is missed by a pupil, a higher level detention or sanction can be set with the expectation that both the initial detention and the higher level detention or sanction are completed.

Parental Support

At ARA we expect all parents/carers to encourage their children to show respect and support the Academy's authority. Parents have a clear role in supporting the Academy to make sure that their child is well behaved at the Academy, on their journey to and from the Academy and whenever they are wearing the Academy uniform. In extreme cases parents/carers will be asked to sign a Pupil Support Plan (PSP) or the Academy may apply for a court-imposed parenting order.

Confiscation of inappropriate items

The general power to discipline 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 for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (*section 94 of the Education and Inspections Act 2006*). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and pornography must always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search.

Prohibited Items

- Knives and weapons
- Alcohol
- Drugs

- Stolen items
- Tobacco products 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
- Any item banned by ARA
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

The following items are **banned** by the Academy and are therefore identified as items that may be searched for:

- Aerosols
- Any propellants
- BB Guns
- Chewing Gum
- Water Bombs and balloons
- Multi packs of food or drink
- High sugar fizzy drinks and energy drinks
- Stink Bombs
- Jewellery (other than that stipulated in the Uniform Policy)
- Solvents
- Mopeds and Crash Helmets
- Baseball Caps and Non-religious headwear
- Bandanas
- Hoodies
- Laser Pens and Laser Pointers
- Water Propelling Devices
- Crackers (which explode when thrown to the ground)

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

If any of the above items are found in the possession of a pupil – a serious sanction will be set. Any cigarettes confiscated in school will be destroyed.

Mobile Phones and other electronic devices

Pupils are permitted but not encouraged to bring mobile phones or other electronic devices into the Academy. However, they must be kept in their bags, switched off and out of sight at all times. If a member of staff sees a pupil with a mobile phone/other electronic device this will be confiscated and their parent/carer will be expected to come into the Academy to collect it at the end of the Academy day and before the close of the High School reception. Any phones/devices not collected at this time will only be made available at the end of the Academy day and before the close of the High School reception on the next day of High School.

The Use of Reasonable Force, Screening and the Right to Search

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

Screening

At unannounced times, ARA will (in keeping with practice in other schools) require pupils to undergo random screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. This will be facilitated by the Safer Schools Police service. The Academy has a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables the to impose a requirement that pupils undergo screening.

The Use of Reasonable Force and the Right to Search

The law allows for teachers and other persons authorised by the Principal to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:-

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”, however, the term 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.

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 pupil needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed. 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. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil (*Use of reasonable force: Advice for Head teachers, staff and governing bodies; DfE July 2013*).

Members of staff may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products 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
- Any item banned by the academy
- Articles that have been or could be used to commit an offence or cause harm (*section 93 of the Education and Inspections Act 2006*)

Pupils will be asked to empty their pockets/bags and other area where items could be concealed. No physical searches will be undertaken by members of Academy staff. The person undertaking the search will be the same same sex as the pupils being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the pupils being searched.

There is a limited exception to this rule. With co-operation of the pupil involved, staff will carry out the search of a pupils of the opposite sex but only when the member of staff reasonably believes that

there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff.

Where a pupil refuses to co-operate, staff will consider using the Safer School Police Officer to carry out the search.

Restorative Justice

There is an expectation that, following a level 3 incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect.

Bullying

ARA takes bullying very seriously. All staff, pupils and parents/carers should be aware of the negative effects that bullying can have on individuals and the Academy in general. We will work towards ensuring that pupils can work in an environment without fear. We will take note of bullying perpetrated in and outside of the Academy. The Academy will do what is reasonably practicable to eliminate any such bullying. We take a strong stance against bullying of any type, as it indicates a lack of appreciation for the feelings of others; therefore every allegation of bullying will be taken seriously.

Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically. Different kinds of bullying can include: homophobia; cyberbullying; racism; sexism.

The following steps will take place when there is an incident of bullying:

- All pupils involved will record the details of what took place, including information on witnesses, the date, the time and place. Pupils will be encouraged and expected to fully co-operate with staff.
- The member of staff investigating the incident will make a judgment based on the balance of probabilities, as to whether the incident took place or not.
- All pupils involved will receive support from staff. The support will be relevant to their needs and could involve specific intervention.
- Restorative practices will be used when appropriate.
- The Academy's Safer Schools Officer will be involved if the situation calls for it.
- In more serious cases the perpetrator could be sanctioned by being internal excluded, or being issued with a fixed term exclusion. In very serious cases pupils could receive a fixed term exclusion.
- The investigating member of staff will inform parents/carers of what took place and the interventions that will follow.

Child Protection and Safeguarding

ARA takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) the Academy has separate procedures in place for managing allegations of abuse against children (see the ARA Safeguarding Policy and Procedure). Parents/Carers should be aware of the Safe PP section of the Academy's website which is place where parents/carers and pupils can report any safeguarding concerns that they may have.

Monitoring and evaluation

The Academy will keep a record of incidents of behaviour and achievement on ClassCharts; this will be evaluated regularly and may inform any policy changes. The Academy will also ensure that rewards and sanctions are distributed fairly. All parents/carers and pupils have a log in for ClassCharts and are able to monitor this record remotely.

Internal, Fixed Term and Permanent Exclusions

Internal Exclusion

For serious breaches of the ARA code of conduct, pupils will be placed in Internal Exclusion usually for a maximum of three days. In some cases a pupil may be withdrawn to another place in the Academy where suitable interventions can take place as an alternative for the same or longer periods of time.

For extreme breaches of the ARA code of conduct the Principal or in their absence the Associate Principal may choose to issue a pupil with a Fixed Term Exclusion, these range in length from one to fifteen days depending upon the severity of the incident. The Principal or in their absence the Associate Principal may also choose to permanently exclude a pupil if it is felt appropriate.

Fixed-term exclusion

The length of a Fixed-Term Exclusion will be set out by the Academy at the start of the exclusion period. If a pupil is excluded for more than 45 days in one school year, they will be permanently excluded.

A Fixed-Term exclusion may result from a serious breach of ARA's behaviour policy and/or if allowing the pupils to remain in the Academy would seriously harm the education or welfare of the pupils or others in the Academy. It may be a first offence or persistent breaches of behaviour that requires a tougher sanction but that does not warrant permanent exclusion.

A Fixed-Term Exclusion can be changed into a permanent exclusion by the CEO and Principal if the circumstances warrant it. In this case, parents or carers will be notified in writing with an explanation of why the change has occurred. During all Fixed-Term Exclusions and Permanent Exclusions, daytime supervision of the child is the responsibility of their parent/carer.

An excluded pupil has no automatic right to take a public examination or National Curriculum tests on the Academy's premises. The governing body can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.

Permanent Exclusion

Permanent Exclusion is an extremely serious sanction, and a step taken by ARA only as an absolute last resort. There are two main types of situation in which permanent exclusion will be considered:

1. 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.
2. 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 pupil for a first time or 'one off' offence. These might include:
 - serious, actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - supplying or using an illegal drug/substance;
 - carrying or the use of an offensive weapon;
 - arson.

The standard of proof applied when moving to an exclusion (and when investigating situations and incidents that do not lead to an exclusion), is that on the balance of probabilities the pupil was responsible for the particular behaviour. This means that the CEO and Principal decides that it is more probable than not that the pupil did what he or she is alleged to have done. The CEO and Principal's decision will always be informed by a thorough investigation.

Following any exclusion of whatever type or duration, the CEO and Principal will:

- Inform the parents/carers of the period and nature of the exclusion.
- Advise the parents/carers about the rights of representation to the governing body and how these representations may be made.
- Make arrangements to provide suitable full time education from the sixth day onwards for pupils who have been given a long fixed period of exclusion.

It may be necessary for ARA to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.

Reasonable adjustments to this policy will be considered for pupils who have SEND (Special Educational Needs) and/or are LAC (Looked After Child) or PLAC (Post Looked After Child).

Alternative Provision (AP)


Pupils who demonstrate on-going behavioural issues may be directed to study off site to improve his or her behaviour. This approach will be used as an alternative to permanent exclusion and part of a stepped approach to support a pupil with specific difficulties. Pupils placed onto an alternative provision programme will have a key member of staff appointed to them and their progress will be regularly reviewed and monitored weekly. When pupils are directed onto an alternative provision programme parents/carers will be consulted. All alternative provision programmes will be bespoke and relative to the needs of the pupil. Programmes could include a combination of approved educational providers commissioned by the Academy.

The Role of the Governing Body

The governing body will review various categories of exclusion and will consider any representations made by the parents/carers of the excluded pupil. If a pupil is aged 18 or over he/she may represent him/herself provided that there is a parental agreement.

The governing body has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the pupil's reinstatement, either immediately or by a particular date.

Appendix A: Managing Negative Behaviour

 Managing Negative Behaviour			
Behaviour Level	Behaviours	Staff Level	Sanction
Level 1	<ul style="list-style-type: none"> Missing equipment Disruption to Learning Item Confiscated Homework Concern Refusing to work/lack of work 	Form Tutor/Class Teacher/SaFE Worker/Pupil Progress Leader	L1 Detention – break time, lunchtime or after school- between 10-25 minutes – same day where possible Logged on ClassCharts.
Level 2	<ul style="list-style-type: none"> Persistent disruption to learning Rudeness to Pupil/Staff Theft Sent out of lesson/truancy Discrimination Poor Attitude Missed Level 1 Detention 	Form Tutor/Class Teacher/SaFE Worker/Pupil Progress Leader SAFE Worker and Pupil Progress Leaders Curriculum Leaders	L2 Detentions – after school 40 minutes – same day Pupil could be removed from their classroom to the Shadow Timetable if their behaviour prevents others from learning. Logged on ClassCharts.
Level 3: Managing Extreme Behaviour	<ul style="list-style-type: none"> Missed Curriculum Leader Detention Persistent/Cumulative number of behaviour logs Failing Stages of Suspension Target Card Unsafe Behaviour Racist Incident Bullying Fighting/Assault Banned Items Verbal abuse of staff. 	A referral is made to the Pupil Progress Leader/SAFE Workers /Lead Behaviour Practitioner/Leadership Team as appropriate. Overseen by Lead Behaviour Practitioner and the Assistant Principal: Director of Pupil Support.	L3 Academy Detention (60 minutes). Internal Exclusion or Fixed Term Exclusion (based on findings of investigation). Logged on ClassCharts and/or SIMs. If the log contains personal information this will be kept in the pupil's internal file.
Level 4: Pupils on PSPs, Stages of Suspension	<ul style="list-style-type: none"> Serious incidents incurring a fixed term exclusion. Persistent/Cumulative number of behaviour logs New starter at the Academy arriving with a history of behaviour logs described above. 	Overseen by Lead Behaviour Practitioner and the Assistant Principal: Director of Pupil Support. Supported by Pupil Progress Leaders, Access and Inclusion Staff, Internal Exclusion Staff, SaFE Workers and Leadership Team.	Stages of Suspension Parent Meetings PSP Internal Exclusion or Fixed Term Exclusion (based on findings of investigation). Any other interventions necessary to support the pupil in being successful long term. Logged on ClassCharts and/or SIMs. If the log contains personal information this will be kept in the pupil's internal file.

Appendix B

Secondary Phase Pupil Code of Conduct

I understand that being a member of the Academy means showing courtesy, consideration and respect to everyone in the Academy community and for my surroundings. This means that I will:

In the Academy

- Be punctual each morning and endeavour to attend school each day during term time
- Look smart by wearing the correct school uniform. I will also make sure that I do not wear make-up or jewellery to school (unless it is a watch or one flat pair of ear studs)
- Make sure that all games and devices are left safely at home
- Ensure that I only eat food in the Academy restaurant and packed lunch areas
- Make sure that the Academy is a chewing gum free zone
- Hand in any valuables that I bring into school so they can be locked in the year base safe
- Co-operate with my year team by keeping my pod area clean and tidy and by looking after my locker and locker key.

In the Classroom

- Arrive to my lesson on time
- Always bring the correct equipment to my lesson
- Follow any staff instructions first time they are given
- Do all my classwork and homework to the best of my ability and hand it in on time
- Look after my books/files and make sure that they do not have graffiti on them
- Keep my network password secure to guard against misuse
- Keep my planner up to date and signed regularly by my parent/carer
- Only leave the classroom with the teachers permission and with an 'out of class permission card'

In the Corridors

- Walk on the left hand side of the corridors
- Move without delay to my next lesson
- Respect the safety of others by not pushing, running or fighting.

In the Restaurant

- Line up quietly at the correct time and in the correct year group order
- Clear up after myself, including trays, plates and left over food.

On Academy trips

- Apply the same rules outside the Academy as inside the Academy
- Listen carefully to all instructions
- Be punctual for trips
- Stay with the group leader, not wander off and be aware of the other people around me.

In the Playground

- Behave safely at all times by avoiding games that may endanger others or damage the building
- Respect others and not hang around in a large groups
- Take care of the environment and place all my litter in the bins
- Respect the staff and pupil leaders on duty
- Respond immediately the bell goes for the end of break and lunchtime.

I am aware that bullying, unkind teasing, swearing, fighting, stealing and vandalism will not be tolerated in the Academy under any circumstances. If I see any incidents then I will report them to a member of staff.

I understand that this Pupil Code of Conduct applies whilst on the Academy premises, during ARA hours, on ARA outings, to and from ARA and in the local community.

Appendix C

Intervention/Internal Exclusion Room

Prior

- Pupils are placed on a Stages of Suspension or PSP target card by a member of the LT/Lead Behaviour Practitioner. Parameters for why a pupil is placed on this target card should be agreed with the pupil and parent. At its core, it is because the pupil is not effectively engaging with learning (under which may almost automatically come the sub-category of disrupting the learning of peers).
- When a pupil is placed on a Stages of Suspension or PSP target card, this is done during a meeting with the parents. This meeting is minuted. The purpose of the meeting are:
 - to agree targets
 - to ensure that all stakeholders understand that the purpose of the targets (and the target card) is to support the pupil in achieving success in their studies
 - to ensure that the sequence of actions and reactions are understood by all parties
 - to ensure that the pupil understands their responsibility in complying with the procedures of referrals and the consequences if they do not comply.

Referrals to the Intervention/Internal Exclusion Room

There are three main reasons why a pupil may be referred to Intervention or the Internal Exclusion Room.

1. If a pupil is on Stages of Suspension and they fail to comply with their agreed targets, they are immediately instructed by their teacher to go to the Intervention/Internal Exclusion Room.
2. A pupil breaches the pupil code of conduct with a Level 3 incident.
3. The daily behaviour log shows that a pupil has persistently disrupted learning in more than one lesson in one day.

When this happens an email is sent to the member of staff responsible for the Intervention/Internal Exclusion Room to pick up the pupil for a fixed period of time. Whilst in the Intervention/Internal Exclusion Room pupils must follow the pupil code of conduct. If they did not do this, they will be required to repeat the time set.

Parents/carers will be informed that their son/daughter is in the Intervention/Internal Exclusion Room at the earliest opportunity.

Intervention Room Tasks

Activity 1 – Investigation

- The pupil must write a statement with support from the Intervention/Internal Exclusion Room Leader.
- The Intervention/Internal Exclusion Room Leader may ask for support from the Link / Safe Worker if witness statements are required for further investigation.

Once the initial investigation is complete, the Incident Report Form, pupil and witness statements are uploaded to SIMS, ClassCharts and/or the pupil's internal file. The Assistant Principal: Director of Pupil Support and Lead Behaviour Practitioner will decide the final action.

Activity 2 – Intervention/Internal Exclusion Reflection

- Pupils will complete reflective work using resources agreed by the Assistant Principal: Director of Pupil Support, Lead Behaviour Practitioner LT and Intervention/Internal Exclusion Room Leader.
- Pupils will be expected to complete reflective written work.

Activity 3 – Subject Specific Work

- Once the Intervention/Internal Exclusion Room Leader has evidence that the investigation and reflective work has made a positive impact, pupils will complete their regular school work.
- The Intervention/Internal Exclusion Room Leader will liaise with Curriculum Leaders to ensure that they have schemes of work and a bank of resources for each unit of work for each year group for each half term. This will be organised on the Academy's shared drive by the Intervention/Internal Exclusion Room Leader. The Intervention Room Leader will also liaise with Curriculum Leaders to have a copy of current reading books, textbooks and workbooks to ensure that there is no disruption to pupils' regular school work. Teachers may also email activities to the Inclusion Room Leader.

Resources:

- Computers with CD Rom with maths CDs and Internet access
- Reading books
- KS3 schemes of work, workbooks, textbooks
- KS4 schemes of work, workbooks, textbooks, revision material

Non-compliance whilst in the Intervention Room

If a pupil fails to comply with the Intervention/Internal Exclusion Room Leader, it may be necessary for the teacher to send the pupil to a member of the Leadership Team. Pupils who cause further disruption once isolated or refuse to enter the room may be referred for a further Internal Exclusion or Fixed Term Exclusion.

Incidents from the previous day

Pupils who were referred to the Intervention/Internal Exclusion Room on the previous school day must report to the Intervention/Internal Exclusion Room Leader at 8.35am on the following day. When a decision has been made to return the pupil to class, the Intervention/Internal Exclusion Room Leader will direct the pupils to their regular P1 lesson at 8.40am. However, if an incident is not resolved, the pupil may need to remain in the Intervention/Internal Exclusion Room.

Monitoring and Evaluation

The Assistant Principal: Director of Pupil Support and Lead Behaviour Practitioner will monitor the use of the Intervention/Internal Exclusion Room. The Intervention/Internal Exclusion Room Leader will regularly report and update them as part of the review process.

The Leadership Team will evaluate the impact of the use of the Intervention Room regularly. The Assistant Principal: Director of Pupil Support will monitor and ensure that referrals to the Intervention Room are consistent and fair.

The Governing Body receives information about the use of the Intervention/Internal Exclusion Room as part of the CEO / Principal's report to governors.

ALEC REED ACADEMY: STAGES OF SUSPENSION

STAGE 1

Rationale

A pupil will move to Stage 1 if the SaFE Worker/Pupil Progress Leader/Leadership Team member attached to the year group recommends that a pupil enters Stage 1 if unsuccessful on the SaFE Worker/Pupil Progress Leader/Leadership Team Group report card.

AND/OR

The pupil has had a fixed term exclusion.

Interventions

Set targets
Target card
Parent letter
Parents meeting 1/2 termly
In class monitoring and coaching

STAGE 2

Rationale

A pupil will move from Stage 1 to Stage 2 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has had a further fixed term exclusion/s.

Interventions

Review of targets
Target card
Parent letter
Parent meeting 1/2 termly
In class monitoring and coaching
Specific skills based workshops
Behaviour contract

STAGE 3

Rationale

A pupil will move from Stage 2 to Stage 3 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has shown a serious reason for the escalation.

Interventions

Review of targets
Target card
Parent letter
Parent meeting
In class monitoring and coaching
Pastoral Support Plan
Specific skills based workshops.
Managed move discussed with parent

STAGE 4

A Managed Move to another school is to be considered.

STAGE 5

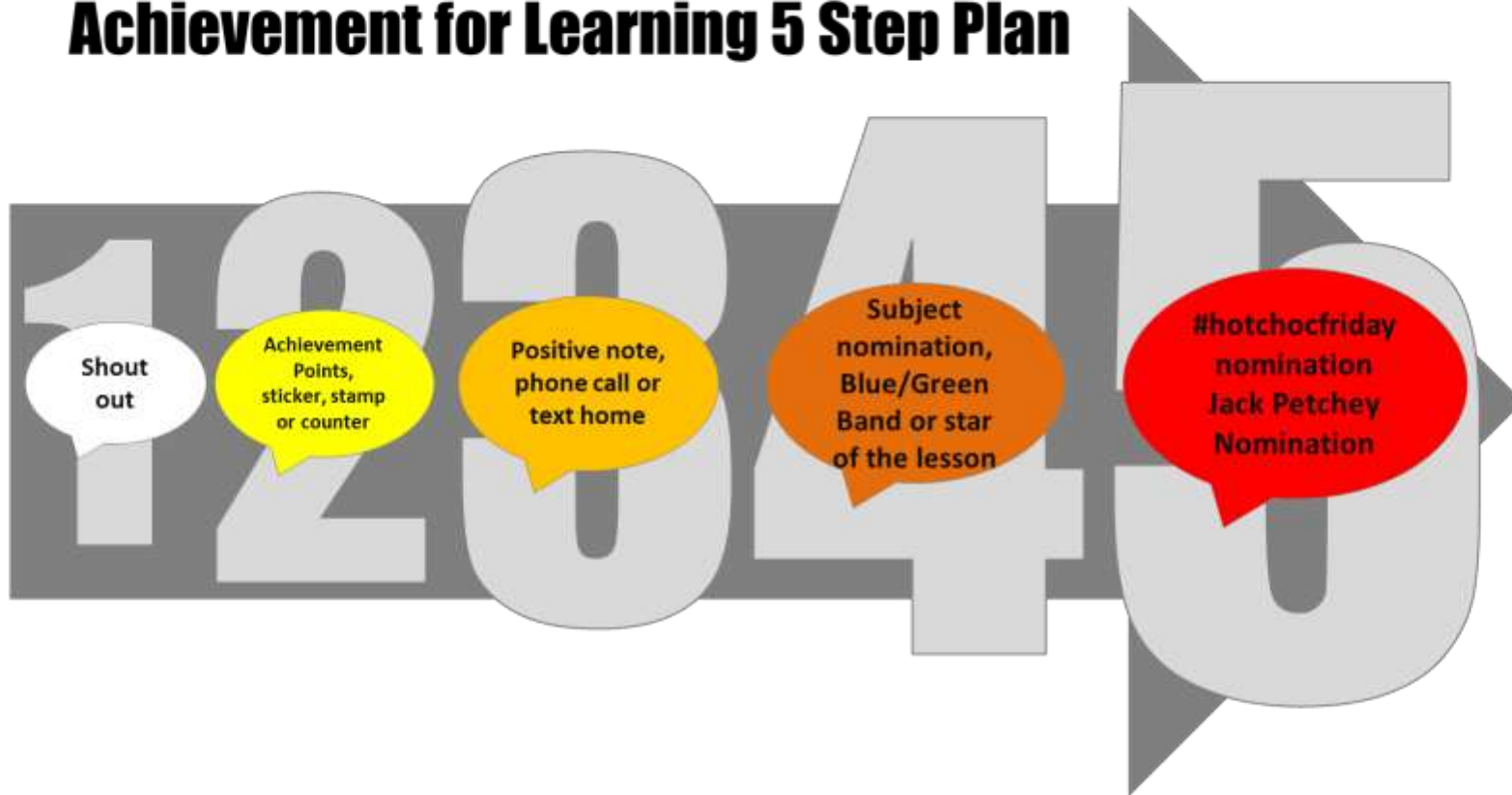
Permanent Exclusion

Reviewed half termly

Appendix E:

Proud to Learn

Achievement for Learning 5 Step Plan



Proud to Learn Behaviour for Learning 5 Step Plan

