



BEHAVIOUR POLICY

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SIGNATURES:

Headteacher	Signature is on filed hard copy of policy
Chair of Governors	Signature is on filed hard copy of policy

RATIONALE AND AIMS:

Farringdon Community Academy is committed to safeguarding and promoting the welfare of all its students. This policy sets out the standards and procedures used to provide a safe learning environment for both staff and students.

VISION

‘All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens’.

VALUES

Our Academy community is founded on the key values of respect, resilience, endeavour, high aspirations, high standards and expectations. These values permeate all aspects of Academy life and apply in equal measure to staff, students and governors.

We are an inclusive Academy which recognises the equality of each individual and their right to thrive within our community and we will support all our students through an inspiring curriculum which meets the needs of all.

Rationale:

We aim to work in partnership with the whole Academy community to encourage and promote the appropriate behaviour of students both within and outside of the classroom. An orderly atmosphere, consideration and respect for others with a significant emphasis on rewards are the key notes of our approach to behaviour. There is an expectation of high standards of behaviour which promote learning and respect, both for self and others at all times, within the Academy grounds, and also off site, when students are travelling between Academy and home or on Academy visits.

PRINCIPLES

As a community we are committed to:

- High standards and the equal worth of all learners
- Celebrating diversity within gender, ethnicity and ability, providing quality teaching that raises standards, extends choices and helps to equalise life chances
- Actively encouraging an acceptance of equality, independent of individual differences, knowledge, abilities and position
- Acknowledging the rights and responsibilities of each member of the community
- Developing learning skills across the curriculum, including positive attitudes learning
- Making learning an inspiring and challenging experience
- Encouraging and advocating individual and collective ownership
- Protecting and nurturing students and adults in a safe, consistent environment

ACADEMY AIMS

Within this framework the Academy Aims are:-

- To provide a welcoming, safe and secure environment that is both calm and purposeful for the whole community
- To develop and sustain a positive culture of learning and teaching

- To model and expect a set of preferred behaviours based on mutual trust and respect, empathy, fairness and tolerance
- For students to accept responsibility for their own behaviour and to encourage positive behaviour of others
- To provide the opportunity for students to develop a sense of responsibility and strong values to assist them in becoming outstanding citizens
- To encourage respect for others, property and our environment
- To recognise the individual needs of others

Principles and Practice

The Behaviour for Learning Policy should be owned and endorsed by the whole Academy community. It is vital that:

- Positive behaviour is celebrated at every opportunity
- Inappropriate behaviour is always challenged
- All incidents of behaviour (positive and negative) are accurately recorded on SIMs and the relevant staff notified
- All staff are consistent in all areas of behaviour management and follow the Academy's procedures

COMMUNICATION

It is important the Academy's Behaviour for Learning Policy is communicated with clarity and consistency. The policy will be communicated through:

- The daily working practice by all staff, including support and supply staff
- Reinforcement by Heads of House
- Academy rules and Code of Conduct
- Assemblies
- Displays
- The Academy prospectus
- The Home-Academy agreement
- Newsletters

The Behaviour for Learning Policy will be regularly discussed at staff briefings/meetings and formally reviewed on an annual basis by staff, students, governors and parents/carers.

PROMOTING HIGH STANDARDS AND EXPECTATIONS

All staff have responsibility for behaviour within the Academy. It is important that all staff model high standards of behaviour and have high expectations of the students. Consistency is the key. It is important that students experience the same routines when they go from classroom to classroom. Each Year Head of House (HoH) will model and demand the high expectations of both staff and students.

ROLES AND RESPONSIBILITIES OF STAFF

All staff should contribute to an effective learning environment that adheres to the principles of the behaviour policy that safeguards the well-being of students and promotes a community sharing the values of the Academy.

The primary responsibility of all staff is the safeguarding of young people. In their professional conduct they should set high standards and model appropriate behaviours. They should actively seek to protect children and to act to ensure their safety.

Tutors have a key role to play in supporting the effective management of behaviour and modelling and enforcing high expectations that the Academy expects.

HOME-ACADEMY AGREEMENT

The Home-Academy Agreement exists to promote partnership to support effective learning and ensure that all students are, and their learning is supported by, both the Academy and their parents or carers.

CODE OF CONDUCT

The Code of Conduct exists to promote a sense of responsibility in all students and create a positive learning environment

BEHAVIOUR MANAGEMENT

Management of behaviour in the classroom is the responsibility of every classroom teacher in the first instance. The key to success is consistency.

Lesson management:

- Meet in year groups in tutor time lines at the start of the day, end of break and end of lunch time. Students will line up in straight, silent lines and be escorted in by their subject teachers
- Staff will ensure that all students remove their coats and scarves as they enter the building
- Punctuality is essential for all staff and students. Poor student punctuality should be challenged. Short detentions at break and lunchtimes are recommended
- Staff should be meeting and greeting at the classroom door ready to welcome students and see that students leave in an orderly fashion
- All students must be registered and any unexplained absences followed up
- Lessons should be carefully planned to meet the diverse needs of learners
- Learning objectives must be clear to students at the start of the lesson
- Behaviour for learning should be reinforced through consistent praise and use of the rewards system
- SIMs should be used to record incidents of both positive and negative behaviour

Classroom Expectations and Consequences

Classroom expectations should be clearly displayed in every classroom using the Behaviour Policy. It clearly outlines the Academy's expectation of students in every lesson regardless of who is teaching them. All teachers are expected to teach these expectations. They should exemplify how students can achieve these

expectations in their lessons and explain the reasons for the expectations. Teachers must also teach the consequences of not meeting these expectations. The classroom expectations and consequences should be used as a tool to reinforce the Academy expectations of behaviour in the classroom.

All staff should revisit these expectations at the beginning of each half term to maintain a clear understanding of what the Academy expects. This will be reinforced by senior staff and HoH's in assemblies and in their communication with students.

It is critical that each teacher also teaches students how they will be rewarded for good behaviour and effort in their lessons.

REWARDS

Affirmation and reward have a greater impact than sanctions on improving students' attitude towards learning. Farringdon Community Academy aims to promote the highest standards of behaviour, respect, self – discipline and learning through positive encouragement. All learners are expected to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than reprimanding students (5:1 ratio). All achievement points must be recorded on SIMS.

Rewards should:

- Provide encouragement for learners
- Reinforce good and positive behaviour
- Highlight learners' achievements
- Be consistently deployed
- Be recorded in SIMS

The Behaviour for Learning Policy is based on the belief that the majority of students behave well most of the time. We believe that positive behaviour is established by:

- All staff having high expectations in terms of work and behaviour, relaying the expectations to the students on a regular basis
- Having clear educational aims and objectives which are known and shared by all staff
- Providing high quality teaching experiences for learners both in and out of the classroom working in close partnership with parents and carers and keeping them informed of the good as well as negative behaviour
- Ensuring that when students meet staff expectations they should be rewarded
- Students being told when they are doing well
- Praise being used frequently and consistently
- Criticism being constructive, allowing for reflection, and including advice on how to improve.

BEHAVIOUR POLICY

'Consequences of Behaviour' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour destroys lessons and undermines the authority of the teacher.

The Behaviour Policy must be used by all class teachers to support a positive ethos for learning in the classroom. Praise and reward are a vital component to raising student self-esteem and motivation to work. Students who behave well and/or have positive learning outcomes must receive achievement points. These must be recorded on SIMS.

Behaviours are tracked using a 1 through to 4 system. Students should always be given a warning before points being recorded on SIMS. To ensure consistency, guidance is given to staff on what behaviour constitute being recorded at each level. It is the responsibility of staff to ensure the policy is applied effectively, consistently and fairly across the Academy.

As identified on the Behaviour Policy displayed, students will be issued with a series of consequences, depending upon the severity of their behaviour. As demonstrated below:

PUNCTUALITY TO THE ACADEMY

All students are expected to be on site for 8.25, to ensure they are lined up and in their tutor groups for a prompt 8.30 start. The school gates will be closed at 8.25. Any student arriving after 8.25 should make their way to main reception and sign in. Once the student has signed in, their name will be taken by a member of the office staff who will issue the student with a same day 30 minute lunch time detention. A member of the office staff will also take the students lunch order, which will be delivered to the student in E6 at lunch time.

Consequences B1 to B4

<p>B1</p>	<p>Consequences/Behaviour</p> <p>First negative behaviour</p> <ul style="list-style-type: none"> - The student's name must be written on the board at this point. - Record on SIMS at end of lesson. 	<p>Behaviour Management Dialogue/Strategies</p> <p>You have continued to... You are now on a B1.</p>
<p>B2</p>	<p>Consequences/Behaviour</p> <p>Second negative behaviour</p> <ul style="list-style-type: none"> - Add '2' to name on board. - Record on SIMS at end of lesson. 	<p>Behaviour Management Dialogue/Strategies</p> <p>You have... You are now on a B2.</p>
<p>B3</p>	<p>Consequences/Behaviour</p> <p>Third negative behaviour</p> <ul style="list-style-type: none"> - Add '3' to name on board. - Record on SIMS at end of lesson. - Give 1 hour detention if student is removed (inform office) * 	<p>Behaviour Management Dialogue/Strategies</p> <p>I am now involving someone else because of your behaviour.</p>
<p>B4</p>	<p>Consequences/Behaviour</p> <p>Fourth negative behaviour</p> <ul style="list-style-type: none"> - For extreme negative/dangerous behaviour. - Immediate removal from patrol. 	<p>Behaviour Management Dialogue/Strategies</p> <p>You can no longer stay in the room.</p>

* If a class teacher decides that the student remains in the room - give a 30 minute detention.

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SANCTIONS

Detentions

Detentions must be reasonable and proportional to the offence, taking into account the student's age, educational needs, religious requirements and transportational needs.

The Academy does not have to give parents/carers 24 hours' notice when issuing their child a detention. The Academy has opted to operate a same day detention for lateness and direct refusal to cooperate. If the Academy feels it necessary to detain the student on the same day, at the end of the Academy day parents/carers will be contacted through the Academy's text messaging service. Break and lunchtime detentions are also used. If a student fails to attend a detention, a second detention will be set. If the student fails to attend the second detention they will be placed in the Consequences Room from 9am to 4pm the following day.

Each subject team also operates a detention system and students are expected to attend.

STUDENT TRACKING REPORTS

Heads of House meet at the end of each day to review behaviour information recorded on SIMS. Where patterns are identified, decisions are made regarding the sanctions to be put in place. Students who are struggling to adhere to the expectation of the Academy on a regular basis will be placed on a behaviour report.

Behaviour is tracked and monitored closely. Sanctions are given immediately. Failure to comply will result in an escalation of sanctions.

- **The Subject Report.** The subject teacher, will take responsibility for students who regularly fail to follow the academy expectations, and placed on a white subject report. The teacher must discuss this intervention with staff and input the information on SIMs with an explanation
- **The Tutor Report.** The Tutor, will take responsibility for a student who has shown regular signs of low-level disruption in one or more lessons. The Tutor will place the student on a Green report. Students are expected to have a pass rate of 80%. If they do not pass this level, they will be placed on a HOY, Yellow Report
- **The Head of House report,** or Yellow Report is used for students who have not successfully passed the Tutor report, or where their behaviour warrants harsher sanctions
- **The SLT Report,** Red Report. Is used for more serious incidents or regular disruptive behaviour, e.g. not passing the HoH report

In the most serious cases, a behaviour plan will be drawn up for students who continue to disrupt and fail the behaviour reports. These plans may include a period of internal isolation, fixed term exclusions or a managed move.

Procedures for Behaviour Reports

Parents should always be informed in a meeting that their child has been placed upon a behaviour report. The meeting should be minuted and information placed in SIMs. Students will be placed on report for no longer than two weeks. When a student receives negative feedback regarding behaviour and effort they will be given a same day detention.

At each point, parents should be informed of their child's progress. This must be recorded on SIMs. If students do not achieve the pass rate of 80%, the level of report will escalate. Each level of report will be associated with sanctions, such as detentions. These are at the discretion of the school staff and SLT. HoH's have the discretion to place a student straight on to HoH's report, by passing a tutor report.

Monitoring Reports

- New admissions, managed move students and students returning from a managed move will be placed on a monitoring Green report to the HoH for a period at the HoH's discretion
- A student requiring specific targets to achieve academic potential will be placed on a progress report with specific targets and impact judgements by the HoH. The HoH or the Progress Leader (PL) will monitor with SLT setting agreed targets

- If a student fails to attain their specified daily targets, loses their report or fails to have their report signed by either their HoH, SLT member or parent /carer, they will be placed in the Consequences Room the following day until 12.45.

The Consequence Room

The Consequence Room is an alternative to a Fixed Term Exclusion. A student can only be placed in The Consequence Room by the HoH or by patrol in consultation with a member of the SLT. Reasons will include the failure of SLT Red Report and at the discretion of SLT following a failure to comply the Academy policy. This inclusion room will run an alternative school day, between the hours of 9am and 4pm. Rules and regulations, including procedures for placements into consequences, can be found in the Consequences Room Code of Conduct (Appendix attached).

We will ensure that time spent in the Consequences Room is as productive as possible. Therefore, students are able to bring work with them. This may be from their subject teachers, key reading material, revision or homework. If students do not bring work with them it will be provide by their subject teachers. Reading books are also available in the Consequences Room.

Fixed Term Exclusion

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a member of staff
- Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the ‘Consequence System’
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Setting off the fire alarm
- Behaviour which calls into question the good reputation of the Academy
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Only the Headteacher or the Deputy Headteacher may exclude a student from the Academy. The decision to exclude is always taken based on consideration of evidence after investigation.

The Academy adheres to the guidance of the Department for Education and decisions to exclude are made within the limits of this guidance. This guidance sets out the requirements of the Academy regarding exclusion and protects the rights of parents and students.

A Fixed Term Exclusion is normally the last in a line of staged responses to poor behaviour. Between the first signs of problems and exclusion a range of strategies will have been employed. In the case of serious breach of the behaviour policy, fixed term exclusion may be imposed as an immediate sanction.

Where students are excluded minimising disruption to their education is a priority. Work is to be sent home for completion and students will normally be readmitted to sit external examinations and modular tests.

Return from exclusion should be planned and in most cases support sought prior to return. When returning from exclusion a re-integration meeting will take place with students, parents/carers and a HoH and or a member of the SLT, with targets set which allow for success. A behaviour plan will be drawn up for students who continue to disrupt and fail the behaviour reports. These plans may include a period of internal isolation, fixed term exclusions or managed moves.

Upon re-admission to the Academy, students will return via the Consequence Room for a period of reflection and the opportunity for the student to show that they are willing to re-integrate themselves into Academy life.

Permanent Exclusion

‘A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious, serious false allegation against a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

The Headteacher may also permanently exclude a student for:-

- One of the above offences
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

This is not a means of disciplining or punishing students. It is nearly always recognised that despite the best efforts of staff and support agencies a student has been unwilling to change aspects of behaviour which have caused serious concern. The decision to recommend to Governors that a student be permanently excluded is always taken in the clear interests of other members of the Academy community who are judged to be substantially at risk (physically, or in terms of their educational progress) if the individual were to return to the Academy. The wellbeing of students and staff will be a significant consideration in the case of permanent exclusion.

Alternative provision

In the case of repeated breaches of the behaviour policy, or in the case of serious breaches, alternatives to exclusion may be sought through alternative provision within the Academy or in partnership with other agencies. This would be in discussion with parents or carers.

Restraint

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence
- Causing a personal injury
- Damaging property
- Prejudicing the maintenance of good order and discipline of the school

SEARCHING STUDENTS

Farringdon Community Academy follows the guidance given by the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students. Students can be searched in the following ways:

Without Consent Search

It is a criminal offence to have a knife or offensive weapon on Academy premises (it is an offence to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the Academy has the authority to do a 'without consent search'. However, the Academy has decided to carry out searches with consent only. If a student does not consent to a search then the Academy will opt for one of the following:

- Call the police to carry out the search or

- Send the young person home as unauthorised absence (not classed as an exclusion)

With Consent Search

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where a student consents to a search the following protocol will be used:

- Two members of staff will be present
- The student will be questioned first
- If questioning confirms suspicion, the student will be asked to surrender the item
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

After the search:

- The incident will be recorded on SIMS and parents informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed and the item delivered to them as soon as possible

Information regarding searches will include:

- Name, Year, Sex and ethnicity of student searched
- Grounds for search
- Time and place of search
- Who carried out the search
- Who else was present at the search
- How the search began and progressed
- Student's response to search
- Outcomes and follow up actions
- Details of any Police involvement, if necessary

Nominated senior members of staff are eligible to carry out searches.

Special Educational Needs/ Vulnerable Groups

All staff must be aware of information advice and other data with regard to SEND, EAL and vulnerable groups of students. Lessons must be differentiated to take into account the needs of SEND and EAL students.

Some students' behaviour is beyond normal incentives and sanctions. These are usually students with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. It is often necessary to create for these students' tailor-made programmes to achieve personal, achievable targets and a system of rewards. In extreme cases, special curriculum programmes and timetables may need to be set up for such students. Parents, Teaching/Support staff and outside agencies may be included in such programmes if deemed necessary or helpful.

Management of Behaviour Outside Lessons

All staff have a responsibility for ensuring that students conduct themselves in an orderly manner in and around the Academy. This will be monitored by the HoH and SLT. It is important that:

- Staff are visible and present on corridors and in other areas where designated particularly during lesson changeover
- Staff are vigilant and challenge any unacceptable and inappropriate behaviour around the Academy in order to maintain high standards and a positive learning ethos. Usually a calm word or admonishment will be enough
- Staff Always explain the consequences of poor behaviour to a student
- In some cases having dealt with the incident it may be best to inform the Tutor or a HoH. If done verbally the incident must be recorded by the member of staff on SIMs
- Racist or incidents of bullying, including peer on peer abuse, must be logged on SIMs and referred to HoH
- In cases of more serious incidents send for support using on-call and intervene appropriately
- Where a student has failed to respond positively to instructions, despite being given the opportunity to, the member of staff should refer the student to either the Tutor or HoH (depending on the locality and severity of the incident) and tracked on SIMS.

Behaviour Outside of the Academy

The Academy will apply sanctions if students misbehave either on the way to or from the Academy. The Academy also expects:

- Students to behave well whilst on Academy visits, work experience and college placements
- Standards of behaviour to be clearly explained to students before they take part in an Academy visit
- The Academy will not tolerate the use of intimidating or defamatory messages from media such as mobile phones or on social networking sites. Where the use of such media is exploited in order to embarrass or bully fellow students or members of staff, appropriate action will be taken.

Abuse or Intimidation of Staff or Students Outside of the Normal Working Day

All staff members have the same rights of protection from threat as any citizen in a public place. If an incident occurs the member of staff must report the incident to a member of SLT the following day. The Academy will apply sanctions when students are next in the Academy.

Students also have the right to protection and sanctions may be applied for actions outside the Academy which impact on the well-being of students.

Abuse or Intimidation of Members of the Public

Actions which are directed at members of the public may also be subject to sanctions where the actions may bring the Academy into disrepute or threaten the wellbeing of students, including damaging their learning through the perceptions of the community.

MONITORING AND REVIEW OF THE POLICY

This policy will be monitored by the designated SLT responsible for Inclusion. There will be an annual report to the Governing Body, which will include the views of students, parents and staff through a stakeholder's questionnaire

Fizzy Drinks Policy

There is overwhelming evidence to show that fizzy drinks are not good for young people, as they are laden with sugar. Even worse, are the so called 'energy drinks', which contain huge amounts of caffeine. Our policy, therefore, is that for the good of our students' health, fizzy and energy drinks are banned from the Academy premises. Any students found to be in possession of these drinks will have them confiscated and disposed of. Students may purchase healthy drinks such as water, fruit based drinks and milk from our diner.

PROCEDURES FOR PLACEMENTS IN THE CONSEQUENCE ROOM

Planned placement

- When a student returns from a fixed term exclusion they are placed in the Consequences Room from 9am to 4pm
- When a student returns from their exclusion they must sign in at reception
- On signing in, a member of the office team will put a '4' in the register, to indicate to staff that the student is in the Consequences Room
- A red flag will also be added to the register stating the time that the student will be held until
- When staff see a '4' on their class register, they must send sufficient work to the Consequences Room as soon as possible

Placement into the Consequences Room during the day

- Only SLT and HoH have the authority to place a student in the Consequences Room during the day
- When a student is placed in the Consequences Room SLT or HoH must inform a member of the office team, who will put a '5' in the register to indicate to staff that the student is in the Consequences Room
- A red flag will also be added to the register stating the time to which the student will be held

Placement into the Consequences room by Patrol

- If a student is picked up from a patrol call and placed into the Consequence Room for a second time during the day, then the member of staff on patrol has the authority to issue a full day in the Consequence Room, until 2.45pm
- Patrol staff must inform a member of the office team, who will then enter a '5' in the register and send out an email to all staff requesting work for the student and send a text out to parent/carer

Repeated placements in Consequences Room

At 2.45pm on a Friday, the Deputy Headteacher will run a weekly report to gather information on which students have had multiple placements in the Consequences Room during that week. The following procedure and actions will be implemented from the report: -

- If a student is removed from a lesson, by patrol, 3 or more times in a week, they will be placed in the Consequences Room for 1 day, from 9am until 4pm. The HoH must inform the office team of this planned placement, who will then enter a '4' in the register and send an e-mail to all staff requesting sufficient work for the following day. Following their 1 day placement in the Consequences Room, the student will be placed on HoH Report for 2 weeks

- If the student fails their HoH report, by not achieving 80% in a day or being removed to the Consequences Room by patrol, they will be placed in the Consequences Room for 1 day. The HoH must inform a member of the office team of this planned placement, who will then enter a '4' in the register, and send an e-mail to all staff requesting sufficient work for the following day. If this should happen for a second time the student will again be placed in the Consequences Room for 1 day, and then placed on to SLT Report
- If a student is removed from a lesson, by patrol, 10 or more times in a half-term, the student will be issued with a 1 day fixed term exclusion. On return from the exclusion, the student will have a reintegration meeting with their parents/carers, HoH and a member of the SLT. The student will then complete a 1 day placement in the Consequences Room, and will be placed on SLT Report for 2 weeks
- If the student fails their SLT report, by not achieving 80% in a day or being removed to the Consequences Room by patrol, they will be placed in the Consequences Room for 1 day. The member of SLT must inform a member of the office team of this planned placement, who will then enter a '4' in the register and send an e-mail to all staff requesting sufficient work for the following day. If this should happen for a second time the student will be issued with a 3 day fixed term exclusion
- On return from exclusion, the student will have a reintegration meeting with their parents/carers, HoH and the Headteacher. The student will then be placed in The Behaviour Support Centre (BSC) for a fixed period of time, where they will work from 9am until 2.30pm. They will not be allowed out of The Behaviour Support Centre during this period. Students will be collected from reception at 9am and escorted back to reception at 2.30pm. A conversation will be held with parent/carers around the option of a Managed Move
- If the student fails to complete their placement in The Behaviour Support Centre, due to their continued poor behaviour, they will be invited before the Academy Governors Behaviour and Welfare Committee. This may then result in the student being given a permanent exclusion