



# Granville Academy

## Rewards, Behaviour and Discipline Policy

Author:	Principal
Approval needed by	LGB
Consultation required	CEO
Adopted (date):	September 2018
Date of next review:	September 2019

# Trust Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

## Section 1 Rationale

Effective learning can only take place in a calm, orderly learning environment. Without good discipline, nothing worthwhile can be achieved. We have very high expectations of behaviour at Granville and our students behave well and work hard. Our policy ensures that positive behaviour is recognised and rewarded. However, some students will occasionally make the wrong choices and this policy sets out how we will support them to learn from their mistakes and improve their behaviour.

Our Rewards, Behaviour and Discipline Policy also applies to behaviour to and from the Academy, off-site activities, visits and trips. It is founded on the following principles:

- to ensure the Academy is a safe, caring and mutually respectful environment for all, which allows good teaching and learning to take place
- to encourage a positive approach to behaviour by use of praise and reward for good behaviour
- that each member of the Academy community is responsible for his/her actions and behaviour, and must accept the consequences of those actions
- that parents/carers, students and the Academy share jointly the responsibility for ensuring that students develop self-discipline, co-operation, respect and tolerance
- that where behaviour falls short of expectations, procedures will be followed and consequences applied in a fair and consistent manner
- to establish patterns of behaviour and values that prepare our students for adult working life and life in Modern Britain

The Truhas an Equalities Policy which provides an over-arching framework that stresses our commitment to the maintenance of cohesive community within and around Granville. It is underpinned by the 2010 Equality Act, which makes it unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender re-assignment
- pregnancy or maternity

The Academy places the promotion of equality of opportunity at the heart of all of its work and seeks to ensure that its aspirations are understood and acted upon consistently at all levels. The Behaviour Policy is one of a number of individual policies and plans that underline our commitment to equality of opportunity and detail more explicitly our approach.

## Section 2 Objectives

- to create a culture of high expectations in the Academy which discourages negative attitudes and bullying and provides all students with confidence and security
- to ensure that where behaviour falls short of accepted standards, procedures are followed and consequences are applied fairly, consistently and quickly
- to create a safe, orderly and respectful environment in which all students are able to reach their full potential
- to recognise and reward positive achievement
- to encourage students to care for the Academy, our community, their own and each other's property
- to provide a framework of support for all students which includes liaison with parents and external agencies when appropriate

## Section 3 - Rewarding positive behaviour

This policy recognises the importance of rewarding students whose behaviour both inside and outside the classroom is consistently good or outstanding.

Every opportunity should be taken to positively reinforce good behaviour. Students are rewarded with an R1 for every lesson they attend and meet expectations. In addition, House Points can be awarded for improvement or exceeding expectations for example:

being helpful/kind

persistence/ determination

outstanding behaviour

outstanding effort/participation

extra-curricular/Leadership

outstanding class work/homework

improved behaviour.

improved effort.

showing our PRIDE values: Partnership, Respect, Integrity, Determination, Excellence

**Positive reinforcement can also be given through:**

- referral to the tutor/Head of House/Principal
- verbal praise
- letter home
- praise postcards
- letter or telephone call home
- certificate of commendation
- the reward of greater responsibility or privilege
- praise in assemblies, parents' letters, governors' reports and other public occasions
- nomination for Awards Evening
- selection for oversubscribed or off-stie activities/trips

**Reward Points**

These will be issued every lesson where expectations have been fully met. They will be tallied up to reach Award levels from Green to Outstanding. They can also be used to select rewards each term or 'banked' to save for a higher value reward.

## Rewards Points

Select from...		Points	Award
Coloured pencils	Sports bottle	100	Green award
1 week Q' jumper Pass		200	
Earphones	Highlighters	300	Orange award
2 week Q' jumper Pass		400	
Fine liners	Sketch Pad	500	Purple award
2 week Q' jumper Pass		600	
Table tennis set	Pen Drive	700	Bronze award
½ term Q' jumper Pass		800	
Tennis balls	Netball	900	Silver award
Basketball		1000	
½ term Q' jumper Pass		1100	Gold award
Rugby ball	Football	1200	
1 term Q' jumper Pass		1300	Diamond award
Ski Centre voucher	Tennis Racket	1400	
Cinema Voucher		1500	Outstanding Achievement award
1 term Q' jumper Pass			

Including a £5 trip voucher or Prom Voucher for year 11

Granville  
Academy

**REWARDS**



### Section 4 - Lesson Expectations (In Student Planners)

- Go straight to your lesson, holding doors for others and using the one way system. If you are late with good reason, get a note to explain this from the member of staff and give it to your teacher.
- Line up outside the classroom in single file and enter when told to. Do not enter a classroom without a member of staff present. Enter quietly and calmly, stopping your conversations.
- Make sure your dress code complies with school rules and your mobile phone is switched off. See it, lose it!
- Sit according to the seating plan/teacher instructions, removing your outdoor coat and putting bags on floor or hung up.
- Get all your equipment out on the desk unless instructed otherwise, including your planner and jotter and begin work on the starter activity.
- No eating in the classroom and ask permission to have water bottles out. Only 'sport cap' style bottles are allowed.
- Follow all requests without challenge.
- Write in pen, draw in pencil, making sure all work has a title, date is underlined with a ruler/no graffiti.
- Stay on task, talking only about the work set and working to the best of your ability.

- Be polite, co-operative and respectful to each other. Use Sir or Miss.
- Listen to the teacher/person that is speaking and do not speak over others.
- Before asking the teacher for help: think, check your notes, look it up, use a resource in the room, ask a friend, ask an 'expert' and only then ask the teacher!
- Do not pack away until the teacher tells you to.

## Section 5 Code Of Conduct

- Not all rules can be written down. Remember to use your common sense and think before you act
- Be on time for school – you must be down the drive by 8.27am
- Mobile phones must not be seen. If they are, they will be confiscated. See it, lose it!
- Don't take photos or videos in or around the school site unless you have a teacher's permission
- Don't write *or participate in or share* unpleasant things on social media *that refer to or name* students, teachers *or the Academy*. This includes participation in group forums (private or public) that refer to *students, teachers or the Academy in a derogatory or unpleasant manner*
- Don't touch other people's property, and treat their belongings with respect
- Don't bring anything dangerous or illegal/age restricted into school (knives, drugs, alcohol, lighters, matches etc.)
- No smoking related materials of any kind are allowed including during your journey to and from the Academy including vaping/e-cigarettes
- If you ride a bike, you must have a completed cycle contract, wear a cycle helmet and keep your bike in roadworthy condition. If you do not do this, we may confiscate your bike until your parents/carers collect it
- No scooters or skateboards are allowed
- No bad language of any kind in or around the school site
- No physical contact, play fighting or fighting
- No intimidating or threatening behaviour
- No racism, sexism, homophobic, bullying or inappropriate extremist attitudes or behaviour of any kind will be tolerated
- No name-calling
- No aerosols. Roll-on deodorants are allowed
- No leaving the school site or a lesson without permission
- No chewing gum, fizzy/energy drinks are allowed
- Drinks; water or squash only, with sports-style caps only. Bottles should not be re-filled during lessons. No hot drinks
- No eating in the classrooms
- No taking food out of the dining area
- No spitting
- You must bring a school bag, your planner and equipment to school each day. Planners must be signed weekly
- No arguing with, answering back or walking away from any member of staff
- When you go through doors, be polite and hold the door open. Respect the one way system
- No running inside. Use the one-way system, staying to the left of the corridor and holding doors open
- No pushing in the queue at break or lunch
- Outdoor coats and clothing e.g. gloves, scarves and hats must be removed when inside the Academy
- Treat people with respect and courtesy
- Don't damage school property. If you do so accidentally, report it immediately
- When using the field at break or lunchtime, remember the banks and far end of the redgra are out of bounds

- At the end of school, you must wait for other students at the bottom of the drive and by the bike sheds. There is no waiting at the main gate
- Students should refer to any member of staff using Sir, Miss or their name e.g. Mr Smith
- Be a good citizen of the Academy by reporting suspected or known bullying and/or pre-arranged fights. Do not to encourage fighting by your actions; joining in physically, by following or surrounding students, cheering or goading, videoing and following others.

## Section 6 – School Uniform

Wearing clothing that conforms to our Uniform Policy is a condition of admittance to the school. This includes adherence to rules about make-up, hairstyles and jewellery.

The Uniform Policy is designed to encourage a purposeful, work-like and calm learning environment. We believe it helps prepare our students for the world of work and to take pride in their appearance. They are required to wear their uniform at all times, including to and from school, unless directed otherwise by senior staff.

We undertake regular uniform checks. Where uncertainty arises, standards will be applied at the discretion of the Principal. If a student comes to school dressed inappropriately the following sanctions may apply, depending on the precise situation:

- where possible, we will do our best to rectify the situation with the student. We may give the student the option of borrowing an item from school. Items borrowed must be returned to school in good condition. The school may seek to reclaim the cost of items borrowed that are damaged or not returned
- if students are wearing too much make-up we will ask them to remove it using soap, water, wipes or make-up remover. Parents/carers must notify the First Aider if your child is allergic to such products
- confiscation of offending item (must be collected after 3.00 p.m. by parent/carer or other adult with written permission from parent)
- students may be sent home to change after a telephone call to parent/carer explaining the situation
- repeat offenders or refusal to borrow an item(s) in order to comply with the expected standards may result in seclusion, internal exclusion or formal exclusion until the student is compliant
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## Section 7 – Strategies and consequences for managing student behaviour

Throughout life, there are rules we all have to live by. Granville's 'rules' are there to support everyone in the Academy community and make it a well ordered, safe and calm environment.

Not all rules need to be written down. These 'unwritten' rules are ones we should all know about and take for granted. Most of our rules are just plain common sense, others are for a good reason. Where students do not follow our expectations, we use a consequence system. This is designed to help students reflect on their behaviour and to make reparation for harm caused.

The consequence system operates within a single lesson or situation / incident outside of the classroom to give students the opportunity to correct their behaviour by making more appropriate choices. The aim of all of our behaviour management strategies is to de-escalate the situation at all times.

The systems for managing student behaviour are only effective if they are applied consistently to every student. The 5 levels are designed to make it easy for any member of staff or visitor to apply the Academy Behaviour Policy consistently and for students to see.

Consequences for poor behaviour will take into account the individual context of the incident and pupil circumstances as well as previous conduct. Our consequence system uses the following approaches to help address and change misbehaviour:

- verbal warnings
- phone calls home
- loss of break/lunch time privilege
- loss of social time
- break, lunchtime and after school detentions varying from 15 minutes to 1 hour
- study support
- Daily Reports
- Target Reports
- Individual Behaviour Support Plan
- restorative tasks/conference
- reflective written tasks
- Acceptable Behaviour Contract
- Separation Contract
- Conflict Cessation Contract
- home/academy meetings
- alternative start/finish times
- Pupil Pursuit – following an alternative timetable
- working with Head of Department
- Pupil/Staff Disciplinary Panel
- Seclusion (Usually between 1-5 days)
- Internal Exclusion (9.15-3.15pm)
- Off-site Exclusion to another school
- removal from school trips/visits
- withdrawal of privilege such as leadership roles/academy events or teams/Prom
- Managed Move
- Governing Board Meetings
- Formal Exclusion
- Referral to outside agencies e.g. Educational Psych, School Nurse, MAST
- Change of tutor/teaching group

#### **Pre formal consequence issued to a student**

*(not recorded on SIMS)*

If a student misbehaves at any point in a lesson it is up to the teacher/other adult identified above to help them to make an appropriate choice by referring them to the responsibility that they have failed to adhere to. At this point a whole series of positive interventions **could** be used **before** any of the formal consequence system levels are invoked, using a common sense approach. Although all students are expected to follow the rules, staff should be aware of students with identified Learning Needs at this point and make reasonable adjustments in application of this policy.

A challenge of poor behaviour - the challenge need not be aggressive, it could be effected by:

- general rule reminder to the class/group

- private reminder of expectations
- change of tone of voice or even silence
- retracking “look”
- calm, verbal re-direction
- spending a couple of minutes with the student to check that they understand the learning

If the student cannot make the appropriate choice, despite being given opportunity to do so, the member of staff should move into the consequences system itself.

### **C1 - Consequence one issued to student – verbal warning**

C1 issued where student has not responded to pre-consequence reminders and now need a formal Consequence Warning. This stage removes the R1 reward point.

**Action at this level** -Teacher verbally tells student that a formal C1 warning has been issued and will be recorded, losing R1 point. Consider phone call home to the parent to raise awareness and gain parental support.

### **C2 - Consequence Two issued to student – classroom strategy/10 minute detention or reflective task**

C2 Issued for continuing to display behaviours that prevent teaching/learning from taking place.

#### ***Classroom strategy at this point must be taken***

- Moving child to another seat in class or move to another grouping in the room
- Take student off practical task or provision of alternative work
- Time out issued within the classroom (not outside of the room unless fully visible)
- Further re-tracking and or support back onto task
- Student verbally warned that if this continues that they will be issued with a C3 Faculty Removal and 25 minute detention

#### **Action at this level**

A C2 will be issued if a student does not respond to a C1 warning or if the behaviour warrants a detention to be actioned by the class teacher. A C2 can be sanctioned by either a 10 minute break, lunchtime or ‘take away’ after school reflective task. If a student is issued a C2 it also removes the R1 reward point and adds C2 behaviour point. Consider phone call/letter home. Detentions should be recorded in Pupil Planner Detention Log.

### **C3 - Consequence Three issued to student – Faculty Seclusion**

C3 Issued for displaying persistent disruptive behaviour or outright challenging/defiant behaviour

**Action at this level** -Teacher must issue a formal after school C3 detention (25 minutes) at this level and email person in charge of detention administration to arrange a date for the detention to take place with the member of staff or department. Parents will then be informed of this. If a student is issued a C3, it also removes the R1 reward point and add a C3 behaviour point. **A narrative on SIMS must be added for C3 consequences.**

The class teacher instructs the student to work with the Director of Learning or other nominated member of the Faculty (According to Faculty Rota) by filling in the student planner ‘Permission to be out of Lessons’ and

sending an email to the member of staff. If there is concern that they will not go as directed, On Call should be sent for to escort them.

The Director of Learning/nominated staff can decide to return the student to the same lesson (if they are ready to learn with a One Day Monitoring Report (unless already on Report). The Report must be completed and taken to the Director of Learning at the end of the day to check progress in the lesson. Monitoring report for next lesson must also be issued.

The student will be given a Reflective Sheet to complete which will be checked by the Director of Learning. When completed to an acceptable standard, the pupil will be asked to give it to the class teacher where a reflective conversation should take place – student accepts responsibility and fresh start enabled prior to next lesson.

Phone call or letter home.

#### **C4- Consequence Four “On Call” issued to student**

C4 “On Call” issued for either:

- a) a student who has been issued a C3 but is still persistently displaying disruptive or defiant behaviour
- b) refusal to leave the classroom following relocation at C3
- c) a serious breach of the Academy Behaviour and Discipline Policy

#### **Incidents that need to go straight to “On Call” for a serious breach of lesson expectations –**

- undermining member of staff/refusal to comply with C1,C2,C3 requests
- any form of bullying behaviour
- swearing
- verbal threats
- deliberate damage to Academy or other’s property
- truancy from the lesson
- theft
- endangering Health and Safety of members of staff and / or students
- any other one off serious incident where urgent help is needed within the lesson

**Action at this level** – member of staff to send another student to the main school office to ask for “On Call” The “On Call” member of staff will take the student to the Director of Learning (if not actioned already at C3) or suitable alternative. If a student is issued a C4, it also removes the R1 reward point and adds C4 behaviour points. **A narrative on SIMS must be added for C4 consequences.** A 1 hour after school detention will be issued via the detention rota system. Phone call or letter home.

The “On Call” member of staff will make the decision to either:

- a) remove the student to work in Faculty Seclusion or alternative placement (if a student is already with the DOL or if DOL is not available)
- b) remove the student to work for the remainder of the lesson in Behaviour Support Centre or Support and Guidance seclusion
- c) escalate to C5 – “ALT referral”

Director of Learning will decide if the student is to remain for the rest of the lesson or longer period of time such as the end of the day. The Director of Learning must email the Pastoral Team if the pupil is to remain out of lessons longer than the removal lesson so that this can be communicated home.

The student will be given a Reflective Sheet which will be checked by the Director of Learning. When completed to an acceptable standard, the pupil will be asked to give it to the class teacher where a reflective conversation should take place – student accepts responsibility and fresh start enabled prior to next lesson.

Consider pastoral team inviting parent/carer into academy to discuss concern.

### **C5- Consequence Five ALT Referral**

a) A student who has been issued with a C1, C2 ,C3 and/or a C4 On Call but is still persistently displaying disruptive or defiant behaviours including refusal to leave the classroom, following relocation at C4

Or

b) A very serious breach of the Academy Behaviour and Discipline Policy. It is likely a C5 will result in:

- loss of social time over an extended period
- withdrawal of privilege
- an extended period of Faculty Seclusion or withdrawal
- parent/carer invited into academy for meeting with House team
- seclusion (Usually between 1-5 days)
- Principal's Seclusion
- Internal Exclusion (9.15-3.15pm)
- Off-site exclusion to another school
- Managed Move
- Formal Exclusion
- Monitoring Report

If a student is issued a C5, it also removes the R1 reward point and adds C5 behaviour point. The student will be given a Reflective Sheet which will be checked by member of ALT. When completed to an acceptable standard, the pupil will be asked to give it to the class teacher where a reflective conversation should take place – student accepts responsibility and fresh start enabled prior to next lesson. A Monitoring Report may also be issued for a period of time. Consider pastoral team inviting parent/carer into academy to discuss concern.

## **Section 8 - Intervention strategies and support**

### **Proactive Intervention Strategies that are used with students**

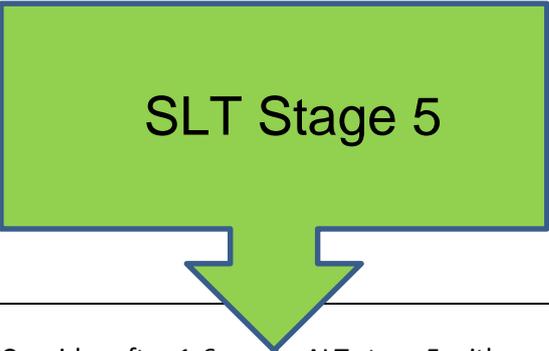
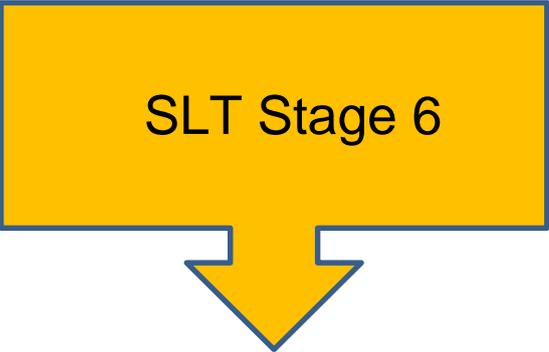
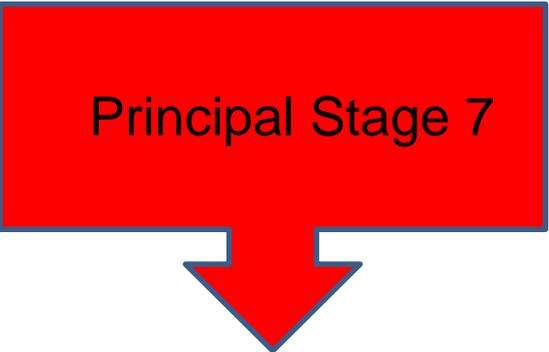
- Daily Report: identifies positive and negative behaviours in lessons
- Time Out Card
- Self Referral Report
- Attendance Report: records attendance and punctuality
- Target Report: identifies specific targets student will meet in each or specific lesson
- Homework Report
- Confiscation/banning of items such as jewellery or mobile phones for a period of time
- Restorative Conference

- Behaviour Mentoring – one to one or small group
- Emotional Literacy Programmes including anger management
- Personalised or reduced timetable
- Behaviour Contracts
- Referral to outside Agencies for support: MAT, Ed Psych, Paediatrician, CAMHS, Behaviour Support,
- Personalised Learning Centre Support
- Alternative Education Package
- Managed Move
- EHCP

## Section 9 - Escalation and exclusions

<p style="text-align: center;"><b>Stage 1</b>  <b>Curriculum Monitoring</b>  <b>(for 1 area of concern only)</b>          Head of Faculty to email House Leader, Form Tutor and SLT LINK)</p> 	<p>Possible strategies:</p> <ul style="list-style-type: none"> <li>• teacher meeting with pupil</li> <li>• pastoral pupil pursuit in the curriculum area of concern– what is happening?</li> <li>• teacher/DOL meeting with pupil</li> <li>• phone call/letters home</li> <li>• Curriculum Report – individual/class/homework</li> <li>• Study Support</li> <li>• curriculum Detentions</li> <li>• curriculum Restorative tasks</li> <li>• short term withdrawal to work with DOL (1-2 lessons)</li> </ul> <p>If no improvement after appropriate length of time (but to a maximum of 2 weeks core/ 5 weeks non core)</p> <ul style="list-style-type: none"> <li>• DOL phone call home</li> <li>• DOL/Parental meeting</li> <li>• loss of break time privilege</li> <li>• extension of Report period up to 2 weeks</li> <li>• curriculum detentions</li> <li>• ALT link meeting with pupil</li> <li>• Target Report</li> </ul> <p>If no improvement after extension</p> <ul style="list-style-type: none"> <li>• loss of all social time</li> <li>• withdrawal of privilege</li> <li>• Curriculum Pupil Pursuit</li> <li>• change of teaching group</li> <li>• report to ALT link</li> <li>• meeting with DOL/ALT link and parent/carer</li> <li>• Acceptable Behaviour Contract</li> </ul> <p>If no improvement, move to stage 2 or 3</p>
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<p>May be issued for any repeated concerns in 1 or more curriculum areas or for specific concerns e.g. dress code, punctuality, homework in several areas.</p> <div data-bbox="92 533 639 891" style="border: 2px solid purple; padding: 10px; text-align: center; margin: 20px auto; width: 80%;"> <h2 style="margin: 0;">Stage 2 Form Tutor Monitoring</h2> <p style="margin: 0;">(for several areas of concern)</p>  </div>	<p>Possible strategies:</p> <ul style="list-style-type: none"> <li>• report to form tutor</li> <li>• specialist Report e.g. uniform</li> <li>• phone calls/letters home</li> <li>• restorative tasks</li> <li>• loss of social time</li> <li>• Pupil Pursuit</li> <li>• meeting with Parent/Carer</li> </ul> <p>If no improvement up to maximum of 3 weeks:</p> <ul style="list-style-type: none"> <li>• pupil meeting with House Team</li> <li>• loss of all break time privilege</li> <li>• extension of Report period up to 2 weeks</li> <li>• withdrawal other privilege</li> </ul> <p>If no improvement after extension</p> <ul style="list-style-type: none"> <li>• change of teaching group/form group</li> <li>• loss of all social time</li> <li>• meeting with House Leader and parents</li> <li>• Seclusion</li> <li>• move to stage 3</li> </ul>
<p>May be issued following poor progress at Stage 1 or 2 or when a student has reached 50 Behaviour points.</p> <div data-bbox="84 1189 632 1509" style="border: 2px solid red; padding: 10px; text-align: center; margin: 20px auto; width: 80%;"> <h2 style="margin: 0;">Pastoral Stage 3</h2>  </div>	<p>Possible strategies:</p> <ul style="list-style-type: none"> <li>• any consequences Stage 1-2</li> <li>• Point Score Report</li> <li>• report to House Leader</li> <li>• parent/pupil meeting with House Team</li> <li>• loss of all social time/privilege</li> <li>• pupil Mentor</li> <li>• Seclusion</li> <li>• MAT/external agency referral</li> </ul>
<p>May be issued following poor progress at Pastoral Stage 3 or considered at 70 Behaviour Points.</p> <div data-bbox="92 1827 639 2175" style="border: 2px solid blue; padding: 10px; text-align: center; margin: 20px auto; width: 80%;"> <h2 style="margin: 0;">Pastoral Stage 4</h2>  </div>	<p>Possible strategies:</p> <ul style="list-style-type: none"> <li>• any consequences 1-3</li> <li>• Acceptable Behaviour Contract</li> <li>• pupil/Staff Disciplinary Panel</li> <li>• loss of all social time/privilege</li> <li>• Assertive Mentoring/staff mentor</li> <li>• MAT/external agency referral</li> <li>• Managed Move</li> </ul>

<p>May be issued following poor progress at Pastoral Stage 4 or considered at 90 Behaviour Points.</p> 	<p>Possible Strategies:</p> <ul style="list-style-type: none"> <li>• any consequences stage 1-4</li> <li>• report to ALT</li> <li>• meeting with ALT/parent</li> <li>• loss of all social time/privilege</li> <li>• ALT Seclusion</li> <li>• ALT detention</li> <li>• Managed Move</li> <li>• Progress of student to be discussed at ALT operational meeting</li> </ul>
<p>Consider after 1-6 weeks ALT stage 5 with inadequate progress.</p> 	<p>Possible Strategies:</p> <ul style="list-style-type: none"> <li>• any consequence stage 1-5</li> <li>• report to Vice Principal (2 weeks)</li> <li>• loss of all social time/privilege</li> <li>• bespoke Curriculum</li> <li>• ALT seclusion</li> <li>• Internal Exclusion</li> <li>• Off-site seclusion</li> <li>• meeting with VP/parent</li> </ul> <p>Progress discussed at weekly ALT meeting</p>
<p>Consider after poor progress at ALT stage 6</p> 	<ul style="list-style-type: none"> <li>• Any consequences stage 1-6</li> <li>• Target report (2 week)</li> <li>• Principal seclusion</li> <li>• IEX</li> <li>• Managed Move</li> <li>• Pre Exclusion Warning/contract</li> <li>• meeting with Principal/parent</li> </ul>

## Governing Board Stage 8



- Any consequences stage 1-7
- FEX
- PEX
- Governing Board Report
- Governing Board Contract
- Formal meeting with Governing board/parent

### **SECLUSIONS**

If it is not appropriate for a student to return to lessons, they will be placed in seclusion. The Seclusion Room provides separate short-term individual curriculum work and reflective programmes to encourage students to take responsibility for their behaviour and consider positive ways forward.

### **INTERNAL EXCLUSION**

Where a student has been involved in a serious incident or if the Academy feel it may be more of a deterrent to the student, a student may be placed to work in the Internal Exclusion Room as an alternative to exclusion. In the Internal Exclusion Room, students work in individual study booths. They may have a different school day with different times for coming to school and going home. In some cases, students may be sent to work in the Internal Exclusion Room of a partner school as an alternative to exclusion. Usually, an Internal Exclusion will be for 1-5 days.

Any subsequent offences or more serious breaches of our code of conduct are likely to result in a fixed term exclusion from the Academy.

### **EXCLUSION POLICY**

Exclusion from the Academy is very serious and the decision to exclude is not taken lightly.

#### **Reason For Exclusion**

- Serious breach of the Academy's rules or policies
- Risk of harm to the education or welfare of the student or others in the Academy

Only the Principal or, in her absence, the Vice Principal can exclude a student. Guidance on exclusions and the procedures to follow (including appropriate documentation) are given in the DFE document 'Exclusion from maintained schools, academies and student referral units in England -Statutory guidance for those with legal responsibilities in relation to exclusion (Sept. 2017).

Our Academy aims to ensure that:

- The exclusions process is applied fairly and consistently.
- The exclusions process is understood by Governors, staff, parents/carers and students.
- Students in the Academy are safe and happy.
- Students do not become NEET (not in education or employment).

A decision to exclude a student, either for a fixed period or permanently is seen as a last resort by the Academy, while always bearing in mind our duty of care to students and staff. The Academy is responsible for communicating to students, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

The Academy will take account of any Special Educational Needs and Disabilities when considering whether or not to exclude a student. The Principal will ensure that reasonable steps have been taken by the Academy to respond to a student's disability so the student is not treated less favourably for reasons related to the disability. Reasonable steps will include:

- Differentiation in the Academy's Pastoral Care: Personal Development, Behaviour and Welfare Policy
- Developing strategies to aim to prevent the student's behaviour
- Requesting external help to support the student's needs
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified, if there is a material and substantial reason for it. A specific incident affecting order and discipline in the Academy may be such a reason.

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

### **Fixed Term Exclusion**

A fixed term exclusion will be used for the shortest time necessary to address the problem, without adverse educational consequences. Exclusion for a period of time from half a day to five days for persistent or cumulative problems would be imposed only when the Academy had already offered and implemented a range of support and management strategies. These could include:

Discussion with the student

- Mentoring
- Discussion with parents/carers
- Setting targets and agreeing a plan
- Checking on any possible provocation
- Restorative approaches/mediation
- Internal exclusion
- Multi-agency support

Fixed Term exclusions usually range from 1-5 days but may be for up to 45 days in total.

### **Single Incident**

Fixed Term exclusion may be used in response to a serious breach of Academy rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident thoroughly, usually via the relevant staff and will consider all evidence to support the allegation, taking account of the Academy's policies. The student will be encouraged and if necessary, be supported, by familiar staff or parents/carers, to give his/her version of events. A member of the Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Under new legislation, we are required to provide alternative education for students from day 6 of any exclusion from the Academy. We work in collaboration with other local schools to provide a placement for students to enable them to continue to study in a school environment. This provision is **not optional** and

parents who do not take steps to ensure their youngster attends the arranged provision may be subject to a fixed penalty notice for their child's non-school attendance.

All students who are formally excluded from the Academy will be required to attend a re-integration meeting with a parent/carer and member of the House or Leadership team prior to their admittance to lessons following exclusion. They may be required to remain in seclusion until this meeting has taken place.

### **PERMANENT EXCLUSION**

A permanent exclusion is a very serious decision and the Principal will consult with the Chair of the Local Governing Body before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort or it will be in response to a very serious breach of Academy rules and policies, such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal substance on the Academy premises
- Carrying an offensive weapon
- Persistent bullying
- Racism or homophobi bullying
- Persistent disruptive behaviour

### **The Decision to Exclude**

If the Principal decides to exclude a student she will do the following, or delegate these to the Academy Leadership Team:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the student
- Contact the parents/carers, explain the decision and ask that the student be collected
- Send a letter to the parents/carers confirming the reason for the exclusion, whether it is a permanent or fixed term exclusion, the length of the exclusion, expectations during the exclusion and arrangements for the student's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked Plan how to address the student's needs on his/her return
- Collect information for the meeting with parents/carers and student on his/her return

An exclusion will not be enforced if doing so may put the safety of the student at risk.

### **Behaviour outside the Academy**

Students' behaviour outside the Academy on Academy visits and sporting events is subject to the Academy's behaviour policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in the Academy.

### **Removal from the Academy for Other Reasons**

The Principal may send a student home, after consultation with the parents/carers and a health professional if appropriate, if the student poses an immediate and serious risk to the health and safety of other students and staff, e.g. because of a diagnosed illness such as a notifiable disease. This will not be classed as an exclusion and should be for the shortest possible time.

Reasonable adjustments may also be made for students with SEND/additional needs to ensure our Equality Policy is followed. On rare occasions, by consultation with parents/carers, a student may spend part of a day

or a whole day at home, where it is deemed he/she is emotionally not well enough to remain in the Academy. An exclusion in these circumstances may be unfair and discriminatory. This must be regularly reported to Governors.

### **Procedure for Appeal**

If parents/carers wish to appeal against the decision to exclude, the matter will be referred to the Local Governing Body. Two Governors, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents'/carers' complaint will be copied to all parties not later than two days prior to the hearing. However, in no circumstances will the Academy or its staff be required to divulge to parents/carers or others any confidential information on or the identities of students or others who have given information which has led to the exclusion or which the Principal has acquired during an investigation.

The parents/carers may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or Parent Support Advisor. Legal representation will not normally be appropriate. If possible the Governors will resolve the parents'/carers' complaint without the need for further investigation. Where further investigation is required, Governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the Governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing.

Parents/carers will be informed in writing of the Governors' decision and the reasons for it. Their decision will be final. The Governors' findings and any recommendations will be sent in writing to the parents/carers, Principal and Governing Body.

Parents/carers are entitled to appeal against a Governing Body's decision if it has upheld the Principal's decision to permanently exclude their child; even if they did not make a case to, or attend, the Governors' meeting. If the decision to permanently exclude is upheld by the governing board, parents/carers may have the decision reviewed by an Independent Review Panel. The latest date by which the governing board must meet is the 15th school day after the date on which the governing board was notified of the exclusion.

If parents/carers think the exclusion occurred as a result of discrimination, they can make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court in the case of other forms of discrimination. Such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place. Information on disability discrimination and other forms of discrimination claims are available on the HM Courts and Tribunal Service website at:

<http://www.justice.gov.uk/tribunals/send>

### **ANTI-BULLYING POLICY**

The Academy has a full and detailed Anti-Bullying policy which follows the latest guidance from DFE (October / November 2014) which makes clear that we will not tolerate bullying behaviour of any kind.

Bullying can be defined as "deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another". (DfES September 2002)

Bullying behaviour includes:

- name calling
- teasing
- threatening behaviour
- physical contact e.g. hitting, pushing, pinching or kicking
- taking personal possessions
- sending abusive messages via social media
- forcing others to hand over money
- forcing others to do things they don't want to do
- ignoring others or leaving them out
- attacking others in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin
- harassment including sexual harassment
- offensive language
- sexual abuse/harassment/sexual violence including peer on peer abuse
- taking and/or sharing photos or videos without consent
- writing comments or posting and/or sharing photos or videos on social media platforms including internet and mobile phone apps that may embarrass or hurt others
- setting up or being part of groups (private and public) on social media platforms via the internet or mobile phone apps that may embarrass or hurt others
- encouraging others to bully others

Incidents of bullying will be taken very seriously by the Academy and a range of consequences are available depending on the severity of the incident and individual circumstances. Serious incidents may result in a fixed term exclusion or, if the offence is serious enough, a permanent exclusion, even for a first offence.

At Granville, we believe that all students have a responsibility to report any behaviour that they know will breach the behaviour and discipline policy. For example, if a student knows that a fight may occur between other students either in Academy, on the way to or from the Academy or outside Academy hours, he or she is expected to report this to a senior member of staff so that preventative action may be taken. Any student who watches, encourages or films a fight on or around the Academy site, off site but on Academy related business or whilst traveling to/from the Academy will face further sanctions.

### **ANTI-DRUGS POLICY**

Granville has a zero tolerance to drugs and we are committed to the Academy being drug free. Anything worn or brought into the Academy must not have drug-related slogans, symbols or badges on them. Students are not allowed to make any inappropriate references to illegal drugs, which includes behaviour such as drug related graffiti, using slang terms or gestures.

Any student who brings illegal drugs onto the Academy site, or who takes part in any situation on site involving illegal drugs, may be permanently excluded. If a student knows that another student has brought illegal drugs onto site, he/she should report this immediately to a member of staff. Failing to report this would be a very serious matter and could result in serious consequences.

The Academy is a no-smoking site. Students are not allowed to smoke in the Academy, or as they come to and from the Academy. Smoking materials are not to be brought into the Academy. Students must also not stand or be in the presence of other students if they are smoking as this will be seen as being complicit with such behaviour.

## **Section 10 – Searching, screening and confiscation**

This section of our rewards behaviour and discipline policy mirrors the DFE document – Searching, screening and confiscation advice for Principals, school staff and governing bodies (Jan 2018).

## Searching

School staff can search a student for any item if the student agrees. Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

### Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and other smoking related materials including vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- the Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

## Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## Screening

Schools can require students to undergo 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 students.

- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening
- Any member of school staff can screen students
- If a student refuses to be screened, the school may refuse to have the student on the premises
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

### Searching with consent -Schools' common law powers to search:

- School staff can search students with their consent for any item
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### Searching without consent – What the law says can be searched for:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for
- the Principal or a member of Academy staff and authorised by the Principal can undertake a search
- the staff member undertaking the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched
- there is a limited exception to this rule. Authorised staff can carry out a search of a student of the opposite sex and / or without a witness present, if they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff
- a search can be undertaken where there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

### **Authorising members of staff**

The Principal decides who to authorise to use these powers. At Granville, these staff are:

- any member of the Academy Leadership Team
- House Leaders and Assistant House Leaders

These staff have been trained in undertaking a search and recording requirements.

### **Establishing grounds for a search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases, as they get older.
- The powers allow Academy staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Academy staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

### **Searches for items banned by the school rules**

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

**Banned Items at Granville** include the following items. **This list is not exhaustive.**

- knives, weapons, any form of bladed object
- alcohol
- illegal drugs including legal highs
- stolen items
- tobacco, cigarette papers, lighters, matches, e-cigarettes and any form of smoking material
- fireworks
- pornographic images
- aerosols/spray perfume and aftershave
- chewing gum
- fizzy drinks
- items deemed to distract or disturb effective learning from taking place such as fidget spinners

### **Location of a search**

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

### **During the search**

Extent of the search – clothes, possessions, desks and lockers - What the law says:

- the person conducting the search may not require the student to remove any clothing other than outer clothing
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves
- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags
- a student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff
- the power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

### **Lockers and desks**

Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present

- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

### **Use of force**

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

**After the search** - The power to seize and confiscate items – What the law allows:

- Schools’ general power to discipline, as circumscribed by Section 91 of the Education and Inspections

Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

**Items found as a result of a 'without consent' search - What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs.' Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible

## **Statutory guidance on the disposal of controlled drugs and stolen items**

It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance:

- in determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article
- where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such
- with regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks)

## **Statutory guidance for dealing with electronic devices**

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:

- in determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules
- if an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police
- if a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline
- all school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school’s approach to it is reflected in the child protection policy
- teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school. Granville will keep confiscated items for

the remainder of the academic year. After such time, and every attempt has been made to notify the student/parent, items will be donated to charity or disposed of.

### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

### **Use of Force**

Where possible, Granville operates a policy of no physical contact. Legally, all members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where it has been necessary for a member of staff to intervene in a situation using force, the member of staff must report this so the Principal or Vice Principal immediately. This will be recorded in the Use of Force Log and parents will be contacted as soon as possible.