

Behaviour Policy



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Introduction

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive, feel respected, safe and secure. Positive behaviour underpins the four Key aims of Sybil Andrews Academy in the development of:

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Creative Thinkers

Principles

The Behaviour Policy forms an integral part of our school curriculum, for at Sybil Andrews we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the Academy's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values, whether in or out of school, at weekends and after school hours.

We appreciate that for some of our younger students, positive behaviour still needs to be fully developed and we are committed to supporting them to become responsible, resilient, well behaved young people. This policy, therefore, includes a degree of differentiation in sanctions and support given in recognition of our less mature students.

Our Values

- **Wisdom** – we gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad
- **Justice** – Justice is making sure we treat others and ourselves fairly
- **Courage** – Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail
- **Compassion** – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people
- **Hope** – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen
- **Respect** – Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth
- **Responsibility** – Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country
- **Integrity** – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs



- **Resilience** – The ability to carry on and cope when faced with difficulties – to rise to the challenge.

Teaching and Learning: the development of social, emotional and behavioural skills

For Sybil Andrews Academy to be proactive in improving behaviour, we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practiced. There are regular explicit opportunities for learning about how to act in keeping with the Academy's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum)

For example, the development of students' social, emotional and behaviour skills will be achieved through:

- a structured programme across all years in PSHE
- within our 'Meeting Time'
- within integrated curriculum approaches
- The School Leadership programme
- Business and Enterprise opportunities
- Regular value themed assemblies
- Charitable work

Students with more challenging behaviour have the opportunity to benefit from a period of targeted support from a range of extended providers co-ordinated by the SENCO, where strategies and techniques in eg the anger management or positive leadership skills are available.

In these practical strategies for intervention, full use is made of support from the wider community of the LA, Behaviour Support Service, Education Welfare Service, Police, in- house counselling service, multi-agency teams, and peer mentoring.

The school's learning and teaching policy supports staff in teaching approaches which promote positive behaviour and attendance.

Core Rights

This code of conduct is underpinned by 3 basis core rights:

- The right to learn
- The right to be respected
- The right to be safe

Code of Conduct

The Sybil Andrews Code of Conduct promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before during and after school.



The Code of Conduct is:

The Code of Conduct is based on our values (see page 2) and enables students to understand and remember how to conduct themselves around the school as well as in the classroom.

Sybil Andrews ethos is built around 5 attributes that we expect to see in all students if they are to be successful. These are ambition, preparation, effort, attitude and togetherness which are expressed in the positive, with examples of what to do rather than what not to do:

- P** = *Positively participate in all tasks. Apply our best efforts to every task.*
- E** = *Encourage everyone with kindness and fairness. Talk in a polite and positive manner.*
- R** = *Respect each other and the environment at all times. Treat others as you would like to be treated. Listen to both adults and students.*
- F** = *Follow instructions immediately, be trustworthy and honest. Wear the correct uniform in the correct way.*
- O** = *On task always and aiming high always. Complete all work set including homework.*
- R** = *Ready to learn with resilience and responsibility. Arrive to lessons on time with the correct equipment.*
- M** = *Make the most of yourself and aim high. Complete all work set including homework. Be the best version of yourself.*



If you do not follow the PERFORM rules:

Warnings

If the learning of any student is disrupted:

- **Warning 1:** Warning by staff, logged on Go4Schools
- **Warning 2:** Warning by staff, logged on Go4Schools

The member of staff may after either warning 1 or 2 make a positive change within the classroom to enable the student to succeed – such as:

- change of seat
- standing directly outside of the classroom for 2-3 minutes to help the student 'reset' themselves
- positive reminder of expectations.

- Failure to respond to Warning 2:
Warning 3: Warning by staff
30 minute after-school detention issued by teacher
logged on Go4Schools
Students stay in the lesson

After issuing a W3, the member of staff may make a positive change within the classroom to enable the student to succeed – such as:

- a change of seat
- if not previously used, standing directly outside of the classroom for 2-3 minutes to help the student 'reset' themselves
- a conversation between the teacher/student regarding positive reminder of expectations.

- Failure to respond to Warning 3:
Warning 4: On-call SLT to take student to Internal Exclusion (IE) for the remainder of the lesson
60 minute after-school detention
logged on Go4Schools by Senior staff/admin support

When a W3 or a W4 detention is issued, parents will be notified before 2pm for the detention to take place the same day.

If a W3 or W4 detention is issued during Period 5 (after lunch), the detention will be allocated for the next day.

Text messages will be sent home on the day of the detention.

Subject detentions will be issued for failure to complete homework by the subject leader/Head of Department. Failure to attend this may result in a meeting with parents.



Non-Classroom based 'low level' behaviours (Incidents)

- Anti-social behaviour during break or lunch times
- Repeated incorrect uniform
- Repeated lateness to class/meeting time (5+ per week)

A logged incident will result in either a Head of Year lunch detention or a Head of Year 30 minute after-school detention.

When a Head of Year after-school detention is issued, parents will be notified before 2pm for the detention to take place the same day by either text message or phone call.

Zero Tolerance Behaviours (Serious Incidents)

- Violent or threatening behaviour
- Inappropriate language or swearing towards another person
- Refusal to follow instructions – persistent defiance
- Racism or prejudice
- Dangerous use of equipment
- Wilful damage to school property
- Inappropriate use of mobile phone or electronic devices
- Leaving a classroom without staff permission

A logged incident will result in either a Head of Year 30 or 60 minute after-school detention. Students may be placed in Internal Exclusion for a minimum of 1/2 day (3 periods); A Serious Incident could result in a Fixed Term Exclusion. Serious Incidents may also lead to a Permanent Exclusion.

How all incidents will be recorded

All warnings and incidents must be recorded on Go4Schools.



Specific Rights and Responsibilities of the school, students and parents in ensuring an orderly climate for learning

At Sybil Andrews we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • <i>To make clear the school’s statutory power to discipline students and that students and parents will need to respect this</i> • <i>To enforce their school behaviour policy – including rules and disciplinary measures</i> • <i>To expect students and parents’ co-operation in maintaining an orderly climate for learning</i> • <i>To expect students to respect the rights of other students and adults in the school, in the community and after school / weekend</i> • <i>Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself / herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. This includes inappropriate conduct on social media and/or the internet.</i> • <i>To take firm action against students who harass or denigrate teachers or other school staff, on or off premises after school and at weekends, engaging external support services, including the police, as appropriate</i> 	<ul style="list-style-type: none"> • <i>To ensure the whole school community is consulted about the principles of the school behaviour policy</i> • <i>To establish, demonstrate and communicate clearly measures to ensure good order, respect and discipline</i> • <i>To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence</i> • <i>To ensure the school behaviour policy does not discriminate against any students on eg. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities</i> • <i>To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers</i> • <i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies</i>



SCHOOL	
Rights	Responsibilities
	<ul style="list-style-type: none"> • <i>To support, praise and as appropriate reward students' good behaviour</i> • <i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate</i> • <i>To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion</i> • <i>To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying, physical and or threatening behaviour</i> • <i>To ensure staff model good behaviour and never denigrate students or colleagues</i> • <i>To promote positive behaviour through active development of students' social, emotional and behavioural skills</i> • <i>To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities</i>



STUDENTS

Rights	Responsibilities
<ul style="list-style-type: none"> • <i>To contribute to the development of the school behaviour policy, with every student involved in the consultation process</i> • <i>To be taught in environments that are safe, conducive to learning and free from disruption</i> • <i>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. This includes inappropriate conduct on social media and/or the internet.</i> • <i>To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably</i> 	<ul style="list-style-type: none"> • <i>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way</i> • <i>To act as positive ambassadors for the school when off school premises</i> • <i>Not to bring inappropriate or unlawful items to school</i> • <i>To show respect to school staff, community, fellow students, school property and the school environment during school hours, after school and at weekends</i> • <i>Never to denigrate, harm or bully other students or staff during school hours, after school and at weekends</i> • <i>To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or parenting Contracts and follow the requirements of the 4-tier report system.</i>



PARENTS

Rights	Responsibilities
<ul style="list-style-type: none"> • <i>To contribute to the development of the school behaviour policy</i> • <i>To be kept informed about their child's progress, including issues relating to their behaviour</i> • <i>To expect their children to be safe, secure and respected in school</i> • <i>To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary</i> • <i>To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</i> • <i>To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel</i> 	<ul style="list-style-type: none"> • <i>To respect the school's behaviour policy and the disciplinary authority of school staff</i> • <i>To help ensure that their child follows reasonable instructions by school staff and adheres to school rules</i> • <i>To send their child to school each day punctually, suitably clothed, medicated if for eg ADHD, fed, rested and equipped and ready to learn</i> • <i>To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm</i> • <i>To be prepared to work with the school to discuss and support their child's positive behaviour</i> • <i>To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour</i> • <i>To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour</i> • <i>If their child is excluded from the school to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion</i>



Uniform

It is important for you to present yourself appropriately when you are in school. Our uniform sets the standard the school accepts and is appropriate for a place of work:

BOYS	GIRLS
Navy Blue suit	Navy Blue suit (female cut) Optional trousers or skirt. Skirts should be on the knee as a minimum.
White long or short sleeved shirt	White blouse, long or short sleeved
SAA clip-on tie	
Navy Jumper (optional)	Navy Jumper (optional)
Coloured house badge	Coloured house badge
Plain black/navy socks	Plain black/navy socks – with trousers OR opaque black tights (minimum 50 denier) – with skirts
PE	PE
Grey hooded sweatshirt	Grey hooded sweatshirt
Grey Polo shirt	Grey polo shirt
Baselayer leggings/Track Pants	Baselayer leggings/Track Pants
Navy shorts	Navy shorts/skort
Navy sports socks/White sports socks	Navy sports socks/White sports socks
Astro Turf Trainers	Astro Turf Trainers

Excessive make up, coloured nail varnish and extreme hairstyles are inappropriate for school. For safety reasons, no earrings are allowed by you can have a stud in each ear and a wrist watch may be worn. No other jewellery is allowed.

Rewards and Sanctions

Our Code of Conduct is supported by a coherent system of rewards, recognition and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the student;

- should students choose to follow school expectations and behave appropriately, then their achievements will be recognised and /or rewarded.
- should students choose not to follow school expectations and behave inappropriately, then a system of sanctions and support can be reasonably applied if appropriate

Underpinning the application of rewards, recognition and sanctions is an expectation that all adults in the school will intervene with students in a manner that;

- encourages, supports and promotes positive behaviour
- looks to defuse and positively manage confrontation should it arise



Rewards

At Sybil Andrews we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their school life – including behaving as expected. Rewards are much more effective than punishment in motivating students. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Sybil Andrews, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in reinforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in school and in the community and in the way they treat the environment.

Students that have demonstrated exemplary behaviour, improved behaviour and exemplary attendance are recognised in Celebration assemblies and /or Awards Evenings.

All adults are encouraged to reward positive behaviour, examples of which are:

- Oral praise statements
- Written praise in the marking of work
- Displaying of work to build self-esteem
- Deployment of responsibilities
- Recording success in student progress files, planners
- Referral to Learning Coach, Subject Leader, Achievement Manager, Achievement Director, Headteacher, Governors
- Contact with parents / carers
- Recognition at Celebration assemblies and/or Awards Evenings.

In addition to the above strategies, the school has a formal reward system which is used to recognise and congratulate all students when they set good examples or show improvement in their own behaviour or attendance:

- The Merits system
- 'Good News' postcards
- Nominations for school awards
- Merits - certificates, privileges
- Celebration Assemblies and Awards Evenings
- Selected to become a School Leader in disciplines such as Sport or Modern Foreign Languages
- Selection as a School Ambassador
- Selection as A Peer Mentor
- Attendance on School trips



Sanctions

Sanctions are necessary for students who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At Sybil Andrews we accept that it is our responsibility to support those students so that they can make better behaviour choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than that to be used as punishment or retribution, and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As such as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative, automatic and should be administered as close to the infringement as possible (sanctions should always take account of individual needs, circumstances, age and understanding)
- avoid whole group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off)
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour (ie a learning outcome)
- when appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- attempt to link the concept to sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- take account of individual circumstances. For example, punishing a girl who is late to school because she looks after younger siblings will not be seen as fair by other students
- encourage students to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the 'Restorative Justice' opportunities provided



- to employ outside agencies such as LA, Inclusion Officer, PCSO, Counsellors, School Nurse etc. where appropriate
- to ensure students are aware sanctions will escalate if initial sanctions have not had the necessary impact on correcting inappropriate behaviour

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom

Adults are therefore advised to:

- deal with the issue as it occurs
- make it clear that they are condemning the behaviour of not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid whole group sanctions that punish the innocent as well as the guilty
- avoid humiliating or degrading sanctions
- send for an Inclusion Officer or a senior member of staff if they feel the situation is escalating

Taking account of individual student needs (SEND, vulnerability, race, religion, culture)

At Sybil Andrews we are keen to ensure that we do not discriminate – through application of the behaviour policy – against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and / or cultural background

Adults should be aware that blanket policies, such as policies that provide a fixed penalty for a particular offence eg. An automatic internal exclusion for a student who swears at a teacher might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom swearing may be 'related to their disability'.

Therefore, when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual students needs when applying sanctions

Students who are known to exhibit challenging behaviour due to SEN or vulnerability should benefit from preventative and nurture strategies to support students before they fail. Individual support plans (PIP) should be in place for such students and referred to by staff.



Applying sanctions

At Sybil Andrews all adults may apply sanctions up to, but not including exclusion (internal, fixed term or permanent exclusion) – if applied reasonably and appropriately – following procedures outlined below. All incidents should be recorded on SIMS behaviour management.

Fixed term exclusions and permanent exclusion are at the discretion of the Headteacher only.

Detention

At Sybil Andrews, any detentions on training days have to be authorised by a member of the senior leadership team, while lunchtime and afterschool detentions can be set by any adult. At Sybil Andrews we believe that the sanction of detention must be:

- reasonable in light of the seriousness of the misbehaviour
- reasonable to achieve a specific outcome

As such, detention time is to be used purposefully reflect upon why the sanction was issued in the first instance and what positive steps could be taken to avoid further detentions. In addition, the detentions can be used to:

- allow students to catch up on learning opportunities that were previously self-denied through inappropriate behaviour or
- resolve more serious behaviour-related issued through using restorative justice approaches

Detentions may become cumulative but must not, on any day, exceed two hours. Parents must be notified of all after-school detentions and the duration of these.

Notification to parents / carers

The DfE no longer insists on 24 hours' notice being given for an 'out of hours' (after-school) detention; at Sybil Andrews, we prefer this approach as it allows us to impose a sanction on the day of the negative behaviour, allowing for a restorative conversation where appropriate and moving quickly and positively on.

Parents will usually be notified by text message in the case of a W3 or a W4 detention and either by a text message or a phone call for an incident and by a phone call for any serious incidents.

However if we are unable to make contact, the after-school detention will be moved to the next day – although this should be the exception.



Length of detentions

- Lunchtime detentions must not be of such duration that a student or supervising adult misses the opportunity to eat, drink and use toilets. The maximum length is to be 20 minutes (normal times are 1:35-1:55pm)
- After school detentions should not exceed 2 hour unless (this should only be the case from cumulative or rolled-over 'doubled' detentions)
- The length and nature of weekend / INSET day detentions are to be negotiated by Senior Leadership Team responsible for behaviour in conjunction with parents/ carers, relevant school staff and with regard to the guidance

Consideration in carrying out a detention

- All text messages or phone calls relating to an after-school detention must make clear the need for the parent to take responsibility for how their child is transported home.
- In order to protect staff from allegations of misconduct, staff should ensure that there are at least two adults supervising students in detention, or that a member of staff is continually visible by another member of staff
- The school must make reasonable arrangements with parents/carers while insisting on the terms of the detention being met if: (for example)
 - A student is a primary carer, a looked after child or vulnerable in other ways
 - Other commitments have been pre-planned (such as medical appointments)
 - There is a requirement to take medication at specific times
 - There is a need for time and space for religious observance

Failure to attend a given detention

If a student fails to attend a detention without reasonable justification, further sanctions are put into place:

- Failure to attend a lunchtime detention HoY will result in a HoY 30 minute after-school detention
- Failure to attend an after-school detention will result in a 'double time' detention the following day (30 minutes becomes 60 minutes, 1 hour becomes 2 hours)



- Failure on two consecutive occasions to attend the same detention will result in a day in IE for persistent defiance followed by the incomplete 'doubled' detention after-school on the same day

If a students' misbehaves during a detention

- Point out the need for them to follow the rules of any detention (to sit in silence unless directed otherwise, facing the front, completing the reflection form and any tasks that they may have been given by their teacher)
- Remind them that failure to successfully complete the detention, adhering to expectations and rules of the detention, will result in the detention being reissued for the next school day.
- Make it clear to other students present that any student making such choices will be held to account for those choices
- If behaviour does not improve, the student should be removed from the detention room by the supporting member of SLT. The supervising SLT member must let the HoY/IO know to contact parents and reallocate the detention for the next school day.

What to do if a student walks out of a detention

- Point out the need to return to the detention, but the second position being to make clear that the students will be held to account for the action they have taken
- Make it clear to other students present that the student has made choices and will be held to account for those choices
- Do not try to enforce the requirement to remain in the classroom by use of force
- The only circumstances in which using force would be justifiable would be where –
 - i. not doing so would entail serious risks to the student's safety (taking account of their age and understanding), to the safety of other students or staff or of serious damage to property; and or
 - ii. lead to behaviour that prejudiced good order and discipline
- Parents must be informed by either the HoY or the IO that the student has left the detention without permission. A further and higher level sanction may be imposed on the student (as appropriately directed by sanctions hierarchy).



Internal Exclusion (Isolation)

A period of isolation may be appropriate following a single serious incident, or prolonged and repeated disruptive behaviour. A Head of Year or member of SLT will make the recommendation and work will be requested as set out in the student's timetable. Parents will be informed by telephone and where possible it will be confirmed by letter.

Students in the Internal Exclusion Room will be required to work individually in silence in a booth. They will be provided with appropriate work.

During the day a member of supervising staff (usually an Inclusion Officer) will monitor and assess the attitude and behaviour of the student as well as the work produced throughout the day. Any concerns will be addressed as they arise.

A conversation will be held with the student to help them reflect upon the reasons for the sanctions in the first instance (this is the readmittance interview) and a decision will be made at the end of the day on whether the student can return to lessons or whether they need to repeat the day in Internal Exclusion.

Fixed Term Exclusions (External Exclusion)

For serious or repeated incidents, including those highlighted in this policy, it may be appropriate to impose a fixed-term exclusion from school on a student.

The decision to exclude a student will be agreed by the Headteacher but in their absence, may be authorised by the Deputy Headteachers. This decision will only be taken after an investigation of the circumstances and wherever possible the student involved will be given the opportunity to give their perspective on the incident in question.

After a decision has been taken the parents will be informed by telephone as soon as possible. A letter outlining the reasons for the exclusion, the length of the exclusion and the rights and responsibilities of the student and their parents will be sent.

All Fixed Term Exclusions will be reported to the Local Authority.

In only the most serious cases will a Fixed Term Exclusion be set for more than 5 days. When this is the case the Academy will ensure the provision of offsite education for the excluded student. Where a student has been excluded for more than 15 days in any one term the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student.



Re-admission/Re-integration Interview for external exclusions

It is the expectation of the Academy that all students will return to lessons at Sybil Andrews Academy after a Fixed Term Exclusion. The Academy believes that it is important that this reintegration is preceded by a meeting with parents, the student and a senior member of staff.

At the interview the circumstances of the exclusion will be discussed as well as the reflection of the student and the opinions of the parent. The student will be asked to make commitments regarding future conduct and behaviour. Any appropriate support for this will also be discussed.

Permanent Exclusion

The Permanent Exclusion of a student from Sybil Andrews Academy will only be considered in the following circumstances:

- A single very serious incident as outlined elsewhere in this policy e.g. a serious assault; the possession of a weapon with intent to harm; the possession or use of illegal drugs in the Academy; the misuse of any drug in the Academy.
- After a period of sustained disruption, defiance and disrespect for the values of the Academy

Where possible and appropriate Permanent Exclusions will only happen when students have not engaged with the support and guidance that has been provided for the student and at the culmination of a Suffolk Student Support Framework (SPSF) process where insufficient progress had been made towards the agreed targets over the 16 week period of the SPSF. In some circumstances it may not have been possible to either initiate or complete an SPSF prior to making a decision to permanently exclude a student from the Academy.

The decision to permanently exclude a student can only be made by the Headteacher. The decision will be confirmed in writing with the reasons for the exclusion and any rights of appeal.

Where a student has been permanently excluded the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student. If the exclusion is upheld the parent has a right of appeal to an Independent Appeal Panel. All Permanent Exclusions must be reported to the Local Authority and USP.

Actions and Consequences

Assault on another Student



An assault on another student is never acceptable. The Academy recognises that specific incidents may be the consequence of longer term problems and each incident will be fully investigated. Any student involved in physical violence or intimidation will face an Academy sanction. If the student has been the aggressor in an incident then they will face a Fixed Term Exclusion from school or a period of time in Internal Exclusion.

If the assault is part of a history of violent incidents or is a serious assault, which for instance, requires the medical treatment of the victim, then a Permanent Exclusion from the Academy may be considered.

Any intimidation or touching of a sexual nature could also result in permanent exclusion.

Abuse to Member of Staff

Abuse to a member of staff is never acceptable. This includes the use of abusive language in front of a member of staff where it clearly shows an unacceptable level of disrespect, for instance between two students in front of a class where the impact will be to seriously disrupt a lesson. The deliberate use of abusive language to or in front of an adult in the Academy will result in a Fixed Term Exclusion from the Academy or period of time in isolation, and could result in Permanent Exclusion.

Physical threats, intimidation or assault against a member of staff

Physical threats, intimidation or assault against staff will be investigated and could result in a fixed-term exclusion. Depending on the severity of the situation physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion. The school retains the right to report incidents to the Police.

Bullying

The Academy takes very seriously any bullying behaviour in school. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the working relationship of students in school.

The Academy recognises bullying as sustained hurt or humiliation of an individual and may include:

- Name calling
- Pressure to give someone money or possessions
- Physical threats or violence
- Damage to possessions
- Spreading rumours about students or their family



- Using text, email or web-space to write or say hurtful things (cyber--bullying).

It is bullying if the student felt hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Bullying will not be tolerated. The Academy will ensure that the person being bullied is supported, is safe and feels safe. The Academy will sanction bullying behaviour. This may include a Fixed Term Exclusion or in the case of persistent bullying may result in permanent exclusion. The Academy will work with individuals and outside agencies to address the root cause of bullying behaviour.

Racist and Homophobic Incidents, those related to Disabilities and where there is a breach of the Equalities Act 2010

Incidents and language motivated by racism, homophobia or in response to disability will not be tolerated at Sybil Andrews Academy.

This includes any hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, national status, sexual orientation or disability. This may include:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person's family
- when a person is abused or intimidated because of their sexual orientation and gender

Any of these incidents should be referred to the behaviour team. It will be investigated, and an appropriate sanction imposed. This may include a Fixed Term Exclusion. The parents of both the victim and the perpetrator will be informed. The Academy has a statutory duty to record and report to the Local Authority any of these incidents, in accordance with our Equality Policy.

New media (such as mobile phones, internet sites and chat rooms)

Technology can be exploited by students in order to bully, embarrass, denigrate, threaten or harass fellow students or members of staff. The use of defamatory, denigrating or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate

Abuse or intimidation of staff outside school

Sybil Andrews will not tolerate abuse, denigration, harassment or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school



Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- their first concern must be for their own personal safety
- they should make clear that the student has been recognised, even if in a group of young people
- they should then use the judgement about how to leave a difficult situation without provoking further confrontation

Staff who feel that they have been subject of abuse or intimidation by students outside or school should refer the issue in the first instance to the member of the Senior Leadership Team responsible for Behaviour.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate and at a suitable time when the student is in school.

All incidents must be recorded on Go4Schools

Drugs

The Academy has a zero tolerance on illegal drugs. Any student who is in possession of illegal drugs or can be shown to have been dealing in illegal drugs, or has taken illegal drugs in school will be reported to the police and may be Permanently Excluded from school.

Smoking

The Academy is a no-smoking-site which includes any form of e-cigarettes. Where a student is caught smoking, or there is sufficient evidence to support the presumption that the student has been smoking during the school day, there will be a sanction. Any student who associates with another student who is smoking will also be subject to a sanction for being in the company of smokers', this applies both on-site or in the local vicinity. In cases where a student persists in smoking in school this may result in an Internal Exclusion or a Fixed Term Exclusion. Being equipped to smoke or smoking will result in an isolation. Being in the company of smokers will result in after school detention.

Confiscation

Staff at the Academy, have a right to confiscate items of a student's personal property, as part of an appropriate and proportionate response to the breach of Academy rules and expectations. This includes all times, when staff have a responsibility and duty of care for a student and will include after school activities, trips and visits. Such circumstances include:

- Where an item of clothing or jewellery is being worn contrary to the Academy's uniform rules
- Where a student is seen with a phone, mp3 player or other electronic device at any time during the school day*
- Where an item poses a threat to the health and safety of students or staff
- Where the possession or use of an item would disrupt learning or good order around the Academy



- The possession of any prohibited item found during a search.

[* Students may bring mobile phones and music players (MP3, iPods etc) into school at their own risk. The Academy will not take responsibility for any of these items if they are lost or stolen. They must not be used at any time during the school day, including before and after school, break and lunchtimes. At all times they must be switched off and placed in the student's bag. If the phone is out at any time or has been left on in the bag/Jacket pocket it will be confiscated.]

Any item, other than those mentioned in the section above, that has been confiscated will be handed into reception. They will be clearly labelled and securely stored for collection at the end of the day (first confiscation by the student, consequence confiscations by a parent/responsible adult. The Academy will make no exceptions to these rules. Any item which poses a risk to health and safety will not be returned to the student or the parent. They may be handed over to the police; otherwise they will be destroyed.

Considerations in confiscating items of clothing or jewellery

Adults should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the students and should avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible. Confiscation of any item that would leave the student only partly dressed must be avoided.

What to do with confiscated items

When confiscating an item, adults are expected to:

- Take the confiscated item to the office as soon as is possible
- The item will be placed in a labelled envelope, recorded and stored in a secure place

Examining Electronic Devices

When an electronic device has been confiscated, the Academy may examine any data or files if there is good reason to do so. This includes a reasonable suspicion that the device has been used, or could be used to cause harm, disrupt teaching or break the school rules. Where there is good reason to examine stored data, the student should be informed and where possible should be present whilst the electronic device is being examined.

Searching Students

It is Academy policy that a student may be asked to empty pockets or give permission for a search of a personal property, including property stored within Academy property, for example a bag or pencil case within a locker.



Searching without consent

If the student does not give permission, then parents may be called and invited into school to carry out the search themselves. If there is a reasonable suspicion that the student has prohibited items in their possession the Academy has a statutory right to search the students, or their property without consent.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and smoking paraphernalia including e cigarettes / vaping equipment
- fireworks
- pornographic images
- aerosol sprays
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage property
- firecrackers / fun snaps

If any illegal items are found during a search e.g. drugs, then the police will be informed and the items passed on to them. Any other prohibited items will be confiscated and destroyed. The Academy will not return any of these items to the students or the parents.

The Academy may also search student property for other items, in particular mobile phones, which may be detrimental to good learning and discipline within the Academy.

A search without consent:

- may be carried out by the Headteacher, the Deputy Headteacher, an Inclusion Officer or other members of staff with authorisation from the Headteacher;
- of property, bags or outer clothing needs to be carried out by two members of staff and wherever possible in the presence of the student
- will not be carried out if use of force is required in these circumstances.

The parents and where appropriate, the police will be informed

If any student is in possession of illegal drugs in school they may be permanently excluded.



Restraint of Students

The Academy will ensure that all staff will have regular and up to date training in the appropriate circumstances and situations where physical restraint of students is appropriate.

All Academy staff, including teachers and support staff, may use as much force as is reasonable in the circumstances. The Headteacher may give a temporary authorisation to others, who may be given control or charge of students at the Academy.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a young person's behaviour if it is necessary to prevent personal injury to the student, other students or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used. Under no circumstances should physical force or intervention be used as a form of punishment. In all cases where physical intervention is employed the incident and subsequent actions will be documented and reported. This will include written and signed accounts of all those involved. The parents will be informed on the same day.

The Academy will ensure that any staff involved in an incident requiring the use of force will receive appropriate support after the incident.

Guidance on the Use of Force

Where at all possible the situations requiring the use of force should be prevented and avoided.

- Good relationships with students should be nurtured and developed
- Avoid the situations where challenging behaviours will escalate
- Where a situation is occurring avoid escalating to a physical confrontation
- Communicate calmly with the student, use non---threatening "open" body language and ensure that the student can see a way out of the situation

The decision to use force will depend on the precise circumstances of each incident. Staff will be expected to make judgements on:

- The seriousness of the incident and the potential for injury, damage or disorder
- The potential for restoring calm by another means
- The risks associated with physical intervention
- Examples of a situation that may justify the use of force include:
 - A physical assault on another student, a member of staff, or a member of the public
 - A student fight is in progress and there is a serious risk of injury
 - There is the risk of serious damage to property
 - If a student refuses to co---operate or to go where they are asked, in such a way that there are serious risks to their safety or the safety of others



Before using force, staff, wherever possible, should give clear and calm instructions as to the behaviour expected from the student. Again, wherever possible, they should warn the student that it might be necessary to use force.

Appropriate ways to use force include:

- Passive blocking of a student's path
- Leading a student by the arm or hand
- Ushering a student by placing a hand in the centre of the back
- In more extreme circumstances any necessary action to restrain a student

Staff should:

- Make every effort to avoid injury to the student
- Always avoid any contact or restraint that might be interpreted as sexually inappropriate contact

Support systems for adults

The school recognises regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews

However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their Subject Leader, or other relevant middle leader / line manager / mentor
- Adults who need advice on managing the behaviour and attendance of individual students should in the first instance speak to their Subject Leader, the student's Learning Coach, Achievement Director
- Adults who feel that they have been subject to abuse or intimidation by students should refer the issue in the first instance to S Fisher.

Support systems for parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- To contribute to the development of the behaviour policy and practise
- To share some of the training for school adults in behaviour
- Voluntary parenting courses and parenting skills offered by the LA

If a student or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied then they can lodge a complaint through the school's complaint procedure.



Support systems for students

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support a well organised and caring school community, some students will need extra support to help manage their behaviour and attendance, and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN). The school will use procedures to identify early those students most at risk, in order to draw up a support plan and to establish a support programme (eg SPSF programme) to address issues arising, through: (for example)

- Liaison with parents / carers, previous schools, outside agencies and services
- Referrals by adults to pastoral leaders through data analysis such as bullying, truancy
- Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews
- Programmes of short courses on specific elements of social, emotional and behavioural
- Contact with parents on the first day of any unexpected absence and discussion between the student and staff responsible for their registration
- Contact with parents in the early stages of an issue, rather than leaving it too late
- Be close to exclusion, or following bereavement, parental divorce, or separation
- Referrals for specialist advice form agencies linked to the school, either for the individual (eg Educational Psychologist Service) or in more general terms (eg Local Authority, Inclusions Officer, School Nurse, Educational Psychologist)
- Referrals to the Learning Support Unit for a short period of additional support
- outside the usual classroom environment
- Peer mediation and counselling schemes
- Parents / carers consultation and family sessions
- One to one counselling with a trained specialist or support from Learning Mentors or trained Teaching Assistants

Report Cards and Support System

Sybil Andrews runs a report card system to help diagnose, support and correct inappropriate behaviour. Students are expected to get the card signed by designated adults in school and also by parents/guardians each evening. Students should present their cards at the beginning of every lesson. Parents will be informed prior to their child being put on report.

Card	Colour	Designated Adult	Possible Sanctions
Subject Leader Report	-	Subject Teacher/Leader	Subject Detention



Card	Colour	Designated Adult	Possible Sanctions
Pastoral Report	1. Green 2. Pink 3. Blue	1. Form Tutor 2. Head of Year 3. SLT	Head of Year detention (lunchtime or after-school); coaching discussion; community service; restorative justice; period of time in internal exclusion.

Suffolk Student Support Framework (SPSF)

A SPSF will be appropriate for those students who show continued poor behaviour and disruption of lessons. Evidence for this will be seen in repeated detentions for the same offence, repeated use of Isolation or Fixed Term Exclusions. It will also be when a student's behaviour support plan is not having an impact. It may also be used to support a student in other circumstances such as other emotional or social behaviour. The decision to start a SPSF with a student will be taken by the Head of Year or member of SLT with a responsibility for behaviour.

The key features of the SPSF process are:

- All students placed on a SPSF will be considered for a CAF referral
- A 16-week duration with a review with parents present every two weeks if it is concerned with poor behaviour.
- Overall targets will be set at the outset to assess progress over the 16 weeks. Targets will be set and reviewed every two weeks, with support for the student identified and explicit
- The targets will be realistic and achievable, and if achieved new targets can be set for the following two weeks
- After eight weeks an assessment of progress will be made and the student and parent will be informed if there is any danger of failing the SPSF
- At the end of 16 weeks an assessment as to whether the student has succeeded or not in the SPSF will be made
- If the SPSF has been unsuccessful then the procedures outlined for a permanent exclusion will be followed in the case of an SPSF for poor behaviour
- If a SPSF has been successful continuing support for the student will be identified and implemented if appropriate

Consultation

To be fully effective, this policy needs support from the whole school community, so consultation is essential. The law now requires a governing body to consult the Headteacher, students, parents and carers, staff before making or revising its statement of principles. At Sybil Andrews we also believe that support is more likely if all stakeholders are actively involved in the process of developing the policy and code of Conduct as well as agreeing underpinning principles.

School adults, including governors, will be consulted via staff and governor meetings as well as questionnaires.

Students will be consulted via our behaviour and bullying audit, the school council and meeting time.



Parents / carers will be consulted via annual survey.

The policy will be available on our website for all stakeholders to view.

Monitoring and evaluation

At Sybil Andrews we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation Form; and inform discussions with staff, governors, students (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it

An audit of behaviour in conjunction with the consultative process above will be carried out at least biannually to inform the effectiveness of the behaviour policy. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.