CHELSEA ACADEMY

Anchored in Christ

Behaviour Policy

Approved by Governor committee:
Students and Curriculum

Date to be reviewed:
May 2019

Responsibility of:
Vice Principal - Inclusion

Date ratified by Governing Board:
3rd July 2018

Outstanding schools start with good behaviour

Introduction

Chelsea Academy is a Church of England sponsored Academy. Our Christian values and ethos underpin the community and all aspects of the behaviour of students and staff. We expect all members of the Academy to behave courteously and respectfully towards one another. We expect all students and staff to actively care for other members of the Academy community and contribute to their well-being and success.

As a Christian community, we believe that all members of our community are of equal value and invaluable worth. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The Christian values and ethos of the Academy are central to our Behaviour Policy including our praise and reward systems, our sanctions and consequences, as well as our Academy Code of Conduct and Home-Academy Agreement.

In order to enable effective learning and teaching to take place, the highest standards of behaviour in all aspects of Academy life are expected. We expect that unacceptable behaviour will always be dealt with and that everyone at Chelsea Academy will feel empowered to challenge anyone behaving in an anti-social manner.

We aim to create firm discipline within a positive, caring atmosphere and to develop supportive relationships between students and staff. Discipline and relationships will be guided by the Academy's distinctively Christian ethos. The Academy recognises the importance of treating students as individuals, created in God's image, who all have an important contribution to make to the Academy and to society as a whole.

We believe that students need and welcome the security of clear boundaries and expectations. It is important that the rules, procedures and expectations which we have are clearly understood and modelled by all members of the Academy community; they must be applied consistently whilst recognising that there needs to be some flexibility in the use of sanctions to take account of individual circumstances. The success of this policy is of paramount importance and as such it is the responsibility of all students, staff, parents and governors; to ensure its success it relies upon every member of the Academy community being supportive and co-operating with each other.

This policy explains the systems that are implemented to promote positive behaviour and to encourage our students to behave well, work hard and be successful (praise and rewards). It also explains the actions which will be taken if a student does not adhere to the Academy rules (sanctions and consequences).

This policy and the work of the Academy is determined in accordance with National Guidance and DfE guidance. The policy and systems will be regularly reviewed and updated as relevant.

Principles of the Policy

There is an irrefutably strong relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon four fundamental positive principles:

a) The foremost contributor to good student behaviour is a positive and invigorating Academy atmosphere with well-paced and appropriately challenging lessons for all. (See Teaching and Learning Policy)
b) Students who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their Academy. Chelsea Academy has rigorous systems to maximise attendance (see Attendance Policy).
c) Every incident of misbehaviour in the Academy is seen as educative. Students are encouraged to learn constructively from their mistakes. Restorative processes are key to achieving this.
d) Students achieve their best when they are free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the Academy to encourage high standards

- Parents will be fully supportive of the Academy in applying the behaviour policy consistently and fairly
- Each participant in this partnership needs to be aware of these standards
- Every student is equal and should be treated as such at all times

Acceptable behaviour includes

- respecting others no matter their background, religion, race, sexual orientation, disability or gender.
- listening to and responding to teachers
- avoiding conflict with others

Above all it means that students accept responsibility for their own actions and ensure that they do not affect the education and learning of others by poor behaviour. The policy has the three elements of Rules (Code of Conduct, Home-Academy Agreement, Classroom Rules and Corridor Rules), Praise and Rewards, and Sanctions and Consequences as its foundation.

Aims of the Policy

a) To create a caring and purposeful learning environment in the Academy.
b) To clarify what is meant by 'good behaviour and discipline' and ensure success through the highest standards of behaviour towards each other and towards all members of the Academy community.
c) To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other's contributions so that they can grow socially, personally and academically.
d) To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students.
e) To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the Academy, giving positive impressions within it and to the wider community.
f) To ensure consistency of response and equality of treatment to both positive and negative behaviour.
g) To help develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.

Key requirements and legal duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents. The academy acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEND.

Roles and Responsibilities

Students are expected to:

- abide by the Home-Academy Agreement, the student Code of Conduct and the Behaviour Policy rules
- have a positive approach to Academy life
- be positive ambassadors of the Academy through their exemplary behaviour on their way to and from the Academy and when representing the Academy on trips
- be ready to learn by ensuring regular attendance, good punctuality and correctly equipped
- follow instructions at the first time of asking, co-operating with other students and staff
- work to the best of their ability and effort at all times and allow others to do the same
- be polite and respectful to other members of the Academy community
- wear their Chelsea Academy uniform with pride (i.e. correctly) at all times during the Academy day and on the way to and from the Academy
- have a conventional hairstyle and have no unauthorised piercings and/or tattoos (see uniform policy)
- respect and value each other and their environment
- ensure that they make time to complete all Independent Learning tasks set

Students must not:

- disrupt the learning of others
- prevent the teacher from teaching
- put at risk the health and safety of themselves or others

Good behaviour will be reinforced by the rewards systems

Staff are expected to:

- abide by the Home-Academy agreement and support this Behaviour Policy at all times
- be positive ambassadors of the Academy through their professionalism at all times
- encourage good behaviour from students and colleagues, lead by example, use positive language and be a positive role model at all times
- support students and colleagues, demonstrate good team spirit and go 'the extra mile'
- be ready to teach by having good attendance and by being punctual to Academy lessons
- respect each other and their environment
- treat all students fairly and equally, seeking to raise their self-esteem and develop their full potential
- adhere to the Learning and Teaching policy to ensure high quality delivery which is central to positive student behaviour and make use of the classroom
- undertake thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students
- create a safe, pleasant and effective learning environment
- take every opportunity to promote and reward good behaviour, achievement and effort when deserved
- use the rules and consequences outlined in this policy clearly and consistently
- intervene promptly when they encounter poor behaviour or unexplained absence
- form good relationships with parents, liaising regularly to help them support their child's learning and to share any concerns about their child's education, welfare or behaviour

Parents / Carers are expected to:

- abide by the Home-Academy Agreement
- be ready to support the Academy Behaviour Policy by reinforcing Academy rules
- regularly discuss their child's learning and life at the Academy
- share concerns about their child's education, welfare and behaviour with the Academy
- support their child's independent learning
- engage in dialogue with the Academy regarding their child's progress and attend parents' evenings, use the Academy Learning Platform and support Academy functions
- encourage their child to be an ambassador of the Academy at all times
- ensure that their child has a minimum of 96% attendance rate
- inform the Academy of any absence
- ensure their child arrives at the Academy on time
- ensure their child is in full Academy uniform and wears the uniform in accordance with the uniform policy
- support the Academy's decisions whilst having an entitlement to be fully informed about and question those Academy's decisions regarding their child's behaviour.

Systems and Routines for Learning

- All of the Academy's policies and systems support the Behaviour Policy. Some particularly relevant features are:
    - A Special Educational Needs and an English Curriculum Area that incorporates EAL, which will assist all students in accessing the curriculum at an appropriate level.
    - A strong pastoral support system based upon year-based Coaching Groups. Learning Coaches are key figures in understanding the learning and social needs of their Coaching Groups and communicating these to appropriate colleagues.
    - The House system which encourages collaboration, teamwork, a strong sense of community and mutual responsibility.
    - Our after-hours enrichment programme ensures that all students can access activities that motivate them, building their self-confidence and their sense of belonging.

- We recognise that competence in the key skills of literacy and numeracy enables access to learning. Chelsea Academy will seek to ensure that all students have functional skills in these aspects,

appropriate to their academic potential. Students identified as underachievers or for whom the home environment is not conducive to study in particular will be encouraged to attend booster sessions in these areas.

Academy Rules

To help us achieve our aims we have agreed sets of rules for around the Academy. These form part of our Behaviour Policy and are as follows:

- The Student Code of Conduct (Appendix 1)
- The Home-Academy Agreement (Appendix 2)
- Classroom Rules (Appendix 3)
- Corridor Rules (Appendix 4)

Our students are expected to follow these at all times, when on Academy site, on an Academy trip or off Academy site but in Academy uniform. These rules are displayed in each teaching room, in student planners and on the corridors.

Praise and Rewards (see Rewards Policy)

All members of the Academy community will do things that deserve to be praised.

Research has proven effective use of praise to be a fundamental contributor to raising student achievement. Schools, and workplaces in general, tend to praise too little. At Chelsea Academy we seek to ensure that praise motivates students and helps them to feel valued. We must be generous with praise, yet selective.

Rationale for Praise

- At Chelsea Academy we believe that all children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be logged on the student's record in SIMS
- During the course of each term, teachers should find an opportunity to praise every student in their classes individually. Likewise, line managers should praise all members of their teams whenever appropriate and at least termly. Praise is not a one-way exercise. At Chelsea Academy we will actively encourage students to praise staff, and colleagues to praise their line managers.
- Praise must be given for progress, not just for high quality work. It must be possible for all students to receive the same level of positive feedback regardless of their academic development.

Praise is given well when:

- it relates to a specific task or action
- the recipient is clear about what they are being praised for
- the praise is given in a form which the recipient values
- it is given consistently and fairly
- it is earned
- the effect upon others, other than the recipient, is positive
- it celebrates actions which embody the Academy's core values

Praise is given badly when:

- it is awarded for vague accomplishments
- it embarrasses the recipient
- it is selective and exclusive
- it is given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- it focuses too much on the unusual or exceptional

A good principle is to use praise and reprimand in the ratio of 5:1 and as such, to catch students being good / doing well.

Positive behaviour will be reinforced by and incentives system focused on awarding Achievement Points linked to our five identified Christian values - charity, forgiveness, joy, perseverance and servant leadership. (see Rewards Policy)

Joy	Motivated in lesson, enthusiasm for learning, excellent effort, positive contributions in the corridors, acknowledging another student's efforts, ready to learn.
Forgiveness	Successful restorative approach to working with other students, ability to move on quickly from a set back, showing resilience and character to move forward.
Perseverance	Good work, IL, good effort in a particularly challenging task/situation, striving to always try their best even in difficult lessons/situations.
Charity	Gave up time to help others, participated in a house/charity event, generosity to other students.
Servant Leadership	Helped other students in lessons, led a group well, gave good feedback in peer assessment task, set a good example through good behaviour.

Sanctions and Consequences

It is recognised that key barriers to learning are a lack of organisation, poor presentation, little independent learning and a negative attitude. If students are well prepared and are assisted in avoiding these barriers to learning then, for the vast majority, it may never be necessary to apply these sanctions and consequences .

Teachers are in the position of parents / carers while students are in the Academy (in loco parentis). The Academy rules and Student Code of Conduct apply on the way to and from the Academy, on visits or whenever students are representing the Academy.

Rationale for Sanctions

Sanctions / consequences provide public recognition that certain behaviour is unacceptable / inappropriate, and help students to develop a sense of right and wrong. They should be applied sparingly and consistently. Where students are familiar with routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. A range of sanctions is clearly defined in this section and their consistent use will be monitored. Restorative justice techniques will be employed as far as is reasonably possible but there is a clear distinction between those used for minor and and those used for more major offences. CPD regarding Behaviour Management will remain a key aspect of on-going Academy training.

Consequences / sanctions are effective when:

- they relate to a specific task or action
- the recipient is clear about what they are being reprimanded for
- the sanction is applied clearly
- they are given consistently and fairly
- they are deserved
- the effect upon others, other than the recipient, is recognised/positive
- they reprimand actions which are in conflict with the Academy's core values

Consequences / sanctions are ineffective when:

- they are given for vague reasons
- they are not recognised by the recipient
- they are used for all instead of just the individual(s) concerned
- they are given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- they focus repeatedly on the same issue without progress

Behaviour Management Procedures

The overview of our behaviour management systems can be seen in Appendix 5. At the heart of this system is student learning. Anything which prevents learning is dealt with very seriously. There is a need for balance between being flexible in response to the complex needs and behaviours of teenagers and protecting the learning of students in the classroom. However, any student who repeatedly disrupts learning will be sanctioned appropriately and given support if necessary.

Central to our behaviour management procedures is the classroom teacher. They have control over and responsibility for their classroom. Effective classroom behaviour management is underpinned by strong teaching which delivers lessons which have pace, which are engaging and challenging, and which are matched to the needs of individual learners. The classroom teacher is responsible for issuing appropriate sanctions and is supported, if needed, by their Curriculum Leader or a member of the Lead Practitioner Team. Serious consequences will apply if a student is removed from a lesson for interrupting learning. Middle Leaders (Curriculum Leaders and Heads of Year) have overall responsibility for the behaviour of students in their curriculum area / year group.

A key part of our behaviour management procedures is a detention system which is clear and straightforward, and which escalates appropriately. The overview of this detention system can be seen in Appendix 6.

The escalation of detentions is as follows:

- Staff 30 (S30) detention: 30 minutes at the end of the day on any day, supervised by the class teacher
- Central 60 (C60) detention: 60 minutes at the end of the day on any day (except Wednesdays), supervised by Curriculum Leaders
- Leadership Team 90 (LT90): 90 minutes at the end of the day on Fridays supervised by the Leadership Team
- Saturday Detention (SD): 120 minutes on Saturday mornings supervised by the Leadership Team

Parents will be informed by email if their child has been booked into a detention. If a student fails to attend a detention this results in an escalation to the next level of detention. If a student fails to attend a Saturday detention, this results in a one-day isolation, parental meeting and the student attending the next Saturday detention.

Another key part of our behaviour management procedures is an exclusion hierarchy which forms a central core of serious sanctions that students will work through if their behaviour does not improve / continues to decline. This can be seen in Appendix 7. Students can either be internally excluded and work in a different part of the Academy in our Internal Exclusion Room (IER) from 8.30 am to 4.30 pm. For more serious behaviour incidents (see Appendix 11) or due to escalation through the exclusion hierarchy, students can be externally excluded. Following an external exclusion the student has to attend a reintegration meeting at the Academy with their parent / carer and sign a reintegration agreement before they can return to lessons.

If a student starts on the exclusion hierarchy, they continue to move through it each time there is a need for an exclusion. For every 6 weeks without a serious behaviour incident, the student will move down a level in the exclusion hierarchy.

Classroom Behaviour Management Procedures

In terms of our rules, we expect 100% compliance from all of our students. Behaviour Points are issued for negative behaviour. If learning is interrupted then this is a serious issue which results in a serious sanction. Sanctions are simple and consistently applied, with de-escalation techniques being used at every level. The teacher is in charge and owns the sanctions given to the students. The teacher will contact the parent of the student to inform them when sanctions are issued.

Central to our classroom behaviour management procedures is a ‘three strikes’ system. This can be seen in Appendix 8. Students will move into the first strike of this system if, despite de-escalation, they fail to comply

with the Academy rules. Students can also go straight to the first strike for throwing items, poor language or failing to sit in the seating plan. The 'three strikes' system is as follows:

- Strike One: Formal Warning - 1 Behaviour Point
- Strike Two: Last Chance - 1 additional Behaviour Point
- Strike Three: Isolation - The student is escorted to the Isolation Room by the member of staff who is OnCall and remains there for a complete Academy day (six lessons)

There is a clear escalation of sanctions for Behaviour Points as follows:

- 5 in a day: Isolation for a complete Academy day
- 15 in a week: Saturday detention
- 50 in a half term: Saturday detention, parent meeting and Head of Year report

There is also a clear escalation of sanctions for isolation as follows:

- More than 3 isolations: student moves onto A1 interventions on the exclusion hierarchy

In addition to the 'three strikes' system, the following sanctions also apply:

- Staff 30 detention - classroom teachers have the flexibility to use S30 detentions a their discretion (eg for non-completion of Independent Learning)

- Automatic Central 60 - students will receive an automatic C60 detention for:

    - Mobile phones (including confiscation)
    - Headphones (including confiscation)
    - Graffiti (including clean up)
    - Chewing gum

- 'Red lines'* - the following behaviours lead to immediate OnCall and Isolation:

    - fighting
    - swearing at staff
    - under the influence of drugs / alcohol
    - in possesion of a dangerous implement
    - physical contact with a member of staff
    - malicious damage to Academy property

* Further, more serious sanctions beyond Isolation will apply in these situations

The restorative approach, based around restorative conversations, will continue to be a fundamental element of our behaviour management procedures.

Corridor Behaviour Management Procedures

On our corridors we also expect 100% compliance from all of our students in relation to our corridor rules. Corridor behaviour is managed through a system of 'corridor strikes'. This can be seen in Appendix 9. Corridor strikes are recorded in student planners. Therefore, students must have their planner on them and visible in their outside top blazer pocket at all times. Planners are checked daily and sanctions will apply if a student does not have their planner with them.

All poor behaviour on corridors / uniform violations are sanctioned with a corridor strike which is recorded by staff in the student planner. Corridor strikes are recorded on Sims and there is a clear escalation of sanctions for corridor strikes as follows:

- 3 Corridor Strikes: Silent Lunch detention
- 6 Corridor Strikes: One week of Silent Lunch detentions

- 9 Corridor Strikes: LT90 detention
- 12 Corridor Strikes: Saturday detention

If a student:

- Does not have their planner on them - the sanction is a LT90 (temporary planner issued for the day)
- Fails to hand over their planner - the sanction is a LT90 detention
- Tears corridor strikes page(s) out ot their planner - the sanction is a Satuday detention

In addition to the 'corridor strikes' system the following sanctions also apply:

- Automatic Silent Lunch detention - students will receive an automatic Silent Lunch detention for
    - Throwing water
    - Dropping litter
    - Damage to Academy property
- Automatic Central 60 - students will receive an automatic C60 detention for
    - Mobile phones (including confiscation)
    - Headphones (including confiscation)
    - Graffiti (including clean up)
    - Chewing gum
- 'Redlines'* - the following behaviours lead to immediate Isolation for a whole Academy day:
    - fighting
    - blocking corridors
    - walking away from staff
    - swearing at staff
    - malicious damage to Academy property

* Further more serious sanctions beyond Isolation will apply in these situations

Report Systems

Where a student fails to meet expectations across a number of subjects, the student will be placed on a report to either their Learning Coach, Deputy Head of Year, Head of Year or member of the Leadership Team, for a minimum period of two weeks, to set targets, monitor behaviour and get the student back on track.

- **Positive Report Card** - this will be used in the first instance to monitor successes and areas for development across all subjects. Students will be set targets based on their individual needs and this will be monitored by the Learning Coach and/or Head of Year for two weeks. This can be used at any stage in the reporting cycle to monitor, praise and record information.
- **Learning Coach Report** - this is a more in-depth report that monitors students closely in all subjects. The student will be set specific targets in conjunction with their Learning Coach and remain on report for two weeks in order to track behaviour, progress and achievement.
- **Deputy Head of Year Report** - if a student fails to meet the expectations and targets set by the Learning Coach Report they will escalate to a two week Deputy Head of Year report. This will involve intervention from the Deputy Head of Year who will monitor the student closely in relation to their specific targets.
- **Head of Year Report** - if a student fails to meet the expectations and targets set by the Deputy Head of Year Report they will escalate to a two week Head of Year Report. This will involve intervention from the Head of Year who will monitor progress closely over the two week period. Students will report to the Isolation Room at break and lunchtime. If the day has been successful

they will be able to return to break and lunchtime with their peers, if there have been issues the student will remain in isolation for the remainder of their break time.

- **Leadership Team Report** - if a student fails to meet the expectations and targets set by the Head of Year Report they will escalate to a two week Leadership Team Report. This will involve intervention from a member of the Leadership Team who will monitor progress closely over the two week period. Students will report to the Isolation Room at break and lunchtime. If the day has been successful they will be able to return to break and lunchtime with their peers, if there have been issues the student will remain in isolation for the remainder of their break time.

Each level of report will involve other interventions and meetings with parents, as laid out in the 'CAW4B Steps of Intervention' (see Appendix 10). This also outlines the escalation strategies which will follow if a student fails the Leadership Team Report.

OnCall System and Isolation

Members of the Leadership team and Middle Leadership team will form an OnCall system / rota that will include regular Learning Walks around the Academy. This will be to 'catch students and staff doing things well' as well as to monitor classroom practice, student behaviour and support staff with behaviour management if required. In conjunction with staff, a rota of 'First Call Lessons' – those lessons where there are potential behaviour issues – is drawn up and regularly reviewed. Members of the OnCall team are expected to visit these classes at the start of their OnCall lesson to support the class teacher with behaviour management.

If a student reaches Strike 3 on our 'Three Strikes' system or commits a 'Redline' offence, the member of staff OnCall will be informed. They will collect the student and bring them to the Isolation Room where they will remain for a complete Academy day

Internal Exclusion Room (IER)

For serious incidents such as fighting, rudeness to staff, direct defiance of staff, inappropriate behaviour towards other students, and health and safety breaches students will be referred to the IER for an internal exclusion, authorised only by one of the Senior Pastoral Leaders.

Students placed in the IER will be subject to the following rules:

- A IER day runs from 8.30 am to 4.30 pm.
- Students will be supervised separately to all the other students including at breaks and lunchtimes and have work from their missed lessons to complete and / or will work through IER packs (Key Stage appropriate work as supplied by all curriculum areas)
- Students will have a restorative conversation with a member of staff relating to the reasons for their internal exclusion
- All students placed in the IER will receive a letter home explaining the reason for the internal exclusion and its length

Inclusion Support Centre (ISC)

This is the Academy's bespoke alternative provision facility that accepts part-time or full-time referrals for behaviour support, returns from exclusions or alternative provision. The ISC is an on-site alternative education space within the Academy that provides short-term support for students with a range of behavioural, social and emotional needs. The ISC also provides a safe space for vulnerable students at times of need. The ISC is staffed during Academy hours (8.25am – 3.30pm) by the Head of Individual Needs (Behaviour) and a HLTA (SEMH) and can house up to twelve students at a time with 4-6 full-time placements available each half term. A full-time placement will last no longer than 6 weeks. Entry into the ISC is by referral only or as part of a reintegration plan for an excluded student. Admissions are managed by the Vice Principal (Inclusion) and the Head of Individual Needs (Behaviour). Whilst in the Inclusion Support Centre the student's core curriculum work is 'mirrored'. The ISC liaises closely with each teacher to ensure students keep in touch with class work. Students also have access to computers, individual project work such as gardening, as well as a range of social and emotional, behavioural and life skills sessions. Time is given to talk through issues, to teach / reinforce coping skills, and to explore issues related to empathy and making amends. Thought is also given to further support e.g. SEN referral, counselling, mentoring and the use of outside agencies, (e.g. Early Help, Social Services and Drugs Awareness if appropriate).

Use of support structures and external agencies

Where students require additional support the Academy will seek, as appropriate, the assistance of various systems and agencies (having held an intervention panel to assess the level of need):

- Special Educational Needs Code of Practice
- Counselling by staff / Learning Coaches / Heads of Year (support programmes)
- Kick London mentoring
- Bespoke mentoring with our Chelsea Champion
- Peer Counselling / Mentoring
- Support services for students experiencing mental health issues
- Attendance Officer input
- Early Help support
- Education Welfare Service referrals
- Teaching Assistants and other member of the SEN Department
- Outside Agencies e.g. External Counselling, Education Psychologist, CAMHS
- Academy Nurse
- Parental contact

Freedom from bullying and intimidation (see Anti-Bullying Policy)

The Academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The Academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. In respect of anti-bullying the Academy seeks to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the student
- Respond in line with a range of strategies including restorative justice, while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on - this includes concerns in and out of the Academy, including cyber bullying
- Update policy and practice including new technologies, for instance updating ‘acceptable use’ policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time
- Work with the wider community such as the police and Children’s Services where bullying is particularly serious or persistent and where a criminal offence may have been committed

More information can be found in the Accademy’s anti-bullying policy.

Behaviour outside the Academy

Students who breach the Academy’s Behaviour Policy or Student Code of Conduct whilst off Academy site but in Academy uniform and / or on Academy business such as trips and journeys, sports fixtures or a work-experience placement, will be dealt with in the same manner as if the incident had taken place at the Academy. For incidents that take place outside of the Academy and not on Academy business / in Academy uniform, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to or from the academy.

Other relevant factors include whether the student is wearing Academy uniform or is in some other way identifiable as a student at the Academy and whether the behaviours could adversely affect the reputation of the Academy, bringing the Academy into disrepute. For acts of aggression or which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.

The Academy will work in partnership with local businesses, residents and the police to help ensure that our local community is a safe and harmonious place. We will support with the identification of our students in the local area and will act to support the eradication of anti-social behaviour in the community. We will, of course, contact parents so that they are aware their son or daughter has been involved.

Screening and searching students

The Academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students. As a result senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

The use of reasonable force

The Academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Malicious accusations against Academy staff

The Academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The Academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff. For clarity a malicious accusation against a member of staff will be taken incredibly seriously by the Academy and in most circumstances will result in permanent exclusion.

Mobile phones and electronic equipment

The Academy recommends that students do not bring mobile telephones or electronic equipment to the Academy on the following grounds:

- The individual safety of students
- The health and safety of the whole Academy community

If such items are brought to the Academy, students do this at their own risk. The Academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones should not be used or seen on the Academy site. If they are, they will be confiscated and will only be returned to a parent at the end of the Academy day or at a time following that day when a parent can come in. The student will also be sanctioned with a C60 detention. The Academy will not release phones to any other family member (ie an older brother or sister) only the parent. There are occasions when students will be able to access their mobile telephones during lessons to support learning; this will only be at the direction of the teacher.

In the event of an emergency and parents need to contact a student, they must telephone the Academy reception. Students are never to use their mobile phones to communicate with parents during the Academy day. Such use will result in sanctions for the student and confiscation of the phone.

Uniform

Whilst students are wearing Academy uniform, or are out of uniform on an organised trip, visit or work experience they are covered by all aspects of this policy. In addition, if a student removes their blazer, tie or other school uniform items or has them covered up, they are still covered by this policy. It is not acceptable for a student remove their tie and blazer and then claim they were not in uniform and so not covered by this policy.

Active involvement of parents

The Academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The Academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include telephone calls, meetings, letters, supporting students on reports, the Home-Academy Agreement, requests to attend reintegration meetings, student planners which allow for two-way communication, invitations to agency meetings, follow-up and routine communication. Parents/carers are welcome to approach the Academy for informal or formal discussions about their child's education.

Monitoring Evaluation and Review

Relevant staff will monitor the implementation and effectiveness of this policy, and review it annually. The policy will be promoted and implemented throughout the Academy.

Links to other policies:

Rewards Policy
Anti-bullying Policy
Attendance Policy
Equality and Equal Opportunities Policy
Teaching and Learning Policy
SEND Policy
Inclusion Statement

Appendix 1
Student Code of Conduct

CHELSEA ACADEMY
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THE CHELSEA ACADEMY WAY FOR OUTSTANDING STUDENT CONDUCT AND BEHAVIOUR
CODE OF CONDUCT FOR STUDENTS AT CHELSEA ACADEMY

BEHAVIOUR TOWARDS OTHERS

- Students must follow instructions given by staff at the first time of asking
- Students will treat others fairly and with respect at all times
- Students will not offend or upset others with their words and / or actions
- Students will not draw or write (including electronically) anything which could offend or upset others
- Students will accept other peoples' beliefs and will not discriminate against others in any way
- Students will respect other students right to learn and will behave accordingly during lesson times

PERSONAL APPEARANCE

- Students will take pride in their appearance at all times
- Students will wear full and correct Academy uniform at all times, which fully complies with the Chelsea Academy Uniform Policy
- Students will remember that when in uniform outside of the Academy they are representing the Academy community, therefore they will wear full and correct Academy uniform for the whole of their journey to and from the Academy, and on Academy trips (unless otherwise informed)

LESSONS

- Students will attend all lessons according to their timetable
- Students will arrive on time to lessons and await supervised entry
- Students will follow the classroom rules at all times during lessons ('In lessons we learn because…')

MOVEMENT AROUND THE ACADEMY

- Students will move promptly and sensibly between lessons
- Students will walk sensibly and quietly around the Academy, and will not run inside the Academy
- Students will use the correct stairways for going upstairs and downstairs
- Students will follow the corridor rules at all times ('Our corridors are calm because…')

ATTENDANCE AT CHELSEA ACADEMY

- Students will attend every day unless they are too unwell to do so
- Students will arrive on time each day, ensuring that they are at the student entrance no later than 8.35 am
- Students will not leave the Academy premises during the day without permission
- If a student needs to leave the Academy during the day, for example for a medical appointment, they will have a signed note from a parent / carer about this. They will show this note at Student Services at the appropriate time, and they will sign out at reception before they leave

CHELSEA ACADEMY

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HEALTH AND SAFETY

- Students will behave responsibly and sensibly at all times, including when travelling to and from the Academy each day
- Students have a responsibility to contribute to a well-ordered environment in which everyone is safe
- Students will not push past each other on corridors or on stairs
- Students will not fight with or deliberately hurt another person
- Students will not smoke when in the Academy, when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)
- Students will not purchase or consume alcohol during the day, when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)
- Students will not be in possession, under the influence, or supply of any illegal drugs or so-called 'legal highs'
- Students will not bring dangerous, illegal, offensive or inflammable items in the Academy, or have them when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)

CHELSEA ACADEMY ENVIRONMENT

- Students will take care of the Academy and respect the Academy environment
- Students will not cause deliberate damage to the Academy environment
- Students will treat Academy property with care and respect
- Students will always leave classrooms tidy
- Students will not drop litter and will help to keep the Academy litter-free

EATING

- Food or drink, apart from bottled water, will not be consumed during lesson times
- Food or drink, apart from bottled water, will only be consumed in 'Food For Thought'
- Students will leave their places in 'Food For Thought' clean and tidy after eating
- Chewing gum is not permitted in the Academy

PERSONAL POSSESSIONS

- Each student is responsible for looking after their own personal possessions, the Academy does not accept responsibility for any personal possessions
- Students will not bring any unnecessary valuables into the Academy
- Mobile phones will be switched off and out of sight for the whole of the day

Appropriate consequences will be applied if students fail to comply with any aspect of this Code of Conduct
If you are uncertain about any of these points, please speak to your Learning Coach or Head of Year

Appendix 2
Home-Academy Agreement

	We, the Academy, undertake to ...	As a parent / carer, I undertake to ...	As a student, I undertake to ...
Learning	Encourage each student to become an enthusiastic and effective learner, able to cultivate habits and attitudes that enable them to face challenges calmly, confidently and creatively.	Set time aside every day to talk and listen to my child and to encourage them in all aspects of their learning by asking questions about their day and praising their efforts.	Develop confidence in myself, doing everything I can to be an enthusiastic and effective learner and support the learning of others.
	Create a safe and stimulating learning environment so that learning tasks are fully understood and completed and students are able to receive regular feedback that allows them to make progress to realise their full potential.	Ask my child to bring home examples of their work every week so I can praise them for the progress they are making.	Take part in every lesson, take responsibility for my own learning, show my parents examples of my work and respect the rights of other students to learn.
	Set independent learning tasks in line with the Academy policy and ensure that they are appropriate to the needs of each student.	Encourage my child to complete independent learning tasks to the best of their ability by providing a regular time and a quiet environment for learning at home.	Meet all independent learning deadlines set by the teachers.
	Provide clear guidelines on the equipment that students need to be effective learners.	Ensure my child is always fully equipped for learning (uniform, PE kit, pencil case, books, etc.).	Organise myself so that I am always fully equipped for a day's learning.
	Reward progress, achievement and good attendance and actively engage parents in the process of target-setting for improvement.	Ensure my child arrives on time every day, not take holidays in term time and to contact the Academy on each day of absence if my child cannot attend due to illness.	Arrive on time every day and strive for 100% attendance.
	Ensure that student performance and progress data is kept up-to-date	Regularly check my child's performance and progress data and respond as appropriate.	Regularly check my performance and progress data with my parent(s) and set myself challenging targets for improvement.
Relationships	Treat every Academy student with consideration and care at all times so that all students feel secure and valued.	Encourage my child to treat all members of the Academy community with respect and courtesy.	Treat all members of the Academy community with respect, to be courteous and kind to everyone and to encourage others at all times.
	Model the highest standards of courtesy and politeness.	Speak about, and to, all members of the Academy community in a positive manner and encourage my child to inform staff promptly of any incidents of name calling or bullying that they become aware of.	Respect and appreciate other people, their work, views, property and individuality.
	Respond promptly to any queries, concerns or complaints raised by parents and students.	Arrange an appointment if I need to discuss any concerns or complaints with an appropriate member of the Academy staff.	Encourage other students not to engage in name calling, rudeness or any other inappropriate behaviour and inform a member of the Academy staff if I see any behaviour which upsets or is offensive to others.

	We, the Academy, undertake to ...	As a parent / carer, I undertake to ...	As a student, I undertake to ...
Behaviour	Ensure that all students are able to work in an orderly atmosphere where the highest standards of behaviour are maintained by promoting and rewarding good behaviour.	Support the Academy in promoting and upholding the highest standards of behaviour at all times.	Not use bad language or offend other members of the Academy community and not to bring anything into the Academy that is dangerous, illegal or against the rules.
	Respond effectively to all reports of poor behaviour from students, parents and members of the public, so that students have the opportunity to understand the full impact of their actions and then make amends.	Support my child to obey all of the Academy rules and to demonstrate positive behaviour at all times.	Behave in an exemplary fashion when away from the Academy site and be respectful of the general public and local environment.
	Check uniform daily to ensure that the uniform code is being adhered to fully.	Ensure that my child wears the full Academy uniform to and from the Academy.	Follow all aspects of the uniform code when in and out of the Academy.
	Enforce all Academy rules in a rigorous and consistent manner.	Support the Academy if a sanction has been issued because of non-compliance with Academy rules.	Obey all rules, care for the Academy environment and accept appropriate sanctions and rewards.
Ethos and Academy Life	Ensure the staff serve as positive role models, in line with our Christian ethos, welcome students of all backgrounds, and develop a genuine sense of belonging.	Accept and value the Christian ethos of the Academy, accepting its links with the church and support the Academy's aims whilst respecting the faith of others.	Realise that this is a Christian Academy, and to understand what that means, to contribute to the collective activities and to respect and understand each other's faith and values.
	Provide a wide range of equally accessible opportunities for all students regardless of ethnicity, gender, religious belief or special educational needs.	Support the Academy's work to provide equal opportunities for all students and encourage my child's involvement in these.	Respect the right of all children and adults to be equally valued in the life of the Academy, whatever their background, and to involve myself in the opportunities made available to me.
	Be open and welcoming at all times, keeping parents informed about life in the Academy, their child's progress and if there are any areas of concern.	Attend all meetings about my child, respond to all communications, be involved in the wider life of the Academy and inform Student Services of any changes in my contact details.	Return all communications from my parents, invite them to Academy functions and keep them informed about what I am doing.
	Understand the needs of each student and to know them well so that their achievements can be celebrated and they can be supported when necessary.	Do all I can to help Academy staff to understand my child and to be aware of any temporary difficulties which may affect their learning.	When it is the right time, talk to Academy staff to let them know how I am getting on and if I have any concerns or problems.
	Seek students' opinions, value their ideas and support the development of their leadership skills, so that they are actively involved in improving all aspects of the Academy.	Encourage my child to share suggestions which will contribute to the improvement of the Academy.	To share my opinions when asked and support the actions of the Academy's staff.
	Provide opportunities for students to develop beyond the main Academy curriculum through extended curriculum activities.	Encourage my child to participate in extended curriculum activities and support them in doing this.	Become involved in any extended curriculum activities that interest me and give service to the Academy where possible.

Appendix 3
Classroom Rules

Appendix 4
Corridor Rules

On Corridors we are CALM because...

1 We walk quietly on the left

2 We follow instructions first time

3 We look after our environment

5 We are polite and respectful

4 We wear our uniform correctly

6 We walk directly from one location to the next without blocking the way

CHELSEA ACADEMY
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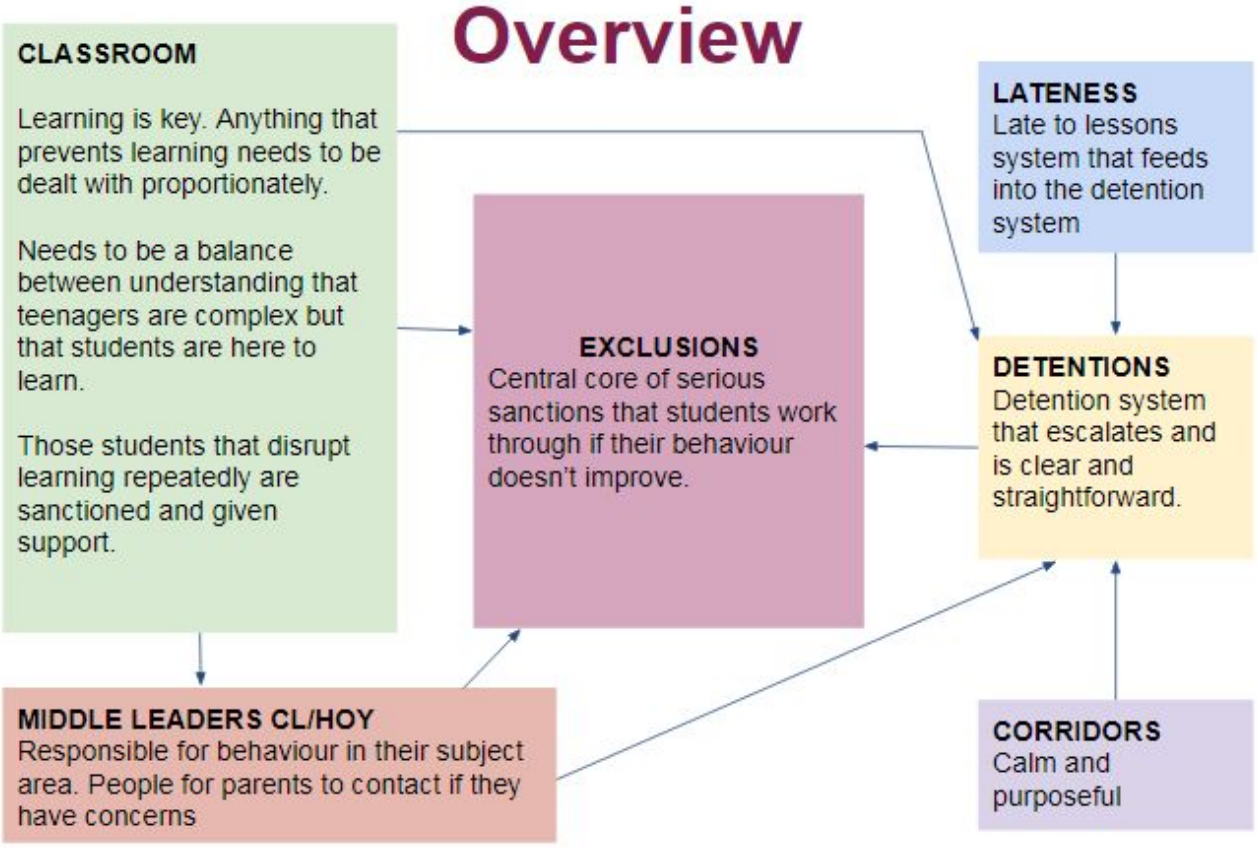
Appendix 5

Overview of Behaviour Management Systems



Appendix 6
Detentions System

Name of Detention	Who	How long	When	Gatekeeper	Central logging	Notes
Staff 30 S30	Teacher or learning coach	30 min	All nights	Teacher / LC	None	Teacher or LC in charge of all aspects. If a student fails to attend the CL/HOY is used for support within the department / year structure. If continues to be an issue with non attendance ONLY the CL or HOY can put them into Central 60 minute detention.
Central 60 C60	Curriculum Leader and HOY	60 mins	M, T, Th, Fri	CL or HOY	Student services	Central 60 is owned by the Middle leaders (CI/HOY) and students services provide all admin. If a student fails to attend the HOY or CL follows up with a phone call and asks for support from LT. The student will not be able to attend the next detention level unless contact has been made at home and the LT link agreed to escalation. To get into a leadership 90 the HOY/CL must demonstrate that contact home has been made. LATE TO LESSON DETENTIONS GO IN HERE (MONDAY ONLY) AND COMMUNITY DETENTION CONTROLLED BY SPL.
Leadership 90 LT90	Leadership Team	90 mins	Fri	LT line manager	HTS	Leadership Detention runs for 90 minutes on a Friday after school. Two LT will supervise. Student will only be admitted to this detention if the ML has contacted home and the student has failed to attend the Central 60 twice. LT will not allow students to attend unless parental contact has been made. LT link will contact parents the night before to ensure that student attends. If this phone call is not made then BWE will not let students attend Saturday 120 for non attendance.
Saturday 120 SD	Leadership Team	120 mins	Saturday	BWE	KCY	Student will only be allowed in if the LT link have contacted home before the Leadership 90. Student will attend school from 8.00am to 10.00am in full uniform. Two LT will supervise. Failure to attend results in an A1 sanction and doing the Saturday morning detention again. This will run every other week.

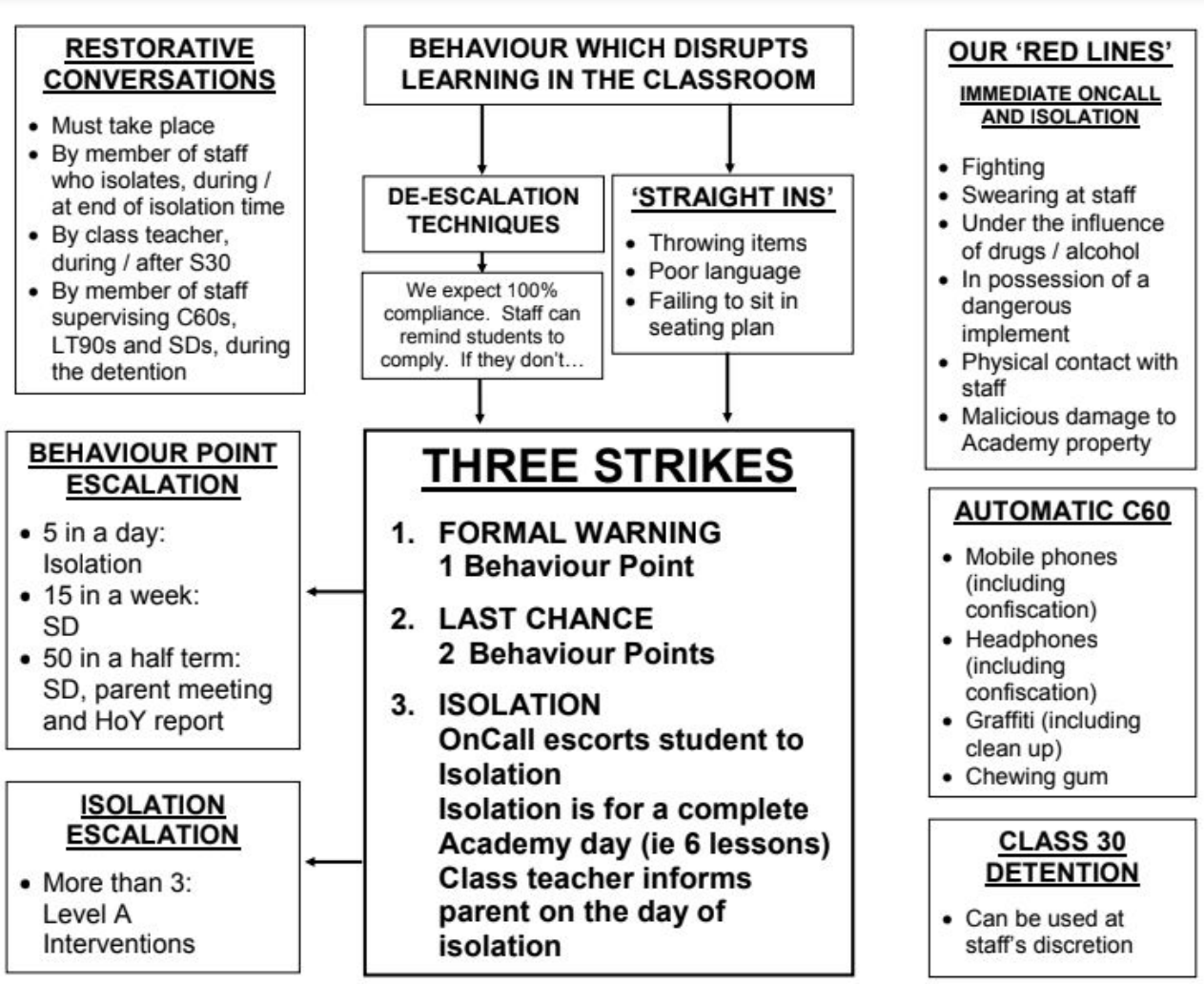
Appendix 7
Exclusion Hierarchy

Exclusion Scale	Consequence		Lead in Meetings with Parents	Support to Improve Behaviour
Level A1	1 extended day in IER	8.30am to 4.30pm	Head of Year	
Level A2	2 extended days in IER	8.30am to 4.30pm		
Level A3	3 extended days in IER	8.30am to 4.30pm		Behaviour Support Plan
Level B1	External Exclusion	One Day	Assistant Principal (Inclusion) / Senior Pastoral Leader Y10 / Y11	
Level B2	External Exclusion	Two Days		
Level B3	Internal and External Exclusion	Two Days External and Two Days Internal (IER)		Pastoral Support Plan
Level C1	5-day placement at Golborne	Or external exclusion if necessary (up to 15 days)	Vice Principal (Inclusion)	
Level C2	10-day placement at Golborne			
Level C3	5-week placement at Golborne			Final warning contract
Level D1	Final Warning Contract and Governor meeting		Principal	
Level D2	Managed Move or Permanent Exclusion			

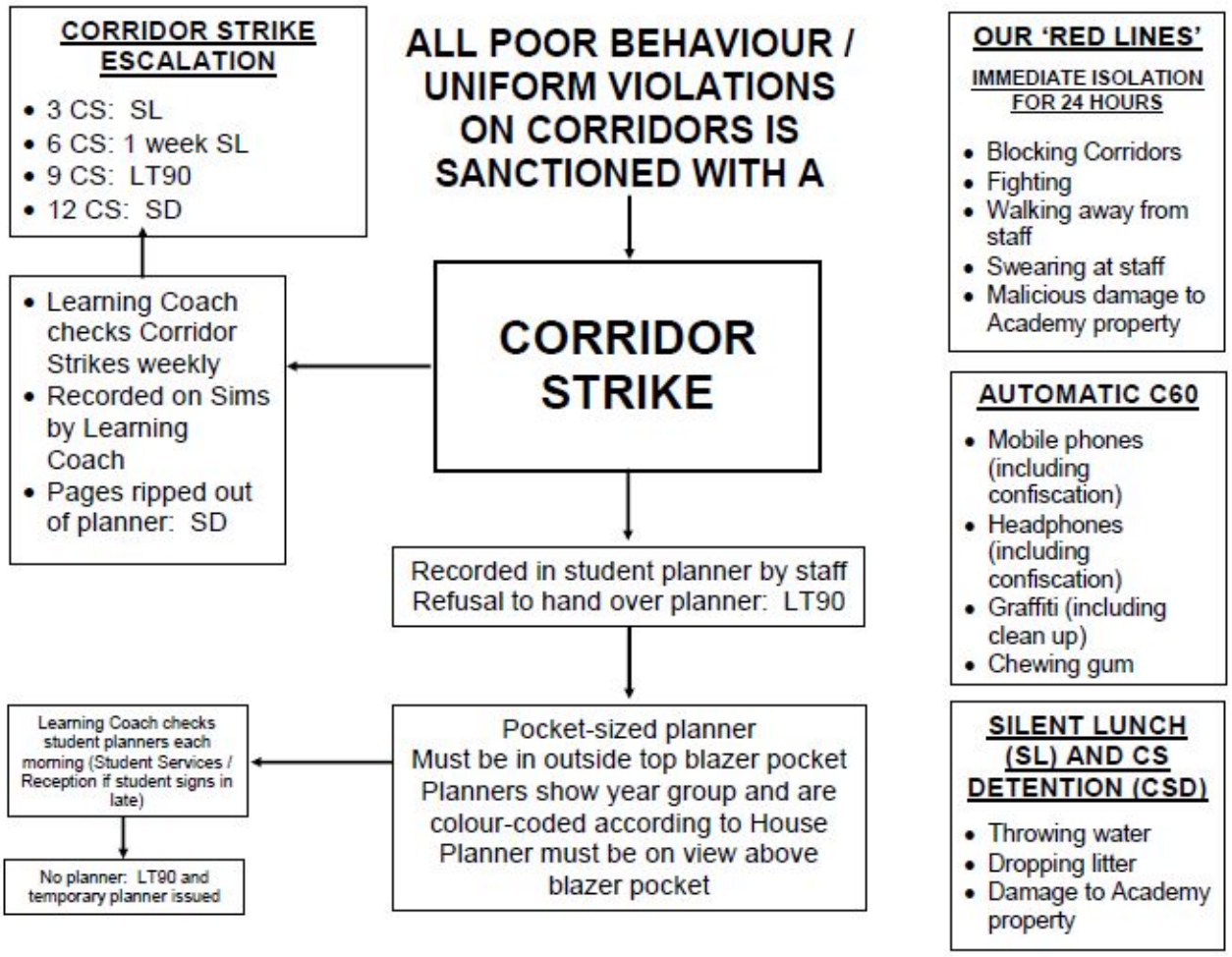
This hierarchy is a guide. Depending on the severity of incidents students may escalate more quickly through / skip levels. Students may also move straight to a high level if they are involved in a serious incident.

The support strategies will be put in place in most cases, if the Academy feel that they are appropriate and will have impact in supporting the student to improve their behaviour.

Appendix 8
Classroom Behaviour Policy



Appendix 9
Corridor Behaviour Policy



Appendix 10
CAW4B Steps of Intervention

CHELSEA ACADEMY
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CAW4B - STEPS OF INTERVENTION
ACADEMIC YEAR 2018 / 2019

This is a framework which will guide our interventions; however, we will be flexible in our approach according to the individual needs of each student

Issue identified / Issues identified in three or more subjects: Learning Coach phones parents, discusses the issue with them and monitors the student following this call

If little / no improvement following this call – on report to Learning Coach
(Learning Coach Report)

Failure of Learning Coach Report – Deputy Head of Year meets with parents and on report to Deputy Head of Year
(Deputy Head of Year Report)

Failure of Deputy Head of Year Report – Head of Year meets with parents and on report to Head of Year
(Head of Year Report)

Failure of Head of Year Report – one day in the IER, AP / VP (Inclusion) meets with parents and on report to a member of the Leadership Team (Leadership Team Report)

→ Intervention Panel Referral / Behaviour Support Plan (BSP) Set Up

Failure of Leadership Report – one week in the IER (including possible visit to Golborne or equivalent if appropriate), Academy re-integration meeting with the Principal

Persistent failure of Leadership Report – short term placement in the IER, Academy re-integration meeting with the Principal and a governor

→ Pastoral Support Plan (PSP) Set Up

Unsuccessful reintegration back into the Academy following placement in the IER – five week placement at Golborne (or equivalent), Governors Behaviour meeting on return to the Academy

Unsuccessful reintegration back into the Academy following placement at Golborne (or equivalent) – managed move for a fresh start in a new school. A failed managed move will result in permanent exclusion

Additional support / outside agency support as appropriate

- Mentoring
- Kick London referral
- Chelsea Champion referral
- School Counsellor
- Early Help Team
- CAMHS
- SEND Support

Additional support / outside agency support as appropriate

- Modified Timetable
- Work Related Learning Placement
- Reduced Timetable

Fixed-term external exclusions may be used at different stages as appropriate

Appendix 11

Exclusions

1. Exclusion occurs when a student's behaviour results in their removal from lessons for a designated length of time. Exclusions may be fixed term or, in exceptional circumstances, permanent.
2. The Academy follows the DFE Guidance on Exclusions (updated Sept 2017). A full copy of this guidance is available on the DFE website or from the Academy office.
3. The Academy will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
4. We recognise that exclusions cause disruption to students' learning, which might negatively influence their future behaviour, and will therefore only levy exclusions for serious incidents
5. Following some internal exclusions and all external exclusions a reintegration meeting with the student and their parents will need to take place. During this meeting the student and parent will be required to sign a reintegration agreement. The student will only be permitted to return to lessons once this reintegration meeting has taken place and the reintegration agreement signed..
6. In rare cases, the Academy may have to consider permanent exclusion. Sometimes this will be for an isolated incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:
    - agreeing an individual behaviour plan / Pastoral Support Plan with parents
    - assessment of social, emotional and learning needs
    - alternative curriculum options (e.g. part-time college provision)
    - allocation of a learning/careers mentor
    - interview with the Academy's Governors' Disciplinary Committee
    - attendance at an Alternative Provision
    - managed move to another Academy / school

The Academy will make every effort to avoid external exclusions. However, there will be occasions when a fixed-term external exclusion is the appropriate sanction, due to the serious nature of the incident or due to persistent and ongoing defiance of the Academy rules (student moves onto Level B of the Exclusions Hierarchy). The decision to externally exclude a student can only be made by the Principal and the appropriate procedures will always be followed.

Behaviour likely to result in fixed term exclusion:

- persistent and seriously disruptive behaviour
- confrontational behaviour /obscene language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language
- behaviour causing a health and safety risk
- failing to follow the Academy Code of Conduct
- direct defiance of a member of staff
- serious vandalism
- disruption in the local community
- failing to comply with the conditions of a Student Contract
- failing to comply with the conditions of a Behaviour Contract
- being under the influence of an illegal substance (including so called 'legal highs') either on site or whilst in Academy uniform or on a Academy trip or visit
- theft / shoplifting
- smoking and / or possession of smoking / vaping paraphernalia or vape pen whilst on Academy site or whilst in Academy uniform or on an Academy trip or visit
- fighting/assault
- carrying a potentially dangerous weapon/implement on the journey to or from the Academy
- bringing a potentially dangerous weapon/implement onto the Academy site
- behaviour likely to bring the Academy into disrepute

The Academy will make every effort to avoid permanent exclusion. However,there will be circumstances, including one-off extremes of behaviour, where permanent exclusion will be the appropriate and necessary sanction. The decision to permanently exclude a student can only be made by the Principal and the appropriate procedures will always be followed.

Behaviour likely to result in permanent exclusion:

- physical assault upon a member of staff
- serious physical assault upon another student
- use of or possession of illegal substances (including so called 'legal highs') either on site or whilst in Academy uniform or on a Academy trip or visit.
- possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site or whilst in school uniform or on a school trip or visit.
- actual, intended or threatened use of a potentially dangerous weapon/implement on the Academy site, to or from the Academy, or anywhere when wearing academy uniform or representing the Academy.
- failing to comply with the conditions of a Final Warning Contract
- posing a serious and/or repeated health and safety risk
- repeated incidents of serious misbehaviour or repeated disruption to the learning of others.
- sexual misconduct - including distribution and production of inappropriate images.
- criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy
- other serious reasons at the Principal's discretion

Also in line with the Exclusion Policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion.

Procedures

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the DFE Guidance):

Fixed term exclusion (up to 45 days per academic year)

- The Principal makes the decision.
- Students are excluded by the Principal for serious breaches of the Code of Conduct.
- Telephone contact is made with the parents immediately.
- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Board.
- Teaching staff must provide work for the student.
- The Academy must comply with required levels of student supervision.
- Following the exclusion, the parents and student must attend a formal reintegration meeting.
- The Academy will follow at all times the guidance issued by the Secretary of State.
- The local authority is informed from Day 6 of any exclusion and Day 6 alternative provision is put in place.

Permanent exclusion

- The Principal makes the decision.
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Board.
- Teaching staff must provide work for the excluded student for the first 5 days of exclusion until any appeals have been heard and a final decision is reached.
- A Governing Board hearing will be convened to deliberate upon the exclusion; the parents, student and the Academy will be expected to attend.

The Principal, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the Academy and governing Board.

The governors can either:

- Uphold the permanent exclusion
- Re-instate the student

If the governors uphold the decision to permanently exclude, the parents do have the right to appeal to an Independent Review Panel. The panel can:

- Uphold the permanent exclusion

- Recommend that the governing Board reconsiders their decision
- Quash the decision and direct that the governing Board considers the exclusion again

If a student is reinstated the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return to the Academy.

Appendix 12
Physical Intervention Procedure

Sometimes, students may get extremely anxious or agitated. During these times staff should, in the first instance, try to de-escalate the situation and help students to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when an individual student needs more help to calm down to ensure their own safety, the safety of other students and staff, or that property is not seriously damaged. This can require physical interventions. Teachers and other staff have the right to use reasonable, proportionate and necessary force to restrain students if the circumstances require such action.

At all times the intervention should be a last resort and prevent harm to any student or staff.

The Academy Code of Conduct for employees states:
Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two students
- active physical contact such as leading a student by the hand or arm, ushering a student away by placing a hand in the centre of his / her back, or, in more extreme circumstances, using appropriate restrictive holds

Employees should not:

- bar doorways or corridors to stop a student leaving unless there is reason to believe the student is about to commit a dangerous act such as harm another student.
- act in temper (involve another staff member if you fear loss of control)
- involve other students in the restraint
- touch or hold the student in sexual areas
- twist or force limbs back against a joint
- bend fingers or pull hair
- hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- slap, punch, kick or trip up the student

If employees have recourse to use physical restraint they must report this immediately to the Principal or one of the Vice Principals