



Behaviour for Learning Policy

2024-2025

Whitehill Community Academy

Policy	Behaviour for Learning Policy
Date of review	July 2022
Date of next review	July 2024
Lead professional	Jon Boyle, Interim Headteacher
Status	Statutory

“Opening minds, unlocking potential, celebrating success together.”

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Whitehill Community Academy are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. Whitehill Community Academy has very high standards and expectations of students. The academy believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the academy that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for the next stage in their education.
- 1.3. The academy's behaviour expectations are guided by our core values of: Ready, Respect and Responsibility. Staff are expected to model these core values and use them in discussions and interactions with students.
- 1.4. Whitehill Community Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruptions threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

- 1.5. This Behaviour for Learning Policy (BfL) seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The academy's rewards system is based on Achievement Points which is promoted throughout academy life.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- 1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.
- 1.8. It is imperative to the operation of this policy that BfL remains the responsibility of all staff.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the 'daily life' of the academy, and as such, is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following Department for Education (DfE) documents, which should be read in conjunction with this policy:

- Exclusion from maintained schools, academies and student referral units in England 2017
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies 2017
- DfE and ACPO Drug Advice for Schools 2012
- Use of Reasonable Force in Schools 2013
- Behaviour and Discipline in Schools: guidance for headteachers and staff 2016
- Screening, Searching and Confiscation: advice for schools 2018
- Keeping Children Safe in Education 2023.

- 2.2. In addition, there are a number of policies linked to this policy, including:

- SEN Policy
- Teaching and Learning Policies
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy for Students
- Prevent Policy.

- 2.3. This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the Act.
- 2.4. This policy links to the Department for Education's statutory guidance and related legislation including Education and Inspections Act 2006.
- 2.5. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

- 3.1. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are:
 - Headteacher
 - Head of Inclusion & Safeguarding
 - Pastoral & Inclusion Mentor
 - Pastoral & Inclusion Support
- 3.2. The Head of Inclusion and Pastoral & Inclusion Mentors operate the day-to-day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the academy.

4. Provisions

4.1. Expectations

All students are asked to meet the following expectations of the 3Rs:

- Wear the correct uniform at all times
- Demonstrate good behaviour in the classroom, outside and around the academy
- Give your best in every lesson
- Make contributions in lessons
- Listen attentively to others
- Be respectful and polite to adults and other children

- Take pride in the presentation of work in all books
- Complete your homework.

4.2. Behaviour for Learning System

The Behaviour for Learning grids are at the core of the academy's behaviour management policy and procedures. **The system is detailed in Appendix D.**

4.3. Suspensions and alternatives to Permanent Exclusions

Appendix F refers to the academy's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation: advice for schools 2018'. In addition to the practice identified in the DfE guidance, Whitehill Community Academy also bans any item brought into the academy with the intention of the item being sold or passed onto other students which, in the Headteacher's opinion, will cause disruption to the academy or be detrimental to academy practice. **Appendix G** refers to the academy's policy on confiscating items.

4.5. CCTV

Whitehill Community Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Multi-Academy Trust (MAT) Data Protection Policy and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of Reasonable Force in Schools 2013'. All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on an academy organised visit.

4.7. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student, to the police, as soon as possible. If a member of the public,

academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff, the Headteacher or Assistant Heads must be informed. In addition, if the Headteacher/Assistant Head considers that the misbehaviour is linked to a child suffering, or being likely to suffer, significant harm the academy's Child Protection and Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. **Appendix C** shows the academy's Behaviour Flowchart.

Where poor behaviour outside of school and school hours occurs, the academy reserves the right to issue a consequence, a suspension or permanent exclusion. The actual consequence will be at the Academy's discretion.

4.8. **Police**

Whitehill Community Academy will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Whitehill Community Academy will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

4.9. **Reasonable adjustments**

The academy will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

5. **Governing Board Behaviour Committee**

5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and student referral units in England 2017', a meeting of a Behaviour Committee of the Governing Board must be convened within 15 days of receiving the notice of exclusion for the Governing Board to consider reinstatement when:

- The suspension will take the student's total days of exclusion above 15 for a term
- Recommendation of permanent exclusion is made by the Headteacher for a one-off incident or persistent breaches of the school's Behaviour Policy **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

- The suspension would result in the student missing a public exam or national curriculum test.
- 5.2. The Behaviour Committee will comprise of three members of the Governing Board who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.
 - 5.3. The Behaviour Committee can decline to reinstate (i.e. uphold a permanent exclusion) or direct the student's reinstatement, either immediately or on a particular date.
 - 5.4. The meeting must be convened by the 15th academy day after the date of the receipt of notice to consider the permanent exclusion.
 - 5.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.
 - 5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
 - 5.7. The Headteacher and/or an Assistant Head will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team to attend the meeting.
 - 5.8. Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for Independent Review, which will be heard by an Independent Review Panel convened by the academy trust. The parent/carer has 15 academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

6. Independent Review Panel

- 6.1. Whitehill Community Academy has in place an Independent Review Panel (IRP) and a parent's/carer's right to apply for an IRP to this Independent Panel will be outlined in the letter following a Governing Board's decision not to reinstate a permanently excluded student. Whitehill Community Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Board not to reinstate a permanently excluded student.
- 6.2. Parents will be informed of their right to request a Special Educational Needs expert at the IRP hearing.
- 6.3. The legal timeframe for an application for IRP to the independent review panel is set out in the DfE guidance.

- 6.4. Where the Governing Board decides to decline to reinstate (uphold a Permanent Exclusion) they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal with claims of discrimination.

7. Roles and responsibilities

7.1. The Role of the Headteacher

- The role of Headteacher is to ensure that this policy is applied fairly and consistently across the academy.
- The Headteacher will be responsible for reporting to Governors on its performance.

7.2. The Role of the Governing Board

- Governors will be responsible for monitoring the behaviour of students through Governors' meetings.
- The Governors will form a Behaviour Committee when required as per this policy.

7.3. The Role of Parents and Carers

- The policy is available in full via the academy's website.

8. Monitoring and Evaluation

- 8.1. The Governing Board will evaluate the impact of this policy by receiving written data from the Headteacher at timely intervals throughout the year, to include:

- The number and range of rewards for good behaviour each term
- The number of suspensions and permanent exclusions
- The number of internal suspensions and off-site exclusions at other schools
- The number of Behaviour and Attendance Collaborative (BAC) moves
- Instances of bullying and the action taken
- Support provided for the victim(s).

- 8.2. As part of the review of this policy, Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. Governors nominated to monitor this policy will visit the academy at different times of the day and report on their findings to the relevant Governors Committee.
- 8.3. Trinity MAT Board of Directors will approve this policy.

9. Appendices

For ease, the appendices in this policy are numbered below:

Appendix A: Rewards

Appendix B: Classroom Consequence System

Appendix C: Behaviour monitoring and Reports

Appendix D: Behaviour for Learning Grid

Appendix E: Serious Breach of Academy Rules

Appendix F: Suspensions and Permanent Exclusions

Appendix G: Confiscation

Rewards

Rewards will be used to recognise the hard work and positive attitude displayed by students.

Class Recognition Board

The most important part of celebrating success takes place in the classroom as all teachers will notice and praise the efforts of all children. Each class will have a recognition board. The teacher will write at the top of the board the behaviour they are focusing on. An example could include ‘speak politely’ to emphasise manners. When the teacher sees children demonstrating the behaviour well, they will place their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team focused on one learning behaviour and moving in one direction. At the end of the lesson day/week (depending on the context) the aim is for everyone to have their name on the board.

Our staff consistently praise effort and notice when children try to improve in their learning. Staff also recognise wider achievements and representing clubs, groups and communities we provide the opportunity for children to talk about their successes in class during circle and talk time lessons.

Class Dojo Points (Also see Appendix D)

Students can earn positive Dojo points throughout the day for a variety of reasons including demonstrating the three school values, for which parents receive notifications via Class Dojo.

Every two weeks in ‘Rewards assembly’ the child in each class with the most Dojos will receive a certificate to celebrate their achievement.

Dojo points will be awarded in every lesson.

Recognising Excellent Behaviour

When a child reaches a certain milestone of Dojos they will be awarded a badge.

Bronze	300
Silver	500
Gold	800

These badges are to be worn on their uniforms and exchanged at the end of the school year for rewards entry to events such as films, discos or parties to celebrate their achievement.

Classroom Consequence System

The Classroom Consequence System 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 disrupts learning and undermines the authority of the teacher.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others, they will receive a **Remind**. If the student continues to disrupt their own or others' learning, they will receive a **Record** and a negative Dojo given. If the student fails to address their behaviour and continues to disrupt learning, they will receive a **Reflect** and a loss of free time will be given, and negative Dojos will be given. Should the student continue to disrupt the lesson, they will be given a **Remove** and will be placed in the 'Leaps and Bounds' provision or will spend time in the reflection room where they can quietly continue their work.

Consequences given to students during lessons will be recorded on the Behaviour for Learning sheets which are on the teacher's desk.

Please note all consequences from 'Record' onwards result in negative Dojos (see **Appendix D**).

Note: Staff have the right to issue a student with an immediate **Remove** at any point during any lesson if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

Behaviour Monitoring and Reports

Dojo Behaviour Points accrued by students are monitored by the class teacher. To support students and address any behavioural concerns the academy uses a report card system (see **Appendix D**).

15-19 negative Dojos in a week - Classroom Report for up to 3 weeks.

20-39 negative Dojos in a week - Pastoral Report for 3 weeks.

40 negative Dojos in a week - SLT Report, which *may* then be downgraded to a Pastoral Report for up to 3 weeks.

Students are to have their report signed every lesson and at the end of the day by the relevant member of staff.

It is also a requirement that the report is signed by a parent/carer each day.

At the end of each term all students will be removed from report. Students will be taken off report during a term if their behaviour improves.

Where the academy feels that a student would benefit from being on report at the start of a term, a Classroom Report will be issued.

Behaviour for Learning Grid

Appendix D(a) - Classroom behaviour						
Stage	Overview	Examples of possible...		Dojo	Examples of possible...	
		Student behaviours	Staff actions		Outcomes	Potential reasonable adjustments
Reward	I have impressed with my behaviour, effort and attitude.	<ul style="list-style-type: none">Excellent effort.Great attitude to work.Helping others with work.Being kind and encouraging.Excellent questions and answers.	<ul style="list-style-type: none">You have shown you that you are 'Ready/Responsible/Respectful'.You have been a role model with your effort, behaviour or attitude.	<ul style="list-style-type: none">+1 Excellent Effort.+1 Great attitude to work.+1 Helping others with work.+1 Being kind and encouraging.+1 Excellent questions and answers.	<ul style="list-style-type: none">Every lesson aim for at least ¼ of the class to be awarded 1 Dojo for behaviour and attitude.Exceptional work, behaviour and effort to receive +2 Dojos.SLT stickers and Rewards certificates to celebrate daily/weekly.Badges awarded Bronze 300, Silver 500, Gold 800 - awarded termly. Gold badges can be exchanged at the end of the year.	<ul style="list-style-type: none">Praise in private for those children who suffer anxiety when publicly praised.Be aware of children with possible symptoms of ADD.
Expected	I am following instructions and getting on with the task I have been given.	<ul style="list-style-type: none">Completing work to a good standard.Looking after equipment.Being Respectful of others.Listening to others and the teacher.	<ul style="list-style-type: none">Deliver praise with a positive:negative ratio 5:1 to promote a positive environment.Praising for effort, behaviour, attitude (not for outcome).	<ul style="list-style-type: none">N/A	<ul style="list-style-type: none">Praise and encouragement.Name on Class Recognition Board if applicable to class target.	<ul style="list-style-type: none">A subtle thumbs up or nod may be enough for those who find public praise hard.
Remind	I am disturbing my own or others' learning and not following the 3Rs.	<ul style="list-style-type: none">Talking in class.Not paying attention.Distracting others.Not using equipment responsibly.Shouting out.	<ul style="list-style-type: none">Make eye contact and give non-verbal cue to re-focus.Make eye contact verbal reminder - child's name written on remind.Give option of positive choice to follow 3Rs or Record behaviour.	<ul style="list-style-type: none">N/A	<ul style="list-style-type: none">Child re-focussed to learning and praised for turning behaviour around.	<ul style="list-style-type: none">Additional reminders.Time-out card.Time with an adult to regulate.Sensory break in Little Leaps/Leaps and Bounds.
Record	I am continuing to disturb my own/others' learning and not following the 3Rs.	<ul style="list-style-type: none">Continuing to talk after a reminder.Not completing enough work.Off-task and disturbing others.Continuing to shout out.Continuing to misuse stationery.	<ul style="list-style-type: none">Your behaviour has been recorded (name on 'record'). You need to re-focus and follow the 3Rs.Strategies may include discrete conversation, time-out card to reset or change seating.	<ul style="list-style-type: none">-1 Continuing to talk after a reminder.-1 Not completing enough work.-1 Off-task and disturbing others.-1 Continuing to shout out.-1 Misusing stationery.-1 Missing homework.	<ul style="list-style-type: none">Class teacher to monitor the negative Dojos.	<ul style="list-style-type: none">Additional reminders.Time-out card.Time with an adult to regulate.Sensory break in Little Leaps/Leaps and Bounds.Chat with Pastoral/SLT.
Reflect	I am continuing to disturb my own and others' work. I need time to reflect on my behaviour.	<ul style="list-style-type: none">Persistently talking.Persistently off-task.Not following instructions.Refusing to complete appropriate work (based on ability).Damaging equipment.	<ul style="list-style-type: none">"You need time to reflect on your behaviour".Write child's name on 'reflect'.	<ul style="list-style-type: none">-2 Persistently talking.-2 Persistently off-task.-2 Not following instructions.-2 Refusing to complete appropriate work (based on ability).-2 Damaging equipment.	<p>KS1:</p> <ul style="list-style-type: none">Loss of free time to reflect on behaviour and discuss with a member of staff (time appropriate for age and understanding of child). <p>KS2:</p> <ul style="list-style-type: none">Loss of free time in reflection room at dinner or classroom at break, task/work provided, behaviour discussed (15 minutes).	<ul style="list-style-type: none">Adjustment of time based on child's needs.Alternative sensory break if breaktime missed, e.g. a walk up to office and back (with member of staff).Social story to help with reflection.
Remove	I am disrupting the learning of the whole class.	<ul style="list-style-type: none">Defiance directed at a member of staff.Racist or homophobic incidents.Violence or aggression.Bullying.Any unsafe or wholly disruptive behaviour.Swearing at staff/pupils.	<ul style="list-style-type: none">Call for Pastoral team.Provide work for reflection room.Write child's name on 'remove'.	<ul style="list-style-type: none">-3 Defiance.-3 Racist or homophobic incidents.-3 Violence or aggression.-3 Bullying.-3 Unsafe.-3 Wholly disruptive.-3 Bad language.	<ul style="list-style-type: none">Time in Reflection Room or SLT office during lesson time.Follow up - spend dinner in reflection room.Parents contacted by Pastoral team. <p>Further sanctions may include internal suspension, suspension or permanent exclusion.</p>	<ul style="list-style-type: none">Time in a calming pod/sensory room if dysregulated. Outcome to be completed once regulated.A different area or staff member based on child's needs.Pastoral work with the child to repair relationships etc.
Behaviour Report Cards						
15-19 negatives in a week:			20-39 negatives in a week:		40+ negatives in a week:	
<ul style="list-style-type: none">Teacher to issue a classroom behaviour card for up to 3 weeks.Parents informed.			<ul style="list-style-type: none">Pastoral behaviour card for 3 weeks.Checked daily by Pastoral and on SLT walk through.Meeting with class teacher and parent.		<ul style="list-style-type: none">SLT behaviour card for 3 weeks.Meeting with the SLT and parents.Further sanctions may include internal suspension, suspension or permanent exclusion.	

Appendix D(b) - Out of class behaviour						
Stage	Overview	Examples of possible...		Dojo	Examples of possible...	
		Student behaviours	Staff actions		Outcomes	Potential reasonable adjustments
Reward	I have impressed with my behaviour on the corridor or outside.	<ul style="list-style-type: none">• A role model moving around school.• Displaying good sporting behaviour.• Being kind and encouraging.• Using exceptional manners and taking care of others.	<ul style="list-style-type: none">• You have shown you that you are 'Ready/Responsible/Respectful'.• You have been a role model with your play/movement around school.• You have helped others.• Your manners and respect for others deserve rewarding.	<ul style="list-style-type: none">• +1 for 'following the 3Rs at lunchtime'.	<ul style="list-style-type: none">• Children awarded stickers in the dining room, outside or in the corridor which may be exchanged for Dojos in class.• Try not to go overboard with this - it is for children going 'above and beyond', not just doing what is expected. No whole-class sticking!	<ul style="list-style-type: none">• Children who have sensory issues may not like stickers on their clothes. Give them a sticker on a sheet to hand in to their teacher.
Expected	I am following the 3Rs.	<ul style="list-style-type: none">• Walking quietly on the corridors.• Being respectful of others - not disturbing lessons or rushing past.• Being respectful of equipment.	<ul style="list-style-type: none">• Children praised for moving quietly on corridors.• Children thanked for letting adults through doors first.	<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• Praise and encouragement.	<ul style="list-style-type: none">• A subtle thumbs up or nod may be enough for those who find public praise hard.
Remind	I need to be reminded about following the 3Rs.	<ul style="list-style-type: none">• Running on a corridor.• Jumping down steps.• Using loud voices on the corridor.• Pushing and shoving.• Not taking turns with/on equipment.• Misusing equipment.• Being rude or unkind to another child.	<ul style="list-style-type: none">• Use restorative conversation script to determine what happened.• Ask child to return to start of corridor and walk.• Ask child to return to top of steps and walk.• Ask child to be quiet and respectful on corridors.• Reminder to keep hands to self.	<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• Child re-focused to move around school properly or play appropriately.• Monitor behaviour for the rest of break, praise when they 'turn it around'.	<ul style="list-style-type: none">• Some children may need to be directed to a more appropriate game and need support to join in.
Reflect	I am disturbing others on the corridor. I am not playing well with others.	<ul style="list-style-type: none">• Continuing to run or shout on a corridor.• Continued or aggressive pushing.• 'Play' fighting, wrestling.• Fallouts which result in physical contact.• 'Fouls' during football or other games.• Continually being rude or unkind to another child.	<ul style="list-style-type: none">• Use restorative conversation script to determine what happened. You have already been reminded about running on the corridor, now you need to reflect on it.• 'Pushing/playfighting is dangerous, you could hurt another <u>child</u> and this may result in a fight'.• Radio call to the Pastoral team/SLT if needed.	<i>SLT/pastoral on duty to remove Dajos.</i> <ul style="list-style-type: none">• -2 poor behaviour at lunchtime.• -2 aggressive behaviour.• -2 not following instructions.• -2 being unkind.	KS1: <ul style="list-style-type: none">• Child may be asked to 'sit out' for 5 minutes on the benches/to stay with the adult for 5 minutes.• Child may be asked to move to a different area of the playground/stop a certain game.• Child can re-join play when they are calm and have talked about what went wrong. KS2: <ul style="list-style-type: none">• Child may be sent to the reflection room for 15 minutes. Child may be asked to move to a different area of the playground/stop a certain game.	<ul style="list-style-type: none">• Some children may need to be asked to stand with you for a few minutes while they calm down to break the situation.• Pastoral/SLT on duty may take the child for a calming chat before they re-join play.
Remove	I am not safe in the playground.	<ul style="list-style-type: none">• Defiance directed at a member of staff.• Racist or homophobic incidents.• Violence or aggression.• Bullying.• Any unsafe behaviour.• Deliberately dangerous foul play during sports, <u>e.g.</u> football.• Swearing at staff or pupils.	<ul style="list-style-type: none">• Call for Pastoral team or SLT on duty.	<i>SLT/pastoral on duty to remove Dajos.</i> <ul style="list-style-type: none">• -3 Defiance.• -3 Racist or homophobic incidents.• -3 Violence or aggression.• -3 Bullying.• -3 Unsafe behaviour.• -3 Foul language.	<ul style="list-style-type: none">• Time in reflection room.• Follow up - loss of next dinner break in reflection room.• Parents contacted by Pastoral team or SLT. <p><i>Further sanctions may include internal suspension, <u>suspension</u> or permanent exclusion.</i></p>	<ul style="list-style-type: none">• If a child is dysregulating, they cannot access the reflection room.• Pastoral team/SLT will take the child to a calming place to regulate. The outcome can be followed through once the child is calm and is able to discuss what has happened.

Serious Breach of Academy Rules

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 given as examples:

- Failure to comply with a reasonable request from a senior member of staff; failure to wear academy uniform which has been provided (where possible) for a student who is wearing 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 drug paraphernalia and/or alcohol related offences
- Wilful damage to property
- Homophobic or racist bullying
- Harassment of any kind
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the academy
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of academy rules.

Suspensions and Permanent Exclusions

‘Good discipline in schools/academies is essential to ensure that all students 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 student referral units in England 2017)

Suspensions

Whitehill Community Academy will use suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions will also be used when the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

Only the Headteacher (and Assistant Head when responsibility is delegated to them if the Headteacher is off site) may suspend for the following reasons:

- Serious breaches of the academy rules
- Repeated breaches of the academy rules
- Refusal to engage with support
- Repeated disruption.

The length of the suspension will be dependent on the severity of the incident and will be at the discretion of the Headteacher (and those acting in this capacity as delegated).

Suspension data is closely monitored by the Headteacher in conjunction with the Head of Inclusion. It is the responsibility of the Head of Inclusion to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the academy and on the majority of students involved in the process.

Whitehill Community Academy is keen to ensure a balance is met between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum suspension period of up to five days for any single incident in the process.

The Headteacher retains full authority to vary the length of any suspension at any time however, no student will receive greater than 45 days suspension in any one academic year without consideration by the Headteacher of permanent exclusion for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

Permanent Exclusion

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

- In response to a serious breach or persistent breaches of the academy's behaviour policy

AND

- Where allowing the student to remain in the academy would seriously harm the education or welfare of the students or others in the academy.'

(DfE Exclusion from maintained schools, academies and student referral units in England 2017)

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 but are not limited to:

- a) Serious actual or threatened physical assault against another student or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Possession of an illegal drug with intent to supply
- e) Carrying an offensive weapon (see definition below)
- f) Making a malicious serious false allegation against a member of staff
- g) 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 wellbeing 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)
- Repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises
- Any serious incident which the academy deems to be of an extremist nature
- 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 wellbeing of the academy community.

In addition, Whitehill Community Academy also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- h) Deliberate activation of the fire alarm without good intent
- i) Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- j) Repeated verbal abuse of staff
- k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequence System.

Offensive Weapons - Definition

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher, senior leaders or the Governing Board to be carried with the intention to inflict injury on another individual - this would include blades removed from pencil sharpeners, fireworks etc.

Part-time Timetable

As an alternative to exclusion a Headteacher may, in limited circumstances, make use of a part-time timetable or phased reintegration plan to support a student. The part-time timetable/phased reintegration plan will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by the Headteacher and parents. An example of a Phased Reintegration Plan between the academy, student and parent/carer is shown at the end of this section.

Student Support Panel

In certain cases, if a student is at risk of permanent exclusion, it may be decided to convene a Student Support Panel meeting. The panel will consist of a member (or members) of the Governing Board who will meet with parents/carers and senior leaders at a mutually agreed time. A Student Support Panel will be held should a student receive 15 days of suspension in a term.

Phased Reintegration Plan Agreement

Between Whitehill Community Academy, Parent/Carer & L.A. SEND Team (if applicable)



Whitehill Community Academy
Phased Reintegration Plan Agreement

Name	DOB		Year group		
Pupil Status (please tick)	CLA	CP	CiN	EHH	None
Reason for suspension					
Number of dates suspended					
Start Date of Phased reintegration		End Date of Phased reintegration			

Reasons for using a phased reintegration plan are as follows:

1	
2	
3	

Checklist					
The phased reintegration satisfies all the following criteria (please tick)					
1	Has been discussed with the pupil and parent / carer		6	Complies with Health & Safety when pupil not in school and is risk assessed	
2	Has a clear start and end date		7	Provides appropriate work that is marked	
3	Is for a limited time of no more than 6 weeks/a term		8	Has clear achievable targets	
4	Is part of a reintegration strategy		9	Has L.A. SEND team approval if pupil has EHC Plan/ PEP	
5	Is in conjunction with EHH or PLP		10	Pupil marked as C in the register when at home	

CONSENT AND AGREEMENT STATEMENT

SENIOR MEMBER OF SCHOOL STAFF - I can confirm that all the above criteria has been put in place by Whitehill Community Academy.

Signed	
Name	
Date	
Position in School	

PARENT - I consent to my child being placed on a phased reintegration plan and agree that all the above has been put in place by Whitehill Community Academy.

Signed	
Name	
Date	

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

- Staff should hand the confiscated item to the relevant member of staff (Pastoral Team; member of SLT) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy (other than mobile phones) can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.
- The academy's general power to discipline, as set out in 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 Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.
- Where alcohol has been confiscated, the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the academy finds 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 staff 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 Headteacher 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 the academy 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 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. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.
- Where an article that has been (or could 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 academy 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 a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.