



**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 Working Together to Safeguard Children 2015 framework to ensure that we:

- Are child centred. Where there is a conflict of interest, decisions should be made in the child's best interests;
- Are rooted in child development and informed by evidence;
- Are focused on action and outcomes for children;
- Are holistic in approach, addressing the child's needs within their family and wider community;
- Ensure equality of opportunity;
- Involve children and families;
- Build on strengths as well as identifying difficulties;
- Are integrated in approach;
- Are a continuing process not an event;
- Lead to action, including the provision of services;
- Review services provided on an ongoing basis; and
- Are transparent and open to challenge.

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**

### **Procedures and Guidelines**

#### **1. Teaching and Learning**

Students will learn acceptable and appropriate behaviour through:

- Assemblies
- Encouraging appropriate behaviour in and out of the classroom
- The PSHE and Citizenship programme
- Extra-curricular activities and social events
- Modelling appropriate behaviour and attitudes
- Encouraging high peer expectations
- Consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner
- Adherence to classroom routine and frequent reference to the code of conduct
- Challenging and redirecting inappropriate actions, behaviour, attitudes and language
- The imposing of sanctions as necessary to deal with unacceptable behaviour.

#### **2. Code of Conduct**

##### **All students must:**

- Ensure that you treat others as you would like to be treated yourself.
- Ensure that you listen when the teacher is talking or when others are contributing to the lesson.
- Put up your hand first when wishing to contribute to a discussion and try not to talk over others.
- Ensure that you allow others to get on with their learning.
- Aim for 100% attendance and be punctual to all lessons which are essential in your life as a learner and as an employee in any workplace.
- Ensure that you complete both class work and homework to the best of your ability taking pride in your work.
- Arrive at classes with the correct equipment and dress code;
- Respect all members of the Academy community, follow instructions from all staff and always show regard for all other student;
- Move around the academy/studio in an orderly way;
- Keep the Academy clean and tidy;
- Respect other people's values and strive to maintain positive relationships;
- Only bring allowed items into the Academy and use mobile devices according to the Mobile Phone Code of Conduct;
- Consume all food and drink (except for bottled water) in the dining room at break times;
- Remain on the academy/studio site during academy/studio hours and keep to permitted areas.

### **3. ICT Code of Practice**

**The use of the Academy system is a privilege awarded to all responsible users.**

**Users must:**

- keep user account details and passwords private and confidential and not allow others to use their account;
- not use other accounts or access other student's files;
- use computers for educational purposes only (use for chat rooms, games, and text messaging is prohibited);
- use all computers safely and with common sense;
- use acceptable language in all documents produced;
- access only information on the internet that would be acceptable in the Academy written form;
- only email known people or those approved by a member of staff;
- send messages that are polite and responsible;
- not give out home addresses, telephone numbers, or arrange to meet someone through internet contact;
- report any concerning or offensive messages sent to them;
- not engage in cyber bullying through any area of the internet such as e-mails and chat rooms;
- report to any member of staff he/she is happy talking to if he/she thinks they are a victim of cyber bullying;
- have a member of staff's permission to bring in data files from outside the Academy;
- accept that the Academy may check computer files, monitor internet site use, and record computer activity;
- accept that hand held devices brought into the Academy may be monitored for acceptable content.

### **4. Mobile Phone Code of Conduct**

- Mobile phones must not be used anywhere in the Academy or Academy grounds;
- If a mobile phone is seen or used in the Academy and not authorised by a member of staff it will always be confiscated and held securely until the end of the day when the student can collect it;
- The Behaviour Policy identifies an escalating level of sanctions for those students who do not comply with the rules and these will be applied to the unauthorised use of mobile phones.

### **5. Behaviour outside of the School Premises**

Staff have a statutory power to discipline students for misbehaving outside of the Academy premises.

Outside of the premises is defined as:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from the Academy
- When identifiable as a student at the Academy

- Misbehaviour that could have repercussions for the orderly running of the Academy
- Misbehaviour that poses a threat or distress to another student or member of the public
- Behaviour that could adversely affect the reputation of the Academy

## **6. Searching Students**

Academy staff can search students with their consent for any item which is banned by the Academy.

The following protocol will apply:

- A written record will be made of all searches
- Two members of staff should be involved in all searching
- Searches will only be conducted by staff members of the same gender as the student being searched.
- Searches should be conducted with a view to maintaining the student's right to privacy and dignity as far as possible.
- Where possible searches will not be conducted in the presence of other students although there may be occasions where this is not possible.

The Academy Head and appropriate staff to whom they give delegated authority have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to Academy property.
- Or any other article that is proscribed by the Academy rules

## **7. Confiscation of Property**

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

## **8. Roles and Responsibilities**

The College Governors delegate the responsibility for meeting the aims of this policy through appropriate behaviour strategies and procedures to the College Senior Management Team and Academy Head.

### **8.1. Academy Head**

The Academy Head should:

- Set high standards in terms of behaviour and attitudes towards learning
- Expect staff to uphold the high standards and support them in doing so
- Recognise and celebrate good behaviour and encourage others to do so
- Support all staff in the Academy in maintaining the highest standards of behaviour through high quality teaching and learning and consistent implementation of the behaviour policy

The Academy Head may:

- Use short term isolation/ fixed term exclusion for students whose behaviour disrupts the learning environment or is considered dangerous or threatening to others.
- Permanently exclude a student whose behaviour in the Academy has a persistent negative impact on the learning of others.
- Permanently exclude a student who they consider to pose a continuing risk to the welfare and safety of others.

In carrying out these responsibilities the Academy Head will consult with and, where appropriate, involve staff, members of the College Senior Management Team, students and parents/carers in the consideration of specific aspects of the Behaviour Policy. The Academy Head will publicise the Academy's Behaviour Policy to parents/carers, staff and students annually.

### **8.2. GIG Senior Management Team**

The SMT should:

- Monitor the application of the policy with particular emphasis on exclusion analysis
- Highlight trends and expect these to be addressed
- Form a discipline committee when necessary
- Seek to uphold high standards
- Meet with student/parent/carer and senior staff to discuss discipline issues when necessary
- Review the Academy Head's exclusion decisions

### **8.3. Staff**

Teaching staff should:

- Implement classroom routines
- Ensure teaching and learning is appropriate and promotes positive behaviour and attitudes to learning
- Recognise and celebrate good behaviour
- Inform parents/carers of concerns regarding the behaviour and progress of students
- Monitor individual and group behaviour in teaching groups and take appropriate action to address any issues
- Liaise with the appropriate senior manager over serious concerns

- Liaise with the Academy Head regarding intervention strategies
- Impose sanctions as appropriate to deal with unacceptable behaviour

### **9. Rewards/strategies to encourage and promote good behaviour**

The Academy will recognise and reward good behaviour, examples of good behaviour being:

- Consistent punctuality
- Consistently correct dress code
- Supporting others
- Showing positive initiative
- Completing tasks
- Consistent excellent work in lessons
- Clear improvement in work or attitude
- Consistently polite towards others

Rewards may include:

- Verbal approval/acknowledgement
- Letters to parents/carers
- Certificates
- Success highlighted in assemblies
- Record of Achievement
- Attendance rewards
- Visits and trips
- Praise from the Leadership Team and other staff as appropriate
- Annual Awards Ceremony

### **10. Sanctions**

Sanctions should:

- Be immediate
- Seek to change behaviour
- Be fair, appropriate and commensurate with the cause
- Not be applied to whole groups of students
- Avoid the humiliation of students

Extreme and unacceptable behaviour should be reported to a senior member of staff and is likely to lead to internal isolation or fixed term exclusion or, on rare occasions, permanent exclusion in the interest of safety for staff and/or students. The various stages of sanctions leading to permanent exclusion are set out in **Appendix 2**.

Though each case will be dealt with on an individual basis, below is a list of misdemeanours which could merit permanent exclusion:

- Physical assault on another student
- Physical assault towards a member of staff
- Swearing at a member of staff
- Extreme abuse and defiance of the Academy dress code/physical appearance
- Racial or homophobic harassment
- Sexual harassment

- Persistent bullying and intimidation
- Possession of illegal substances
- Selling illegal substances
- Possession of articles which could be used as offensive weapons
- Theft of student or Academy property
- Malicious damage to Academy property
- Conduct which brings the good name of the Academy into disrepute when travelling to and from the Academy, or whilst representing the Academy in sporting events/work placements or as a member of an Academy party
- Persistent misbehaviour which over a period of time is disruptive to good order in the Academy and has a detrimental effect on the learning of other learners

The above list is non-exhaustive.

If the informal action to encourage a student to improve their behaviour and/or performance does not achieve the desired outcome appropriate disciplinary action may be necessary. The following stages will be followed:

### **Stage 1**

*Verbal warning* – recorded on Cause for Concern/Incident Report form

*Consequences may include:* litter duty or loss of privileges (e.g. no football or computers).

*Behaviour leading to above:* Preventing others from learning through talking

Arguing

Late to lessons

Persistent non-compliance with dress code

Regular non-completion of homework

### **Stage 2**

*One hour detention* – recorded on Cause for Concern/Incident Report form

*Consequences may include:* Letter home

*Behaviour leading to above:* Inappropriate language to staff and other learners

Refusal to follow instructions

Unauthorised absence from work placement

Smoking

Damage to Academy property

Persistent Stage 1 behaviour

### **Stage 3**

*Internal isolation* – recorded on Cause for Concern/Incident Report form

*Consequences may include:* Letter home / referral to senior member of staff

*Behaviour leading to above:* Bringing the Academy into disrepute

Abusive behaviour

Fighting

Bullying

Theft

Persistent Stage 2 behaviour

#### **Stage 4**

*Fixed term exclusion* – recorded on Cause for Concern/Incident Report form

*Consequences may include:* Letter home / referral to Academy Head

*Behaviour leading to above:* Intimidating a member of staff  
Consumption/possession of alcohol  
Assault  
Racist or Homophobic abuse  
Persistent Stage 3 behaviour

#### **Stage 5**

*Permanent exclusion* – recorded on Cause for Concern/Incident Report form

*Consequences may include:* Letter home / referral to Academy Head /  
Senior Management Team and Local Authority  
informed

*Behaviour leading to above:* Assaulting a member of staff or other learner  
Possession of illegal substances  
Possession of offensive weapons  
Arson  
Sexual abuse  
Any criminal offence  
Persistent Stage 4 behaviour

The above list is non-exhaustive for each Stage.

## **Appendix 2 - Exclusion**

### **1. Exclusion Procedure**

A decision to exclude a student, either for a fixed period or permanently is seen as a last resort. The Academy is responsible for communicating to students, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

1.2 No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

### **2. Reasons for Exclusion:**

- Serious breach of the Academy's rules or policies
- Risk of harm to the education or welfare of students or others in the Academy

2.1 Any exclusion will be at the recommendation of the Academy Head and at the discretion of the Group Senior Management Team.

### **3. Temporary Fixed Term Exclusion:**

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### **4. Persistent or Cumulative Problems:**

Exclusion for a period of time from half a day to 15 days for persistent or cumulative problems would be imposed only when the Academy had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the learner
- Mentoring
- Monitoring Report
- Discussions with parents/carers
- Target setting
- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal exclusion

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules).

### **5. Single Incident:**

Temporary exclusion may be used in response to a serious breach of rules and policies or a disciplinary offence. In such cases, the Academy Head, or in the Head's absence, the acting head teacher, will investigate the incident thoroughly and consider all evidence to support

the allegation, taking account of the Academy's policies. The student will be encouraged to give his/her version of events and the Academy Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

The decision to exclude a student rests solely with the Academy Head, or in the Head's absence, the acting head teacher.

#### **6. Permanent Exclusion:**

A permanent exclusion is a very serious decision and the Group Senior Management Team will consider the Academy Head's decision to exclude before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of Academy rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

#### **7. The Decision to Exclude:**

If the Academy Head decides to permanently exclude a student, he/she will:

- ensure that the approved exclusion procedure is followed
- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the student
- contact the parents/carers, explain the decision and ask that their child or young person be collected
- send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the student's needs on his/her return
- plan a meeting with parents/carers and student on his/her return

An exclusion should not be enforced if doing so may put the safety of the student at risk. In cases where parents/carers will not comply, for example, refusing to collect their child or young person, the student's welfare is the priority.

#### **8. Behaviour Outside School:**

Students' behaviour outside the Academy on Academy business e.g. on academy trips, at sports fixtures, is subject to the Academy's Behaviour Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in the Academy/studio.

For behaviour outside the Academy, not on Academy business, the Academy Head may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the Academy body as a whole, or if it is deemed to be damaging to the reputation of the Academy.

### **9. Students with Special Educational Needs and Disabilities:**

The Academy must take account of any special educational needs when considering whether or not to exclude a student. There is a legal duty under the Equality Act 2010 not to discriminate against disabled children and young people by excluding them from the Academy for behaviour related to their disability. The Academy Head should ensure that reasonable steps have been taken by the Academy to respond to a student's disability so the student is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the Academy's behaviour policy
- developing strategies to prevent the student's behaviour
- requesting external help with the student
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the Academy/studio may be such a reason.

### **10. Marking Attendance Registers Following Exclusion:**

When a student is excluded temporarily, he/she should be marked as absent using Code E.

### **11. 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.

### **12. 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.

### **13. Procedure for Appeal:**

If parents/carers wish to appeal the decision to exclude, the matter will be referred to the Principal of GIFHE. Two members of the Group Senior Management Team, 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 Group Senior Management Team will resolve the parents/carers' complaint without the need for further investigation. Where further investigation is required, the Group Senior Management Team will decide how it should be carried out. After due consideration of all the facts they consider to be relevant, the Group Senior Management Team 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 Principal of GIFHE will write to the parents/carers informing them of the decision and the reasons for it. The decision of the Principal of GIFHE will be final. The findings of the Group Senior Management Team and, if any, recommendations will be sent in writing to the parents/carers, the Academy Head and teacher.