



GRIMSBY INSTITUTE GROUP

Behaviour and Exclusions Policy

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1. Introduction

The aim of the Behaviour Policy for learning at The Academy Grimsby (the Academy) is to ensure every learner fulfils their potential. The Behaviour Policy at the Academy is a statement of good practice which allows all students to learn and teaching staff to teach. It covers all aspects of the Academy that contribute to a positive learning environment. It is everyone's responsibility at the Academy to help maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy, tolerance, integrity and restoration. The Academy has an expectation that students will have an excellent record of punctuality and attendance. This mirrors the expectations of employers and develops good habits for a successful working life. It is recognised that for some of our students these employability skills are a challenge. It is also recognised that some of our students have additional commitments and responsibilities, such as caring for parents/carers/siblings. Staff are expected to support students in managing and meeting expectations. The focus of the staff at The Academy Grimsby will be to ensure that they are positive role models, using praise and celebration of effort and achievement as our methods to support our students.

2. Purpose

- To support effective teaching and learning
- To contribute to mutual respect and the building of positive relationships
- To maintain an orderly environment both within the Academy and the community
- To adhere to an agreed set of acceptable standards
- To gain the agreement and active support of teaching and support staff, parents/carers
- To work in partnership with parents/carers to encourage positive behaviour and attitudes
- To deal with incidents of negative and unacceptable behaviour with a restorative approach.
- To identify and offer support to ensure that students are successful
- To ensure the health and safety of students, trainees, staff and visitors
- To achieve the highest academic and behavioural standards possible by creating an environment which is conducive to learning and supportive to students
- To develop students who have respect for self and others by providing a policy framework which promotes good behaviour and encourages students to manage their own behaviour and take responsibility for their actions
- To provide a safe environment within which learners can enjoy College life and achieve well free from bullying or harassment
- To reinforce positive attitudes to learning and develop both academic and social skills
- To develop strategies to ensure all students can grow and learn and be treated fairly regardless of race/gender/age/ability/ethnicity or cultural diversity
- To have standards of behaviour that are agreed and implemented by all members of the school community based on tolerance and respect

3. Scope

This policy applies to all 14-16 learners at the Academy. The Academy's Behaviour Policy is to be managed by the Academy Head.

The Academy Grimsby proactively supports the Every Student Matters framework that enables all students to:

- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- Be healthy
- Stay safe

The key principles and aims of the policy apply before, throughout and after the Academy day.

Expectations and code of conduct will be adhered to whenever students engage in Academy related activities.

4. Equality, Diversity and Safeguarding

The Academy is committed to promoting inclusive practice and celebrating the diversity of its College community. A key priority at the Academy is safeguarding and promoting the health and welfare of its learners, further information can be found in the 14- 16 Academy Grimsby Safeguarding Policy and the 14-16 Academy Grimsby Equality and Diversity Policy.

5. Procedures and Guidelines

The procedures and guidelines to support this policy are set out in **Appendix 1**.

6. Monitoring, Evaluation and Review

A senior member of the Academy staff will be identified to lead on the implementation of the policy. This individual will monitor the effectiveness of this policy and procedures and where necessary, make recommendations to the Group Senior Management Team for improvement.

Appendix 1

Behaviour

Expected Behaviour:

At The Academy Grimsby we have high expectations of behaviour for all students. To thrive as a community we believe that behaviour should promote courtesy, co-operation and consideration at all times, both inside and outside of the Academy, and towards students; Academy staff; as well as visitors or members of the public. As a result it is imperative that all staff within the Academy must promote, reward and sanction student behaviour as appropriate.

As an Academy we have developed some essential expectations that we call 'Traits for Learning'.

Our essential Traits for Learning are:

- arrive on time and enter the room sensibly, ensuring you stand behind your designated seat;
- have all your essential equipment ready, including any Homework;
- pay attention to your teacher by listening and facing the teacher when they are speaking and follow instructions;
- treat each other with respect, and listen to other students' contributions;
- give your full attention to the learning and working at the 'noise level' directed by your teacher;
- leave the room in a sensible way, when directed by your teacher.

Importantly, we believe that it is important that students are able to accept responsibility for their own actions and are aware that all behaviour has consequences, whether it is intended or not. Our main aim of our behaviour policy is to promote all good and improved behaviour with a thorough reward system that recognises and compensates all those students who meet our Academy expectations. Unfortunately, there are occasions when some students will choose not to meet these expectations, in these cases the staged system of sanctions is used to encourage and support our students in making better choices rather than escalating their behaviour.

Rewards:

The Academy promotes good and improved behaviour by students through a system of recognition and reward.

This includes:

- verbal praise either privately or publicly;
- written praise either as comments on work or in the student organiser;
- credited with House Points;
- telephone calls home;
- letters or postcards home;
- certificates;
- giving privileges;
- displaying work;

- representing the Academy at a special activity;
- a Community Award;
- a Progress Award;
- a Brilliance Award;
- Head Teachers Award;
- House Points are collated and will place students into one of the following rewards trips in the summer: Gold; Silver and Bronze.

Unacceptable Behaviour:

The Academy defines unacceptable behaviour as:

- anything which causes others to feel threatened, eg: name-calling; verbal abuse; threatening language or behaviour; theft or damage to property; intimidation; physical abuse; bullying; harassment including racist, sexist and homophobic abuse;
- disruption to lessons;
- being poorly equipped for lessons, e.g. not having Student Planner or Homework;
- possession or use of drugs including cigarettes or alcohol;
- truancy, lateness or persistent absence.

There is no distinction between unacceptable behaviour on or off the Academy premises when going to or from the Academy. Sanctions are in place for students who behave in an unacceptable manner or fail to complete academic requirements.

Sanctions:

Unacceptable behaviour should be challenged using the following staged approach:

- give a **Rule Reminder** and encourage the student to make the right choice using our essential 'Traits for Learning';
- give a **Formal Warning** by removing the Student Planner as a warning of further action;
- give the student a **First Negative** and encourage them to reflect on their behaviour for a maximum of one minute outside of the classroom. This stage should be recorded in the Student Planner and on SIMS and will automatically debit 1 House Point from the student;
- give a **Second Negative** that excludes the student from the lesson to a designated classroom (using the appropriate timetable) with a learning activity for the rest of the lesson. This stage should be recorded on SIMS and will automatically debit 2 House Points from the student. In addition the student shall be given a detention by the subject teacher;

The teacher should telephone the receiver to inform that the student is on their way. Where a student refuses to attend an alternative classroom, either by staying within the lesson or by truanting, or the student attends an alternative classroom but continues to behave inappropriately the teacher should give a Third Negative;

- give a **Third Negative**, where the students' behaviour continues to challenge the essential traits for learning despite the fact that the student has been moved to an alternative classroom, or the behaviour is so poor that it warrants a Third Negative immediately. **This stage excludes the student from the lesson to the Head Teacher or Duty Teacher who could issue a one-day exclusion.** This stage should be recorded in the Student Planner, on SIMS and will automatically debit 5 House Points from the student. If this behaviour becomes frequent then the student may be placed on report for the Head Teacher or they may be given more severe sanctions, such as internal and external exclusion.

Actions that could result in a Rule Reminder or Formal Warning

- Inappropriate talking/noise-making/calling out
- Failure to pay attention to the teacher or the lesson
- Lack of effort

- Not following teachers instructions – ie moving seat, not leaning back on chair

Actions that could result in a First Negative

- Throwing an item across the classroom
- Continued low level disruption as described above

Actions that could result in a Second Negative

- Swearing
- Inappropriate contact with others
- Continued low level disruption as described above

More serious behaviour may warrant one or a combination of the following sanctions:

- Head Teachers detention;
- Form Tutor or House Report;
- internal exclusion;
- fixed term or permanent exclusion

Reports:

On-going refusal to follow the Academy behaviour policy or on-going (over several days) unmanageable behaviour will result in the issuing of a report by the students Form Tutor.

If after checking SIMS, a Form Tutor feels a student is causing on-going behavioural problems or is not meeting our expectations the Form Tutor can decide to place the student on report. This should be recorded on to SIMS and prior to the commencement of the report should involve a conversation with both the student and their parents and the sending of an email to all staff to inform them of the student on report.

The report should follow the following procedure.

- Will last for a period of 5 days
- Will be signed by the parent/carer each day
- Will be monitored by the Form Tutor each day
- Will be signed off by the Form Tutor on the 5th day
- Will be completed each lesson
- Teachers can include a comment on student progress
- Teachers will award a grading to report
- Opportunities to record behaviour at breaks and lunch times are available
- Failure to hand in on the 5th day or handing in an unacceptable report will result in a further 5 days report.

Grading

- 1 = Outstanding
- 2 = Good
- 3 = Requires Improvement
- 4 = Inadequate

Regular grades of 3 and 4 will result in a parental meeting

Detentions:

Where detentions are set at break or lunch they should be staffed by the member of staff who gave them. Where a student does not attend a break or lunch detention then they should be placed in the

next available after-school session. Detentions that are after school will require parents being informed via a text, letter or a telephone call home. Parents do not have to give permission for detentions. Work will be set for the duration of the detention.

Internal exclusion:

Work will be set by the subject teachers and parents will be informed by telephone. Students in internal exclusion will take breaks at a different time from the rest of The Academy. Occasionally, some students shall be placed into internal exclusion, due to a serious behaviour incident or a series of behaviours that have necessitated such action. This shall be decided by the Head Teacher and shall be recorded on SIMS. Internal exclusion shall be based in Integrated Services.

Staff who cover internal exclusion this are expected to:

- Issue each student with a reflection sheet to complete and ensure that they do so.
- Seat students and make the expectations of the room clear:
 - No talking
 - Face the correct way
 - Complete reflection sheet
 - Complete work set
- Check the student's timetable and issue appropriate work for that subject; suitable work is located in the resource area of Integrated Services and should provide the correct level of challenge. Again, ensure this is being completed.
- Escort students to visit toilets and collect lunch at an alternative time to the rest of the students.

Exclusions:

Fixed term exclusions are usually the result of poor behaviour which undermines the authority of staff or contributes to the breakdown of good order in the school. If behaviour remains poor or offences are repeated the length of exclusions will be increased according to the following staged approach:

Stage 1:	1 day exclusion
Stage 2:	2 day exclusion;
Stage 3:	3 day exclusion;
Stage 4:	4 day exclusion;
Stage 5:	5 day exclusion;
Stage 6:	permanent exclusion

This approach makes the consequences of repeated poor behaviour very clear to staff, students and parents. Usually students will work their way up through the stages of the exclusion ladder, but occasionally for very serious offences they may move straight to a higher stage. Examples of behaviour which could lead to the exclusion ladder include:

- setting off the fire alarm (includes a £50 fine);
- threatening behaviour or violence;
- bullying;
- repeated disruption to lessons;
- behaviour that undermines the good order of the school;
- smoking or being in the company of smokers (may include a fine);
- possession or use of alcohol or other legal drugs;
- vandalism;
- swearing or rudeness to staff;
- deliberate disobedience;
- refusing to attend detentions;
- poor behaviour in internal exclusion.

In exceptional circumstances permanent exclusion may be necessary for a student. These may include, but are not limited to, the following:

- all other steps to encourage the student to obey the school rules have failed;
- allowing the student to remain in school would be seriously detrimental to the education or welfare of others;
- persistent defiant behaviour including bullying, abusive, homophobic or racist behaviour;
- actual or threatened violence against students or staff;
- sexual misconduct;
- possession, use, or supply of any legal or illegal drug, including alcohol;
- carrying a knife or other dangerous or offensive weapon.
- bringing TAG into disrepute

Managed Move:

In cases where the Academy Head and parents/carers agree that the progress of the student has been unsatisfactory and the student is unwilling or unable to profit from the educational opportunities offered. This is not exclusion and in such cases, the Academy Head will assist the parent/carer in placing the student in another school.

Removal from the Academy for Other Reasons:

The Academy Head may send a student home, after consultation with that student's parents/carers and a health professional as appropriate, if the student poses an immediate and serious risk to the health and safety of other students and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for Appeal:

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

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

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

The Chair of the Governors will write to the parents/carers informing them of the decision and the reasons for it. The decision of the Chair of the Governors will be final. The findings

of the Governors and, if any, recommendations will be sent in writing to the parents/carers, the Academy Head and teacher.