



Five Acres High School

Behaviour Policy

Date agreed by Governors:

Review date:

Linked Policies:

DRAFT



Five Acres High School

Behaviour Policy



“No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn.”

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

Conduct in lessons

- Line up quietly outside the classroom prior to the start of the lesson
- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to an isolation room for a period of one working day. Failure or refusal to go to the isolation room will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school.

If a student is sent to isolation, the member of staff who sent the student out will meet with the student at the end of the day for a ‘Restorative Conversation’ where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to isolation will be required to remain in school until 3.20pm that day (*Unless bus- time is earlier*)

Conduct in school generally

All pupils are expected to take responsibility for their actions and their choices at all times. For a serious breach of our code of conduct a pupil will always be fixed term excluded if they:

- Swear at a member of staff (even under their breath)
- Defy a member of staff by walking off when being spoken to/reprimanded
- Physically attack another student

Mobile Communication Devices (Phones/Tablets)

These devices are not banned from school as we recognize that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and placed into their school bag (not into a pocket), together with any headphones.

- If a phone/tablet is seen during lesson time or around the school, it will be confiscated and parents/carers will be asked to collect it from the main school reception at the end of the day.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a student refuses to hand their phone over, they will be sent to isolation for a period of one working day
- Refusal to go to isolation will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school

Smoking

No student will smoke on the Five Acres High School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one day fixed term exclusion
- Refusal to hand over smoking paraphernalia when asked by the Headteacher will lead to a five day fixed term exclusion
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

“Lines in the Sand”

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Swearing at the Headteacher.
- Bringing recreational drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff

Five Acres High School

Behaviour Policy



Behaviour in corridors and around the site.

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, we say to all students ***'Keep LEFT, Keep Going, Get There'***

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times students are expected to do the following:

1. To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school. (The main playground, the Hub, the 10-Block, the canteen or the Library for quiet study)
2. Food is to be eaten in the designated areas only; such as the canteen.

The Journey to and from Home:

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our new school.

Students are expected to:

1. To arrive at school and leave school in full uniform (students are not permitted to wear hoodies).
2. To use the traffic lights crossings where possible to cross the road safely.
3. To use the cycle lanes/pedestrian zones safely.
4. To take any litter home and dispose of it properly.
5. To respect our neighbours and all local residents.

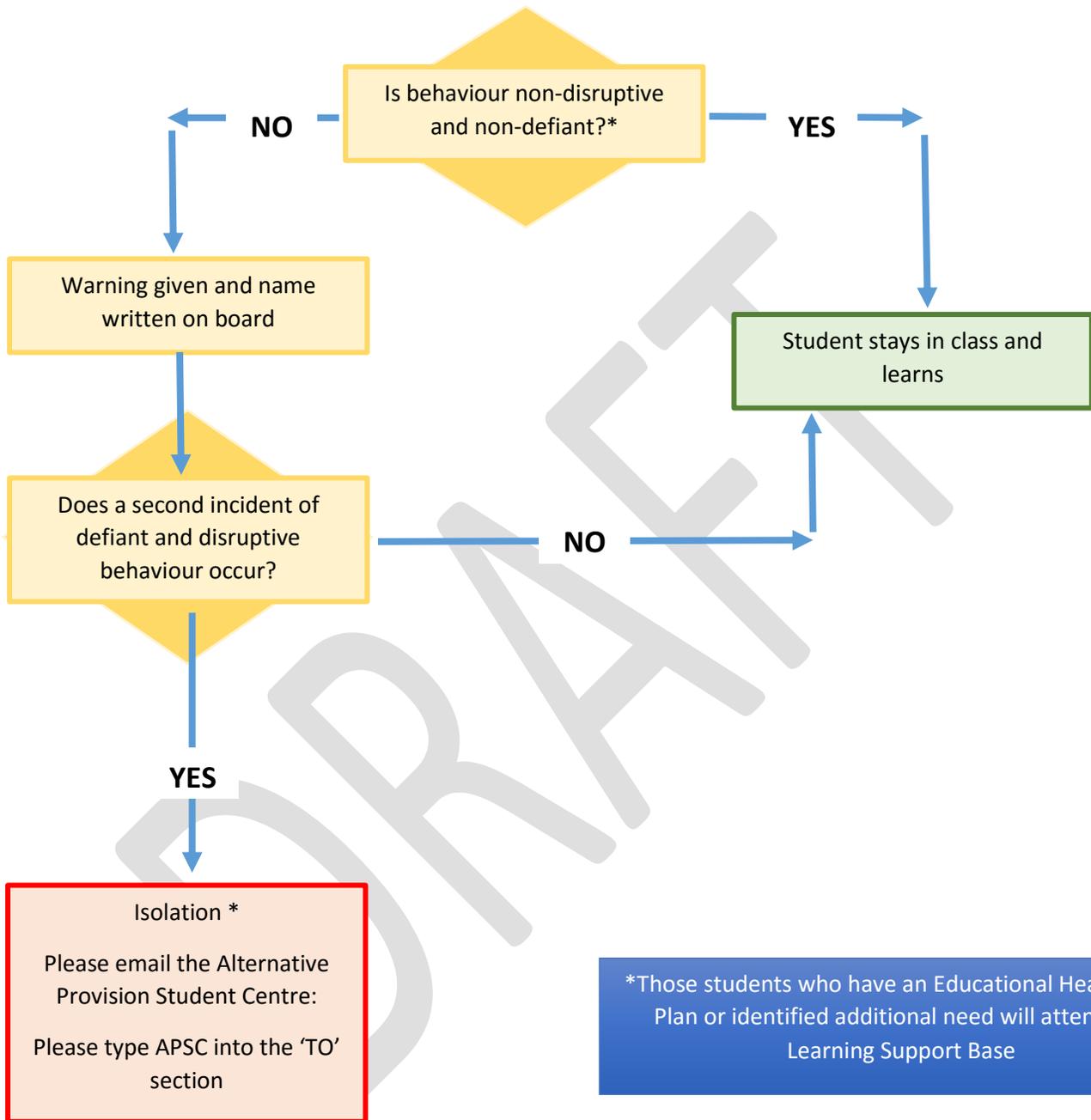
Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.



Behaviour Management Binary Flowchart



Five Acres High School

Behaviour Policy



What Happens next?

There are a number of things that will happen once a student has been sent to the Alternative Provision Student Centre (APSC). The following is a simplified version of the new binary behaviour process:

1. The student arrives at isolation:
 - The student hands over their mobile phone.
 - The student completes a reflection sheet.
 - Once the reflective sheet is completed the student is then given additional work to complete.
 - At the end of the day the student is expected to engage in a restorative conversation with the teacher (see p.13).
 - The student remains in isolation the next day until the time they were sent out of lessons (e.g. sent out lesson 3 remain isolated until the end of lesson 3 the following day).
 - If the student does not engage with any of the above expectations they will be given a Fixed Term Exclusion (FTE).
2. Parents will be contacted by the APSC Manager to inform them their child has been isolated:
 - The APSC will email the teacher concerned to remind them to attend the restorative conversation and contact home. (*Head of Year to be cc into e-mails*)
 - The teacher will have a restorative conversation with the student (see p.13).
 - The teacher will then contact home to explain/discuss the incident (see p.14)
 - Refer to FAQs for further information about this stage (see p.16).
3. If the student receives, **three Fixed Term Exclusions or five isolations** in one term they will be required to attend a **Three-day** assessment programme in the APSC.
 - Parents will be required to meet with the APSC Manager and will be contacted each day with a progress update.
 - A report will be created on the student, as a result of the testing that has taken place. Any teaching adjustments as a result will be shared with staff and parents prior to reintegration back into the main school.
4. An additional **three exclusions or five isolations** will result in a **six-week period** spent in the APSC.
 - Parents will be contacted each day with interim meetings each week.
 - An Education Health Review will be completed, as well as teaching adjustments shared.
 - Students will complete intervention programmes in Numeracy, Literacy and Science. They will also take part in key intervention courses/activities through the Inclusion Officer.

Five Acres High School

Behaviour Policy



The Three-Day Intervention Programme

For a student to be at risk of a 3-day intervention Programme, they will have:

- Had 5 Isolations in a term
- Had three Fixed Term Exclusions in a term

3 day intervention students	Who/When?
<ul style="list-style-type: none"> • Student will be identified by the Heads of Year, APSC Manager and Deputy Head through weekly reviews of the Binary behaviour system. 	Every Week
<ul style="list-style-type: none"> • Identify interventions through the 3 day programme. (see 3 day programme) 	Head of Year, APSC Manager, Special Educational Needs Coordinator and Deputy Head.
<ul style="list-style-type: none"> • A student who is at risk of needing a 3 day intervention will have had a ‘sharing concern’ meeting with the Head of Year, student and parents after 3 Isolations or 2 Fixed Term Exclusions. • On the 4th isolation parents, student and Head of Year meet and a Head of Year warning is given. • On the 5th isolation or 3rd exclusion the student has to come in with parents to meet the Deputy Head to sign a contract of engagement for 3 day intervention programme. Parents are informed of the Education Health Review. • The 3 day intervention programme starts immediately after the parental meeting. Parents to engage in a Pre-Educational Health Review. 	Head of Year Head of Year Head of Year / Deputy Head Deputy Head/ Head of Year / Inclusion Coordinator
Completion of the 3-Day Intervention	<i>NB. If a student fails the 3 day programme they will receive a Headteacher’s warning</i>
<ul style="list-style-type: none"> • Parental meeting/ contact to give an overview of the findings of the 3 days and key targets for reintegration back into school. • Student placed on report • Students to be reviewed every 2 weeks (Max 6 Weeks) 	Head of Year Tutor Tutor/ Head of Year
If a student is still failing to engage/behave in lessons:	
<ul style="list-style-type: none"> • If a student is unable to rectify their behaviour, a series of warnings are strategically placed to allow students, the opportunity to change their behaviour. • On the first isolation FTE the HEAD OF YEAR meets with parents to explain the stages that the student is likely to go through. E.g. DEPUTY HEAD warning with any more incidents. • On the 2nd isolation/ 1st FTE parents and student are met by the DEPUTY HEAD to 	APSC Manager & Head of Year Head of Year Head of Year / Deputy Head

Five Acres High School Behaviour Policy

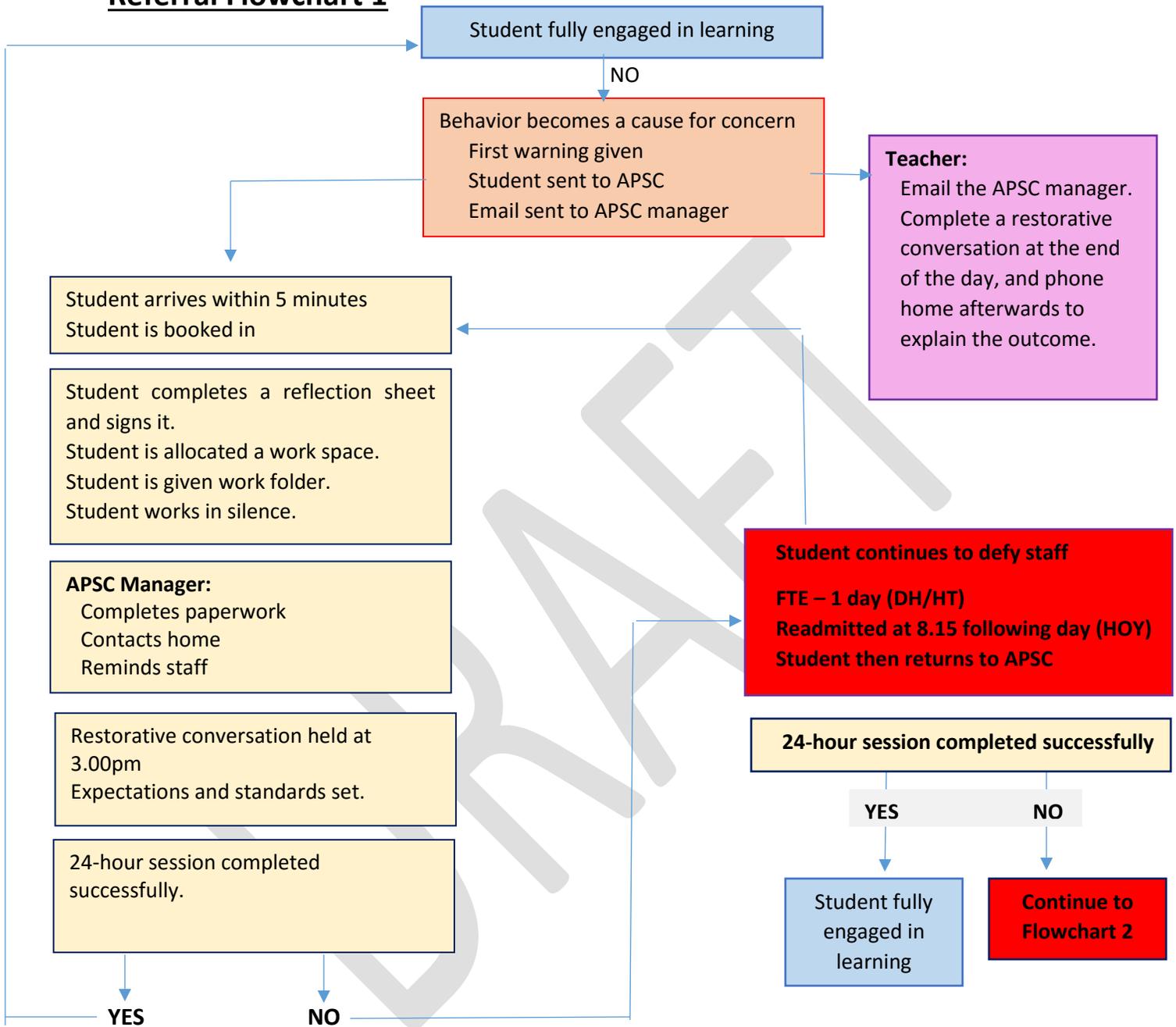


<p>introduce the 6 week programme and talk about next steps. DEPUTY HEAD warning is given.</p> <ul style="list-style-type: none"> On the 3rd isolation or 2nd FTE parents and student is met by the DEPUTY HEAD where the students next steps are discussed, as becoming a reality. (For the 2nd FTE a DEPUTY HEAD warning is given). On the 4th isolation a DEPUTY HEAD warning is issued in a meeting with parents and student. If a student has received 5 isolations or 3 more FTEs then they will receive a Headteacher warning and will immediately be admitted to the 6 week programme. Parents and student sign an engagement contract on receiving the Headteacher warning. An EHR is completed in detail during the first week of the 6 week intervention programme; this will be reviewed in week 6 to support reintegration back into the main school. (See 6 week intervention programme p.11) 	<p>Deputy Head</p> <p>Deputy Head (Headteacher Informed)</p> <p>Headteacher & Deputy Head</p> <p>Headteacher/ Deputy Head</p> <p>Deputy Head /Special Educational Needs Coordinator /Inclusion Officer/APSC manager</p>
<ul style="list-style-type: none"> Next steps are discussed. This will be an application for a Managed Move and/or another 6 weeks intervention in the APSC. Permanent Exclusion is also discussed. Behavioural Plan set up.(Advanced Intervention) Reviewed every 2 weeks for a maximum of 8 weeks. 	<p>Deputy Head</p> <p>Deputy Head</p> <p>Deputy Head/Head of Year</p>
<p>If a student continues to fail to respond:</p>	
<ul style="list-style-type: none"> The Advanced Intervention becomes a Pastoral Support Plan (PSP) = 16 Weeks Student and parents to attend a governors Disciplinary Panel Permanent Exclusion reality outlined <p><i>If behavior continues to disrupt...</i></p> <ul style="list-style-type: none"> <i>Student is offered a withdrawn PEX which has to go via FAP</i> OR a Permanent Exclusion actioned and a panel is convened 	<p>Deputy Head /Inclusion Coordinator/SENCO</p> <p>Governor Disciplinary panel</p> <p>Headteacher</p> <p>Headteacher</p>

Five Acres High School Behaviour Policy



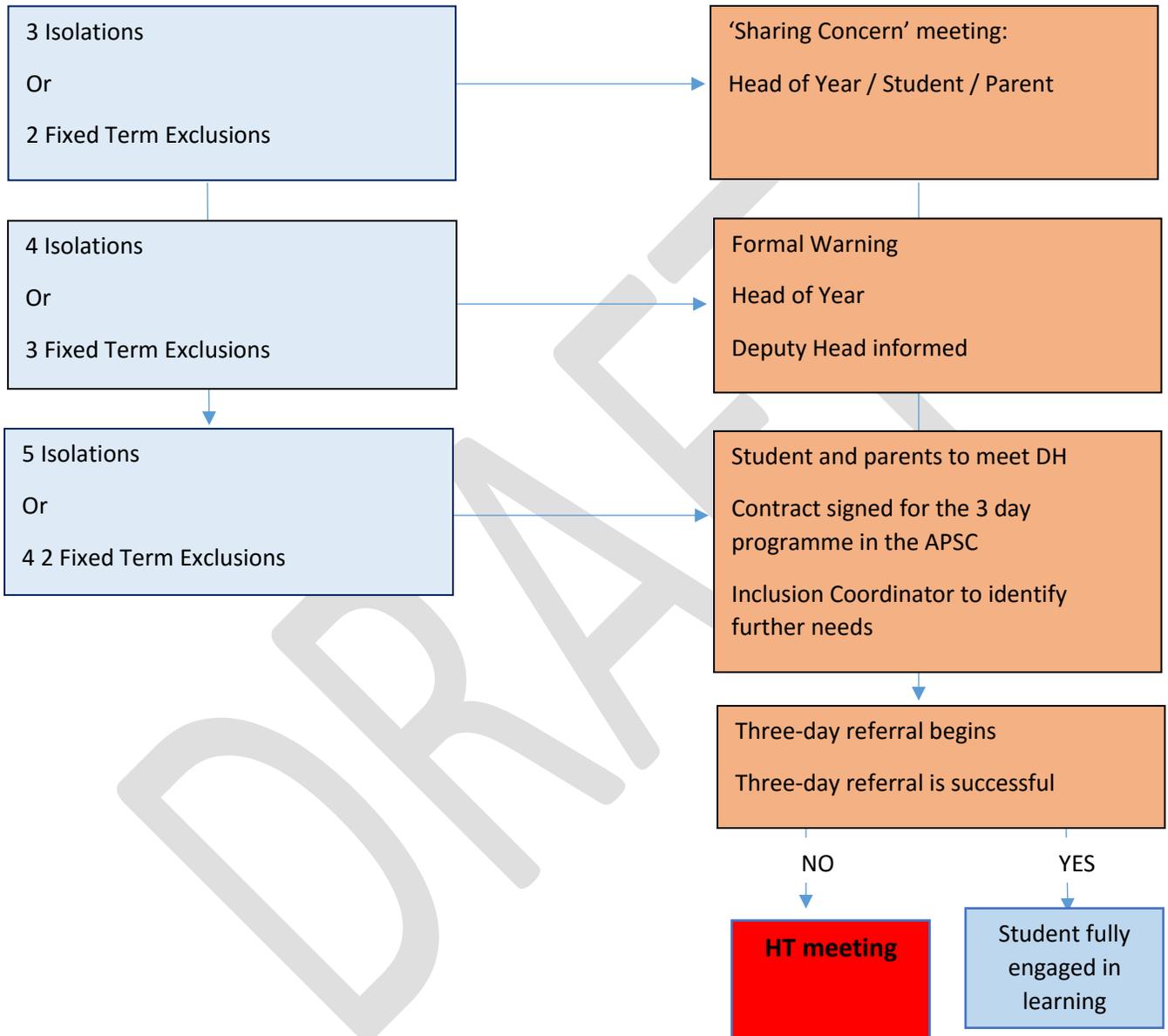
Referral Flowchart 1



APSC	Alternative Provision Student Centre
HT	Headteacher
DH	Deputy Head
FTE	Fixed Term Exclusion

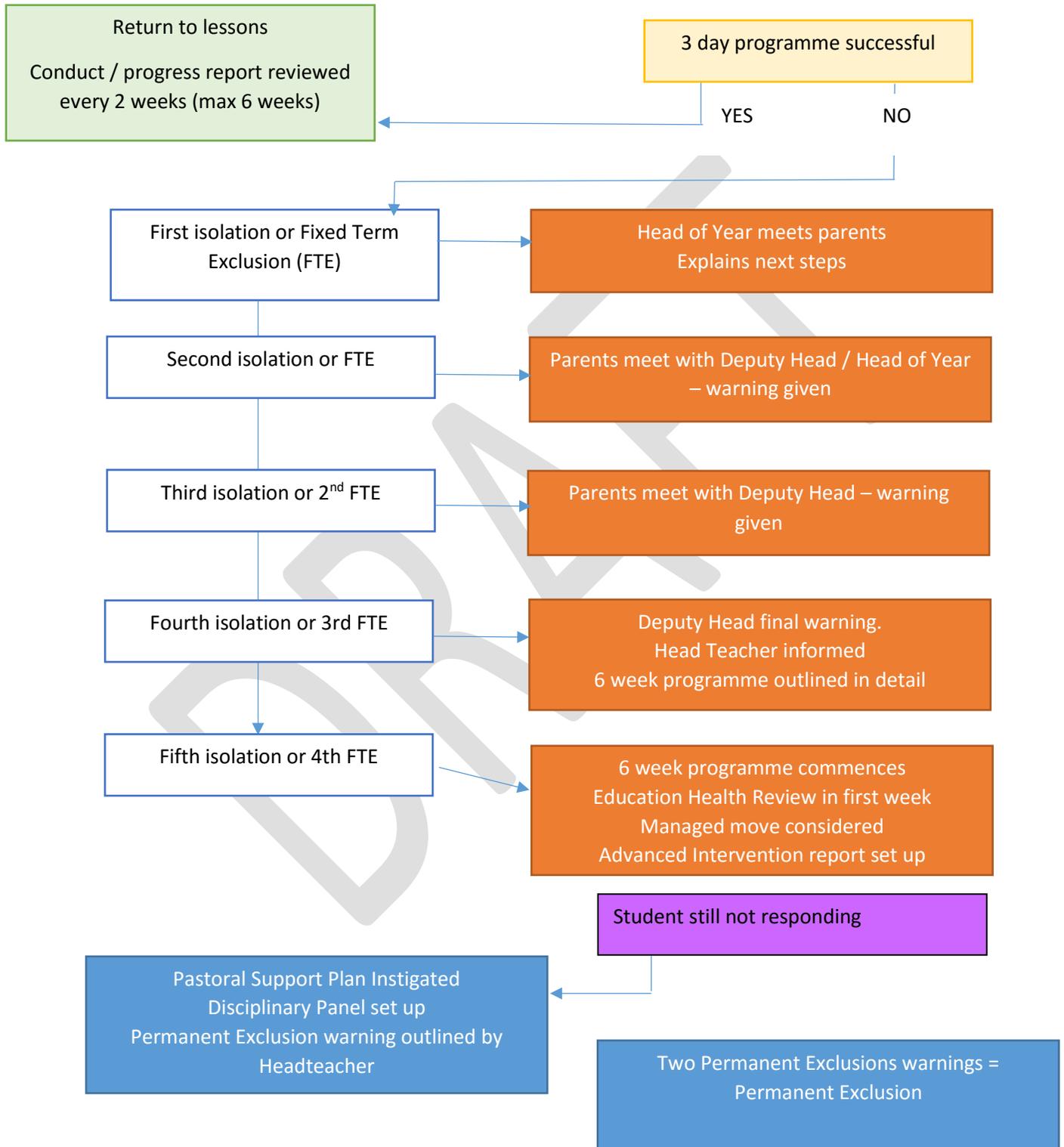


Referral Flowchart 2





Beyond the 3 day programmes (six-week programme)



Strategies for the Classroom

Before the start of the day:

Do something that energises you/cheers you up.

Before the Lesson Starts

<p>Prepare the learning environment. Consider your seating plans carefully. Engage with students. Differentiate fully. Meet students at the door.</p>	<p>Plan for your Teaching Assistants Brief your Teaching Assistants before the lesson begins. Have a meaningful starter ready. Be in your room on time. Read the bulletin to prepare for key students.</p>	<p>Use students to help with 'housekeeping' tasks. Check information supplied by year teams. Implement a routine for borrowing equipment. Be a presence around school.</p>
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During the Lesson

<p>Follow the binary flowchart. Make your expectations clear. Implement Individual Education Plan strategies. Provide opportunities to succeed. Model positive behaviour.</p>	<p>Change the task for the student. Actively reward positive behaviours. Celebrate moments of success. Encourage positive and respectful language. (sir, miss etc.)</p>	<p>Involve students in teaching. Employ Teaching Assistants effectively. Talk to students that could become an issue. Use peer mentors/experts.</p>
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After the Lesson ends

<p>Contact home as soon as possible. Use the restorative conversation to build relationships. Discuss strategies with colleagues. Identify colleagues that are successful with issue students.</p>	<p>Work with Deputy Head. Set behaviour management targets in your Performance Management meetings Document any issues/rewards on SIMS as soon as possible. Prepare for a 'clean start' next lesson.</p>	<p>Change your seating plan Make positive phone calls home. Send postcards home. Prepare for an orderly dismissal. Have students leave tidily and quietly (support their next teacher).</p>
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The Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the student that has been sent to isolation. The conversation is not to be used as another telling off/administration of punishment - that has been done by sending the student to isolation.

The conversation should:

- Help the student reflect on their behaviour.
- Move the student on from that behaviour.

Reflecting on what has been done:

- Why do you think you were sent to isolation?
- How were you behaving when you were sent to isolation?
- Why were you behaving that way? (See difficulties)
- How can we/you make things better when you are back in lesson?
- How can I support you when you are back in lesson?

Moving on from the behaviour incident:

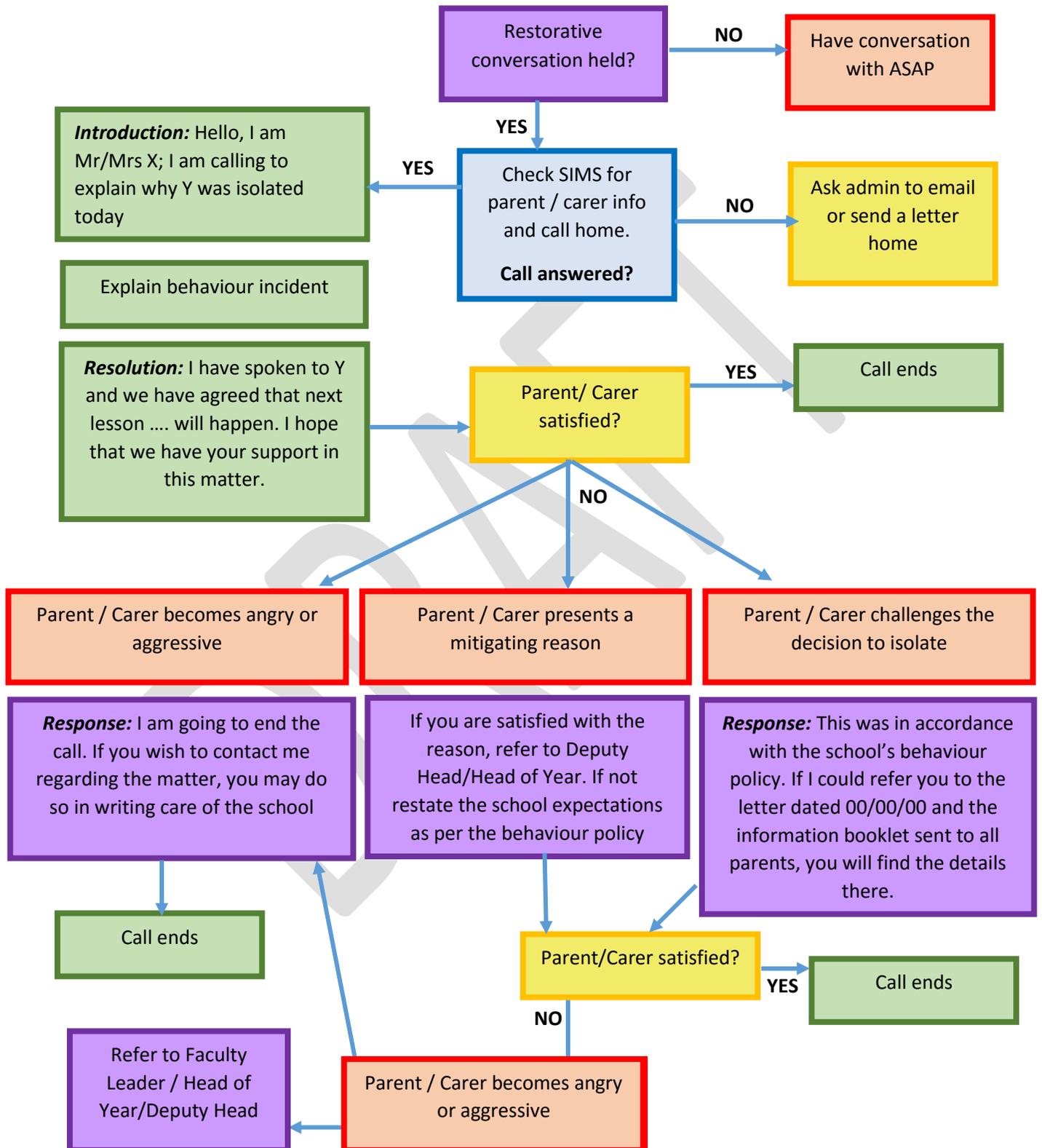
- Reinforce your expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the student's behaviour in your lesson over the long term.
- Agree on a change that may benefit the student (level of difficulty of work, place in the seating plan etc.)

Difficulties you may face:

- Prepare for a difficult or challenging answer. A Child Protection issue may be a mitigating factor in the behaviour and you may need to raise this with the Child Protection Officer.
- There may be another revelation that you may have to deal with.
- Prepare to apologise. You may have missed something or sent the wrong student out.
- An apology can be a vital tool for building a strong relationship in the classroom.



Phone Call Home Flowchart





Behaviour FAQs

What does disruptive and defiant behaviour look like?

Disruptive behaviour is anything that stops a student/students from learning. Defiant behaviour is any time the student refuses, directly or indirectly, to follow your instructions. Behaviours may include:

Calling out	Lack of work	Using a mobile phone
Off task chatter	Lack of immediate cooperation	Non completion of work
Talking over teacher	Lateness	Damaging equipment/ property
Distracting others	Poor choice of language	Name calling
Bickering	Chewing/eating in class	Headphones in or on display

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the ISP, SEND Team or SENDCo.

What happens if.....?

I can't get in touch with home? (Incorrect contact details)

- Admin staff will be updating contact details termly. If these are not accurate when you do try to contact home, record the attempt to contact home and inform admin that the details are incorrect. Then, either a) ask admin to send a letter home or b) try again the day after the incident in question.

I have an after school duty and can't make it to the restorative conversation?

- Students will be required to stay in school until 3:20 on the day they have been sent to the APSC. If this is not enough time, you may need to see the student during break, lunch or a free period.

What Happens if?

I miss the restorative conversation?

- The first missed conversation will result in your Faculty Leader having an informal conversation with you.
- The second missed conversation will result in the DEPUTY HEAD having a more formal conversation with you.
- The third missed conversation will result in a formal conversation with HT, accompanied by a formal letter.
- The fourth missed conversation will result in formal advice and guidance from HT
- which will remain on your file for one year.
- The fifth missed conversation will result in disciplinary action.

A student persists with negative behaviour in my classroom?

- If you have been following the binary system, then the student will be picked up by the APSC for a three-day referral. If it still continues there will be a longer time spent in the APSC and you may wish to speak to your Subject Lead or the Deputy Head

A student leaves my class, but does not arrive at the Isolation Room?

- The student has five minutes to reach the Isolation Room. If they do not arrive in this time they will receive an Fixed Term Exclusion.

I don't send many students to the Isolation Room?

- If it is because you employ a wide range of behaviour management strategies and have strong relationships with your students then nothing will happen. You may be asked to be your faculty's Behaviour Champion or you may be asked to mentor someone that is having difficulty with behaviour and model the systems you have in place.
- If it is because you are not using the binary system fully, in order that it doesn't appear that you are having trouble, don't worry. The system is there to be used and you will not be judged for sending students to the Isolation Room. It is better to use the system and be consistent to support your colleagues (and get support) than it is to avoid a problem.

What Happens if?

I send lots of students to the Isolation Room?

- If it is because you have a tough class with lots of behaviour issues and you are using the system correctly then nothing will happen. You may wish to speak to your Subject Lead or the to gain extra support in that lesson.

Who can I speak to if I have any issues or concerns about behaviour in my classes?

- Someone within your faculty or a colleague that is having success with a particular student.
- Faculty Leader
- Year teams for advice and guidance with particular students.
- SENCO/ Inclusion Coordinator
- Deputy Head

Student x is a well-known problem in lessons. How will he/she be dealt with?

- High tariff students will be identified for conversations with SLT regarding their current conduct

Useful Links/Suggested Reading

This is by no means an exhaustive list of the resources out there to help with your behaviour management practice, but it is a starting point of useful material.

Books

- Behaviour Management Pocketbook by *Peter Hook and Andy Vass*
- Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support by *Bill Rogers*
- The Behaviour Guru: Behaviour Management Solutions for Teachers by *Tom Bennett*
- Why are you shouting at us?: The do's and don'ts of behaviour management by *Phil Beadle and John Murphy*

Websites

[Can-do-courses.co.uk](http://can-do-courses.co.uk)

www.bethe1.org.uk

Articles/Resources

- <http://teachersupport.info/get-support/practical-guides/pupilbehaviour?gclid=CNDzvpfe2r4CFYXKtAodRAYAvw>
- <http://www.teachingtimes.com/kb/37/behaviour-management-series.htm>
- <http://www.teachers.org.uk/node/11842>

Twitter :

- @TeacherToolKit
- @TechnoTeaching
- @pivotalpaul
- @HilaryNunns (FE focus)
- @TraceyBethe1 (Primary focus, but useful)

Five Acres High School Behaviour Policy



Five Acres Detention System:

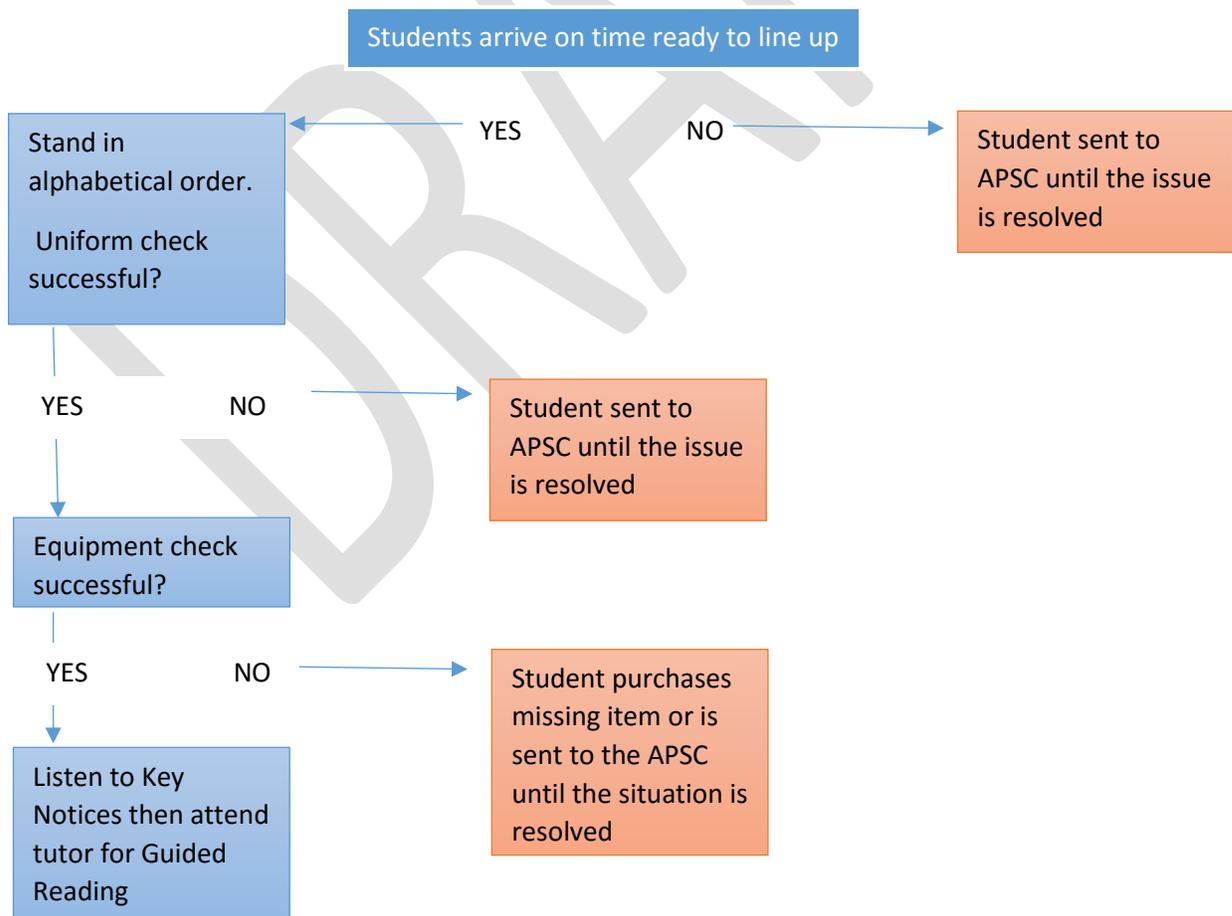
As a school, we are departing from issuing traditional break or lunchtime detentions. In their place will be a standard after school detention from 3:00 – 4:00 Monday – Thursday. This will be centrally supervised by a rota of staff and will be issued for either missed or insufficient homework, or for being late to school in the mornings.

In keeping with our legal guideline, parents / guardians will be given at least 24 hours' notice of an after school detention so that transport arrangements can be made.

Students who fail to attend their after school detention will be referred to the APSC for 24 hours. Please note that detentions are NOT negotiable.

Morning Line Up Procedures:

To start each school day well is essential. Students are expected to be in school by 08:30 each morning so that they are ready to begin the day. The morning bell will sound at which point all students have get to their line up stations by 08:35. Please see the flow chart below for the sequence of events:





The Five Acres High School Rewards:

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times.

The Purpose:

- To motivate and encourage students
- To recognize achievement
- To foster a healthy atmosphere of competition between individuals and year groups
- To promote a culture of achievement and hard work
- To underpin and promote the characteristics of being a successful learner

The system:

Students collect 'Praise-points' throughout the year. These can be awarded by teachers, TA's or other staff and are recorded on the system. Examples of what students should be rewarded for are:

- High quality work in class or at home
- Helping others
- Showing determination and effort
- Successful achievement in test or competitions
- Putting themselves out for others
- Representing our school
- Outstanding attendance

The process:

Praise-point issued & recorded
Reports generated weekly for tutors/Head of Year showing attendance and Praise-points
Progress reported and celebrated at assemblies
End of main term certificates and nominations from Head of Year for the Headteacher Awards

Students will be rewarded through certificates, letters home and nominal prizes each term. The following milestones will be celebrated:

Five Acres High School

Behaviour Policy



100 Praise-points	BRONZE Level: Letter home and certificate
200 Praise-points	SILVER Level: Letter home from HEAD OF YEAR and a silver certificate
500 Praise-points	GOLD Level: Letter home from the Headteacher and a gold certificate
1000 Praise-points	PLATINUM Level: Letter home from the Governing Body, and a platinum certificate

The System – Attendance:

High levels of attendance at Five Acres High School and improved attendance will be awarded in the following ways:

- 100% attendance for the term (6 * per year)
- Students with 100% attendance for the term will be entered into a raffle and the winning student will receive vouchers for cinema tickets.
- Students with 100% attendance for the term will also receive a letter home from their Head of Year and a certificate
- 100% attendance for the year to date awarded at each long term (Christmas, Easter and Summer)
- Students with 100% attendance for the year to date will be also entered into the prize draw
- Students with 100% attendance to date will also receive a letter home from Deputy Head and a certificate
- At the end of each Full term, the student with the most improved attendance will receive a certificate of achievement from Head of Year

Staff Responsibilities:

- To reward students regularly and consistently by using the system outlined above
- Log rewards though SIMS when given
- To inform your tutor group each week of the current status for rewards and attendance
- To celebrate success and publicise achievements with Head of Year and where appropriate through the School Newsletter

Head of Year Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones
- To celebrate student success through notice boards/big screen and assemblies
- To foster culture of competition between tutor groups/year groups

Five Acres High School

Behaviour Policy



Senior Leaders/Governor Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones
- To celebrate student success through assemblies and celebration events

Student Responsibilities:

- To be aware of their current level of rewards and to know which milestone they are aiming for.

DRAFT

UNIFORM

For all Year 7-10 students (Sept.2017) the uniform is:

- A school blazer and school tie
- Plain white work-style shirt or blouse – long- or short-sleeved.
- Either tailored black trousers, or the school skirt (only the skirt approved by the school and provided by our uniform supplier). Trousers should be plain black and tailored. No “fashion” extremes will be tolerated (tight, stretchy, low rise, chinos, jeans, drainpipe, Miss Sixty, linen, leggings or cropped).
- Plain black shoes – these should be of a material that can be polished. No canvas shoes, suede shoes or trainers.
- A v-necked jumper can be purchased from our uniform suppliers. This is optional and can be worn under the blazer, but not instead of a blazer.
- Socks can be plain white or plain black. Tights should be plain black and not patterned. White socks over tights are not permitted.
- During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break time and lunchtime. Please note that denim / leather jackets and hoodies are NOT permitted

Uniform can be purchased from *Price and Buckland*, via our school website

(The school does have a second hand selection of uniform which are all of good quality and very affordable prices- Contact Mrs Martin Styles for more information)

PE Kit

The PE kit for Five Acres High School will remain the same as that used in Lakers School

Uniform for Students in Year 11: (2017/18)

It has been agreed that there will be no change to the current Year 11 Black uniform however the expectation for students to be in the correct SHOES and TROUSERS will be the same across the school. See the list above.

(If in doubt, please keep the receipt and check with the school to avoid any unnecessary conflict with students arriving without the correct uniform)



The following expectations apply to all students:

Jewellery:

The only jewellery which is acceptable is a wrist watch and one pair of small plain gold or silver stud earrings. Any other form of jewellery is not allowed. Five Acres High School does not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending the day in the APSC.

Hair:

No extreme hairstyle or dyed hair is allowed, including dip-dyed. This includes tramlines, Mohican or skinhead-type styles. Students arriving in school with an unacceptable hairstyle will be sent to the APSC. Male and female students with long hair must tie it back for PE, Technology and Science lessons.

Make-Up:

No make-up of any kind should be worn by students. This includes foundation, lipstick, lip-gloss, mascara, blusher, eye shadow, eyeliner, brow liner and nail varnish (including false nails and false eyelashes). Students arriving in school wearing makeup, nail varnish or false nails will be asked to remove it. Failure to do so will result in the student being sent to the APSC.

Aerosols:

For health and safety reasons, aerosols (including but not limited to deodorants, hairsprays, body sprays and aftershaves) are not to be used in school.

EXCLUSIONS

At Five Acres High School we believe that Learning is the most important reason for being in school and that opportunity to Learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. The following offers a more detailed outline of how the process works:

SECTIONS:

1. Guidance framework
2. Links to other policies
3. Principles
4. The decision to exclude
5. Fixed-term exclusion
6. Permanent exclusion
7. Appeals
8. Informing parents / carers
9. Internal procedures

Section 1 – Guidance Framework

1a) The Five Acres High School policy is written in line with the DFE Guidance on Exclusions.

Section 2 –

2a) This policy for exclusions should be considered within the context of this Behaviour Policy. Other Policies to be considered: Anti-Bullying, Safeguarding, SEND.

Section 3 – Principles

3a) The School is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

3b) We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.

3c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

3d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.

Five Acres High School

Behaviour Policy



3e) We also take account of our statutory duties in relation to S.E.N

3f) We aim to involve parents as early as possible in any process.

Section 4 – The decision to Exclude

4a) The decision to exclude is made solely by the Headteacher, or the Deputy Headteacher in his absence.

4b) There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal:

- 1) Where a decision has been made to exclude
- 2) Where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined by the Principal that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
- 3) Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
- 4) If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
- 5) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

4c) The decision to exclude a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken including the signed statements of witnesses
- Be confident that the procedures detailed later in this policy have been carried out
- Ensure S.E.N. expert advice has been taken into account where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.

4d) The standard of proof applied when deciding to exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

4e) Exclusion will not be used as a consequence for the following:

- 1) Minor incidents such as a failure to complete homework
- 2) Poor academic performance
- 3) Lateness or truancy



Five Acres High School Behaviour Policy

- 4) Breaches of Academy rules on uniform or appearance except where these are persistent or in open defiance of such rules
- 5) Pregnancy
- 6) As a punishment for the behaviour of their parent / carer

4f) Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

Section 5 - Fixed-term Exclusion

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

5a) The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy

5b) Examples of behaviour that may lead to a fixed-term exclusion include the following:

- Verbal abuse of staff or students
- Physical abuse of staff or students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying and / or supplying an illegal substance
- Carrying an offensive weapon* or a banned item
- Arson
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations in 2.
- Bullying including cyber-bullying

(a weapon is defined as any item made or adapted for causing injury)*

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

5c) The Principal may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

5d) During a fixed term exclusion of 5 or fewer days, work will be set by the Academy for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

Five Acres High School

Behaviour Policy



5e) For an exclusion of longer than 5 days, the School will arrange fulltime educational provision from the sixth day of exclusion.

6f) Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.

6g) During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during 33 normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

6h) Whilst each exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re-instatement meeting will be with the Deputy Head. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Headteacher who will lead the reintegration meeting. This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

Section 6 – Permanent Exclusion (Level 3 Exclusion)

6a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- (1) in response to serious breaches of the School's behaviour policy and
- (2) if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

6b) A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.

6c) There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff
- b) Sexual abuse or assault
- c) Serious bullying including cyber-bullying
- d) Being in possession of an illegal substance and / or supplying an illegal substance
- e) Carrying an offensive weapon

Five Acres High School

Behaviour Policy



Again this is not an exhaustive list and there may be other 34 examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

6d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and the Student Planner.

6e) Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

Section 7 – Governors Behaviour Committee

7a) The Governors have the responsibility for reviewing decisions made in relation to exclusions. Level two or Level three exclusions will involve governors as part of the process. Level 1 exclusions will be monitored and reviewed throughout the year.

7b) The Behaviour Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, or any permanent exclusion.

7c) Parents / carers have the right to appeal the decision to exclude their son / daughter. Full details of how these meetings operate can be found in the following appendices and also within the DfE Guidance (2012)

Level 1 Exclusion (Less than 15 days)

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

Level 2 Exclusions (More than 15 days fixed term)

Headteacher meets with parents to discuss exclusion.

Behaviour committee meets to review on the exclusion within 15 days of receiving notice of the exclusion.

Five Acres High School

Behaviour Policy



Level 3 Exclusion (Permanent)

Student is given initial fixed term exclusion and a full investigation is carried out by an investigating officer. The student and their parents will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Headteacher. The Headteacher meets with parents/carers to discuss his decision having completed the process fully and having consulted with others including an S.E.N. expert if appropriate. If the decision is to re-instate then the student will return immediately. If the decision is made to permanently exclude the student, parents / carers will be informed by the Headteacher both verbally and in writing.

Following the Headteacher's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion. If the Behaviour Committee upholds the Headteacher's decision to permanently exclude, parents / carers may appeal to an Independent Review Panel. In addition, the Headteacher must consult with the Managing Director of The Greenshaw trust (or his/her nominated Deputy as delegated) before the decision is implemented.

7d) An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.

7e) The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student.

Section 8 – Informing Parents / Carers

8a) Following any decision to exclude, the Principal must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.

8b) The letter must explain:

- The circumstances leading up to the decision to exclude;
- Why the Headteacher decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- The parents' right to see and have a copy of their child's record;

Five Acres High School

Behaviour Policy



- The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- If the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- For Level 2 and Level 3 exclusions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- For Level 1 exclusions, the letter will also state that if parents are concerned about the way in which the exclusion was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file.
- The involvement, if appropriate, of S.E.N. expert advice.

Section 9 – Behaviour Outside the school gates

9a) Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a Five Acres High School Student

Or for behaviour which at any time;

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.