

## Behaviour for Learning Policy

### Aim of the Trust

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

### Legal Framework:

**DfE guidance, 'Behaviour and Discipline in Schools (2016), has been taken into consideration when producing this policy. It outlines that:**

- 'Teachers have power to discipline students for misbehaviour which occurs in the academy and, in some circumstances, outside of the academy
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.'

### Principles

At The Langley Academy we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching. A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

The fundamental principle underpinning our behaviour policy is respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.

Inclusion features strongly in this policy as it goes to the heart of The Langley Academy as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.

## **Purposes**

- To emphasise The Langley Academy's commitment to encouraging and rewarding good behaviour
- To explain the law and guidance on 'disciplinary penalties' (sanctions)
- To set out the various responsibilities associated with various individuals and groups of individuals

## **Guidelines**

### **1 Responsibilities**

#### **1.1 The Governing Body**

The Governing Body is charged with the duty to have policies designed to promote good behaviour and discipline and will make and amend the central policy based on a recommended draft from the Head Teacher.

#### **1.2 The Head Teacher**

The Head Teacher's role is to implement the Academy policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority. The Langley Academy expects the emphasis to be on encouraging and rewarding good behaviour.

The Head Teacher must determine measures to be taken, with a view to:

- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
- ensuring that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students.

The Head Teacher is required to follow The Langley policies.

The Head Teacher must also determine the standard of behaviour regarded as acceptable, in so far as the Governing Body have not determined it.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience.

The Head Teacher is required to set out the Behaviour For Learning Policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

The policy should:

- define the standards of behaviour the Academy wants;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and
- ensure that any sanctions are reasonable and proportionate to the offence, and enable students to

make reparation where possible.

## **2 Rights and responsibilities**

### **2.1 The Academy has the right:**

- To expect students and parents to cooperate with the Academy in maintaining an orderly climate for learning and support the Positive Behaviour System;
- To expect students to respect the rights of other students and adults in the Academy;
- To enforce the Behaviour For Learning Policy, including rules and disciplinary measures;
- Not to tolerate violence, threatening behaviour or abuse by students or parents;
- In extreme circumstances, to take firm action against students who harass or denigrate teachers or other school staff on or off premises; and
- To engage external support services as appropriate

### **2.2 The Academy recognises its responsibility**

- To support, praise and, as appropriate, reward students' good behaviour;
- To ensure staff model good behaviour and never denigrate students or colleagues;
- To promote positive behaviour through active development of students' social, emotional and behavioural skills;
- To follow the Positive Behaviour System with regard to behaviour in and out of the classroom;
- To establish, and communicate clearly, measures to ensure good order, respect and discipline;
- To ensure the Academy's Behaviour For Learning Policy does not discriminate against any student on, e.g. grounds of race, gender, disability, religion or belief, because of a pregnancy or maternity, or because of a gender reassignment and that it promotes good relations between different communities;
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- To work with other agencies to promote community cohesion and safety.

### **2.3 The Academy respects the rights of the students:**

- To contribute to the development of the Academy Behaviour System, with every student becoming involved in the consultation process;
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To be able to appeal to the Head Teacher and Governing Body, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably.

### **2.4 The Academy expects students:**

- To attend the Academy every day and be on time and dressed in the correct uniform with everything they need for their lessons
- To follow reasonable instructions by Academy staff, to abide by academy rules and accept sanctions in an appropriate way;
- To follow the Positive Behaviour System
- To act as positive ambassadors for the Academy when off the Academy premises;

- Not to bring inappropriate or unlawful items to the Academy;
- To show respect to academy staff, fellow students, academy property and the Academy environment;
- Never to denigrate, harm or bully other students or staff;
- To co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes, Intervention programmes and/or the Home Academy Agreement

#### **2.5 The Academy recognises the rights of parents:**

- To contribute to the development of the Academy's Positive Behaviour System;
- To be kept informed about their child's progress, including issues relating to their behaviour;
- To expect their children to be safe, secure and respected in the Academy;
- To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary;
- To be able to appeal to the Head Teacher and Governing Body, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably;
- To be able to appeal against a decision to exclude their child, first to the Academy's Student Discipline Committee and then, in cases of permanent exclusion, to an independent review panel.

#### **2.6 The Academy expects parents:**

- To ensure that their children attend the academy every day on time and in the correct uniform
- To respect and support the Academy's Behaviour For Learning Policy including the Positive Behaviour System and the disciplinary authority of academy staff;
- To help ensure that their child follows reasonable instructions by an academy staff and adheres to a academy rules;
- To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;
- To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- To be prepared to work with the Academy to support their child's positive behaviour; E.g. Home Academy Agreement
- To attend meetings with the Head Teacher or other a academy staff, if requested, to discuss their child's behaviour;
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;
- If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration meeting with the Academy at the end of a fixed period of exclusion.

#### **2.7 The Academy recognises the rights of staff:**

- To work in a safe, learning-focussed environment where staff are respected by students and parents/carers
- To have responsibility for student behaviour in the classes and or groups of students they work with
- To have appropriate support from line managers and other relevant colleagues in dealing with students who present challenging behaviour
- To have the support of the Head Teacher and Leadership Team if they are following correct procedures for managing behaviour
- To have access to appropriate professional development and support in developing further the skills required to manage students

#### **2.8 The Academy expects staff:**

- To act as role models, displaying professional behaviour at all times whilst working in or for the

## Academy

- To take responsibility for managing the behaviour of students that they work with and that they meet around the site
- To follow the Behaviour for Learning Policy including the Positive Behaviour System
- To treat students, colleagues and parents/carers with respect
- To use effective behaviour management strategies to ensure that their lessons are well ordered and that learning takes place
- (For teachers) To ensure that lessons are challenging and exciting and engage students effectively as learners
- To work closely with parents/carers and keep them informed of student progress and behaviour
- To follow the guidance of line managers and seek their support where necessary
- To take part in restorative conferencing and other behavioural meetings as required

### 3 Disciplinary Sanctions (Disciplinary Penalties)

3.1 *The Education and Inspections Act (2006)* gives all schools and academies the power to impose 'disciplinary sanctions ', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow an academy rule, or an instruction by a member of staff.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanctions . It also covers penalties for a failure by the student to comply with a sanction previously imposed on him/her.

3.2 The Act also makes it lawful for any school (or academy) to impose a sanction (other than exclusion):

- if it is not in breach of any statutory requirement or prohibition;
- if it is reasonable;
- if it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Head Teacher has decided they may not impose it;
- if it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Head Teacher, and it was reasonable for the Head Teacher to do so; and
- the penalty and the action taken were on the school (academy) premises or elsewhere when the student was under the lawful control of a member of staff.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- whether the sanction was a proportionate punishment in the circumstances; and
- any special circumstances which are known to the person imposing the sanction, including:
  - the student's age;
  - any special educational needs;
  - any disability; and
  - any religious requirement affecting him/her.

3.3 The Head Teacher will take account of the following principles in determining and implementing the Behaviour for Learning policy:

- None of the Academy's sanctions must be degrading or humiliating.
- All rewards and sanctions must be applied fairly and consistently.

- All paid staff at the Academy have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006).
- The Head Teacher has the power to withdraw the authority from individual staff or classes of paid staff.
- The Head Teacher has the power to authorise any unpaid staff to impose disciplinary sanctions.

### 3.4 Specific Sanctions

The following 'disciplinary penalties' may be used in the Academy:

- removal from the group/class or particular lesson;
- withdrawal of break or lunchtime privileges;
- detention;
- withholding participation in educational visits or sports events.
- completion of work or extra work;
- carrying out a useful task in the school;
  - 'park' in another classroom
  - 'ACE' (Alternative Centre for Education)
  - 'IC' (Inclusion Centre)
- School Partnership Programme, fixed term exclusion; and
- permanent exclusion

### 3.5 For details of the Positive Behaviour System please see Appendix 1

## 4 Detention

4.1 Members of staff who have the right to hand out detentions include:

- teachers who work at the Academy; and in addition
- any other person who works at the Academy, who with the authority of the Head Teacher, has lawful control or charge of the students for whom education is being provided at the Academy.
- detention may only be given to students under 18 if the Head Teacher has determined and made known within the Academy and to parents that detention of students outside Academy sessions is one of the sanctions that can be applied with a view to regulating student behaviour.
- Parents should be informed by telephone on the day, if more than 20 minutes in duration. If the detention is to be held the day after, a note or sticker will be given to the student or recorded in the student's planner and it is then the responsibility of the student to inform the parent of the detention.
- Staff are not expected to contact parents on the day if the detention duration is 20 minutes or less.
- If a student fails to attend the set detention, a more serious sanction is then put in place for said student.

4.2 *The EIA2006* defines what the 'permitted day of detention' means:

- an academy day, other than one on which the student has authorised leave of absence;
- a Saturday or Sunday during an academy term, which is not a Saturday or Sunday during or at a weekend immediately preceding or following, a half term break;
- a day (whether or not during an academy term) which is set aside for the performance of duties by the staff other than teaching, except where such a day has been excluded by the Secretary of State in England.

4.3 In determining whether a detention outside Academy hours is 'reasonable' the Head Teacher must also take into account whether suitable travel arrangements can be reasonably made by the student's parents/carers.

4.4 The Academy can give parents/carers the required 24 hours' notice 'by any effective method'. (This does not apply to detention in normal Academy hours i.e. lunchtimes.)

#### **4.5 Powers of members of staff to detain students by use of force**

*The Education and Inspections Act 2006* confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

Refer to the Academy's physical restraint policy

However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

### **5 The Right to Search Students**

5.1 *The Violent Crime Reduction Act 2006* gives the Principal, and any member of the Academy staff authorised by the Head Teacher, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, the right to search that student and that

EA 2011

(a) the person carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency

(b) in the time available it is not reasonably practicable for the search to be carried out by a person of the same sex or in the presence of another member of staff (as the case may be).

5.2 The Head Teacher must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult, also the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power or if not

EA 2011

(a) in the time available it is not reasonably practicable for the search to be carried out by a person of the same sex or in the presence of another member of staff (as the case may be)." and/or

(b) in the time available it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

5.3 The Head Teacher cannot 'require' most of the Academy staff to conduct the searches, only 'authorise' them to do so. But, they may 'require' security staff to carry out searches.

5.4 If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the Academy may call the police in.

### **5.5 In the event of the item being a phone**

EA2011

(E) The person who seized the item may examine any data or files on the device, if the person thinks there is a good reason to do so.

(F) Following an examination under subsection (6E), if the person has decided to return the item to its owner, retain it or dispose of it, the person may erase any data or files from the device if the person thinks there is a good reason to do so.

(G) In determining whether there is a good reason for the purposes of subsection (6E) or (6F), the person must have regard to any guidance issued for the purposes of this section by the Secretary of State."

## **6 Harmful or illegal substances**

### **Procedures for dealing with suspected drug-related incidents and the misuse of substances in the academy.**

#### **Disclosure**

If a student makes a disclosure that he/she has been using drugs or misusing substances, we must remember never to promise confidentiality. Disclosure usually indicates a need for help, and the student needs to be made aware straight away that we will need to talk to other adults who are able to help. Such disclosures should be discussed with a Raising Standards Leader before action is agreed.

#### **Suspicion/ Rumour/Allegations**

The following lists of warning signs are offered to assist staff in their work. They are not, of course, in themselves, conclusive.

#### **Warning signs in individuals**

Excessive spending or borrowing of money

Stealing from parents

Attendance pattern changes, or sudden unwillingness to participate in Academy activities

Unusual outbreaks of temper

Disregard for physical appearance

Lack of appetite

Being the subject of rumours

Dilated pupils Lethargic/slow

#### **Warning signs in groups**

Being the subjects of rumours

Exchanging money/objects in suspicious circumstances



Talking to strangers/ near the Academy premises  
Associated briefly with an older student who is not normally part of the group  
Use of drugs slang

### **Objects or signs which may indicate drug use**

Foil containers – perhaps discoloured by heat  
Metal tins  
Heat discoloured spoons  
Cigarette rolling papers with ripped packaging  
Plastic bags or butane gas containers  
Stamps or similar small items  
Hand rolled cigarettes  
An aromatic smell  
Cardboard or other tubes  
Paper (2 inches square) folded to form a square  
Small bottles, pill boxes  
Cigarette lighters  
Lighter fluid

**All suspicions must be reported to a Raising Standards Leaders who will consider appropriate action including speaking to an appropriate member of the Directorate.**

### Sanctions

The Academy has a clear code for dealing with any instances of substance misuse. :

- A first instance of possession or use of a harmful or illegal substance results in a minimum of five day placement in the IC. But may include fixed term or even permanent exclusion
- A second instance of possession or use of a harmful or illegal substance may result in a permanent exclusion.
- A first instance of supplying or passing on, with or without payment, harmful or illegal substances may result in a permanent exclusion.

The sanctions also apply to the possession or use of alcohol.

### Discovery of an illegal substance – procedures

- The discovery of an illegal substance should be reported immediately to a Raising Standards Leader or a member of Directorate, who will recommend appropriate action to the Head Teacher.

- If an illegal substance is found on academy property (or whilst staff/students are engaged in an academy activity) the item(s) will be secured, and preferably this should be witnessed and if appropriate the local police will be advised as soon as is practicable. Careful physical handling is recommended and protective gloves should be worn where necessary. The Academy will co-operate fully with the police in any subsequent investigation.
- Parents will always be informed in cases of possession of illegal or unauthorised drugs in the academy.

### Smoking / Vaping

**Students are not permitted to bring tobacco or vaping products into the Academy. Smoking or vaping by students is not permitted on or around Academy grounds or when a student is travelling to and from the Academy.**

If a student is caught smoking or vaping, the following procedures and sanctions will apply:

- On the first occasion, the student will be placed in the ACE for an appropriate period of time
- On a second occasion, parents will be invited into the Academy to discuss the problem of persistent smoking. Students will be placed in the ACE for an appropriate period of time
- If a student is caught smoking or vaping for a third time, they will be given an appropriate intervention and sanction

### **Definitions**

**Drugs** - Any psychotropic substance: all legal drugs (including alcohol and tobacco), all illegal drugs, volatile substances, and over-the counter and prescription medicines

### **Drug misuse**

The non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no acceptable medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971.

**7 Exclusions for further guidance see 'DfE – Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2017). A guide for those with legal responsibilities in relation to exclusion**

7.1 The Academy will use exclusion (fixed term or permanent) only as a last resort.

7.2 In discharging their duties the Head Teacher and Governing Body will have regard to the Secretary of State's guidance on exclusions (currently Department for Education 2017, but this may change) as if the Academy were a maintained school, except that:

- references to the maintaining of the guidance should be construed as a reference to the Local Authority in which an excluded child is resident;
- the Academy, and not the Local Authority, is responsible for making arrangements for independent appeal panels to hear appeals against permanent exclusions where the Governors do not direct reinstatement
- the Governors are not expected to seek the advice of a Local Authority officer when considering an

exclusion), although a Local Authority officer may attend any meeting to consider an exclusion at the request of a parent or if invited by the Academy; and

- part 11 of the guidance (arrangements for money to follow students who have been permanently excluded from school) does not apply.

7.3 **Exclusions** may be for a fixed period or permanent.

In reference to The Department of Education Exclusion from maintained schools, Academies and pupil referral units in England, section “4.2 Statutory guidance to head teachers on informing parents about an exclusion states in the following points;

36. When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue his/her education prior to the start of any alternative provision or the pupil’s return to school, in line with the guidance in section 5

37. For notifications under paragraphs 29 and 30, effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, head teachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

38. When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children’s Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)), or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

39. Head teachers should ensure that information provided to parents is clear and easily understood. Where the parents’ first language is not English consideration should be given where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents’ rights to make representations to the governing body have been understood.”

#### 7.4 **The Decision to Exclude:**

Only the **Head Teacher** can exclude a student, (or the person in charge on the day, usually the Acting Head Teacher, if the Head Teacher is absent from the Academy). Students should only be excluded in cases of a serious breach of the Academy’s Behaviour for Learning Policy **and** if the continued presence of the excludee in the Academy would seriously damage the education or the welfare of other students or staff.

#### 7.5 Before deciding to exclude a student the Head Teacher will:

- ensure that an appropriate **investigation** has been conducted;
- ensure that all the **relevant evidence** has been considered;
- give the student an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Head Teacher will make a decision based normally on the balance of probability, having regard to any current guidance from the Department for Education 2017.

#### 7.6 Fixed Term Exclusion

The Head Teacher is permitted to exclude a student for one or more **fixed term periods not exceeding 45 school days in any one academy year.**

**The Academy will continue to provide education** for an excluded student (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Head Teacher in consultation with the relevant members of staff will consider the following:

- making alternative provision from day six for fixed-period excluded students;
- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- Possible alternative provision

7.7 From Department of Education Exclusion from maintained schools, Academies and pupil referral units in England, section “6.1 states in point 55, The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed period exclusion which would bring the pupil’s total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.”

#### 7.8 Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as **a last resort** when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an **exceptional ‘one-off’ offence has been committed:**

e.g.

- serious violence, actual or threatened, against a student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Head Teacher to be an exceptionally serious one.

#### 7.9 The procedure to be followed following the decision to exclude is set out in Appendix 2.

### 8 Equal Opportunities

In making and implementing this policy, account must be taken of the Academy’s Diversity Policy.

#### 8.1 Students with Disabilities

The Academy aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has been caused directly or

indirectly by the student's disability. Any exclusion of a student with a disability will be closely monitored both within the Academy and by the Governing Body.

### **8.2 Students with Special Educational Needs**

The Academy will pay due regard to the guidance in section 1.5 fundamental principals within the Department of Education Special Educational Needs Code of Practice and in paragraphs 96 to 108 in the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

### **9 Amendments and Revision**

Before making any amendments or revision of this policy The Langley Academy will consult as appropriate. The Governing Body will consult appropriate members of staff, representatives of students and parents before making any of its own amendments.

### **10 Monitoring and Review**

10.1 The working of the policy will be monitored by the Head Teacher and a report made to The Langley Academy Local Governing Body throughout the year. All exclusions will be reported to the Committee in the appropriate report.

10.2 This policy will be reviewed at least every two years by the Governing Body.

## SIMS Behaviour management

- A recording & monitoring system.
- Points will trigger a reward or an intervention as detailed on the following slides

**Behaviour Management:**

Save Undo Print

1 Academic Year 2 Achievement 3 Cumulative Achievement 4 Behaviour 5 Detention 6 Report Card 7 Review 8 Intervent

**2 Achievement**

Date	Type	Points	Comments	Award	Award Date
28/05/2016	House significant...	1			
23/06/2016	House leading...	1			

New Open Delete

**3 Cumulative Achievement**

Date	Award Type	Threshold value	Description
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**4 Behaviour**

Date	Type	Rule	Points	Comments	Action	Action Date
14/10/2016	Disrupting the L...		1			
13/10/2016	Disrupting the L...		1			
12/10/2016	Disrupting the L...		1	3 on report. Con...		

New Open Delete

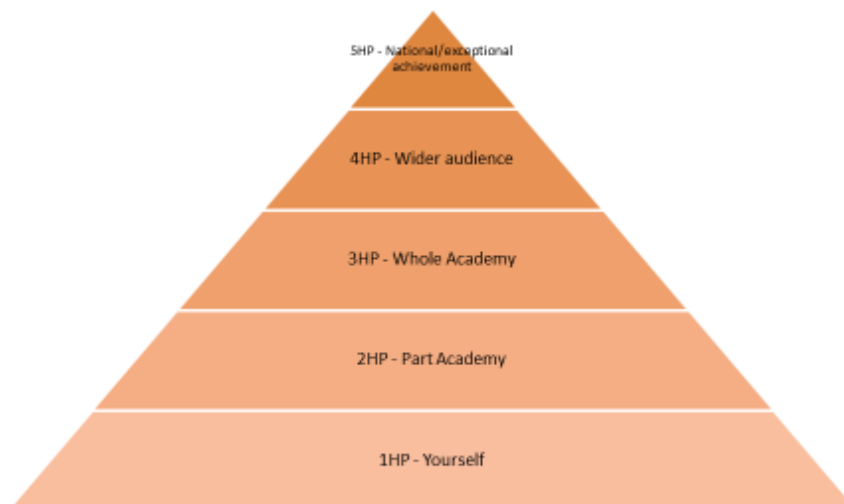
**5 Detention**

Date	Location	Reason	Abandoned	Reason Not Abandoned
11/10/2016	S114	Lack of Resources/...	Abandoned	
07/10/2016	S114	Lack of Resources/...	Not Abandoned	

Open

HCH/LSM

## Achievement triangle



Add Achievement : ? X

**Achievement Details**

Type: [0]

Additional Types: [X] Delete

Activity Type: [X] M [X] X

Date: [ ]

Lesson Information: [ ]

Comments: [ ]

Recorded On: [ ]

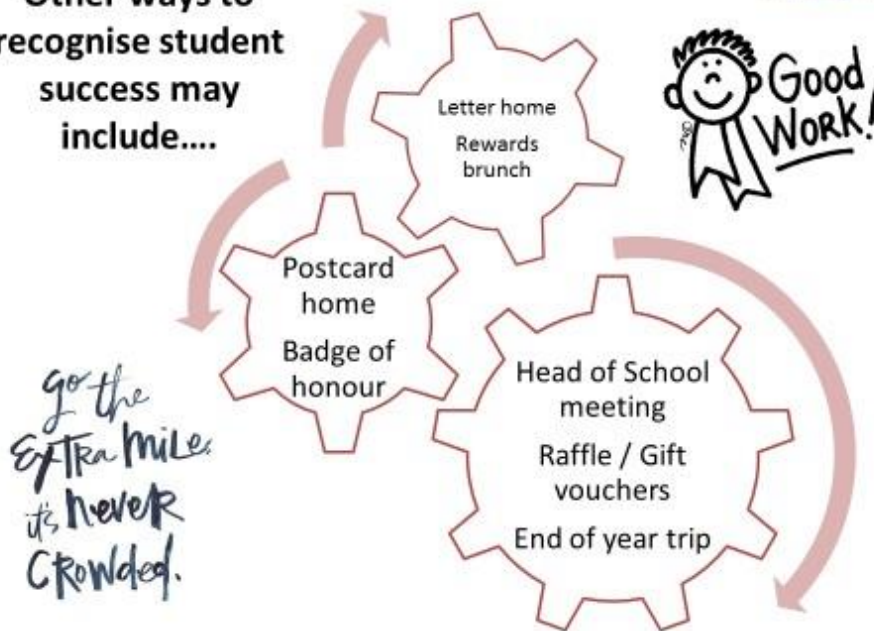
Recorded By: [ ]

Student Details: [ ]

Yourself homework going beyond the expected  
 Yourself leading learning in class  
 Yourself significant contribution in subject/faculty  
 Yourself overcoming a challenge  
 Yourself other  
 Part academy significant contribution to an assembly  
 Part academy significant contribution to any house focus  
 Part academy positive involvement in Academy Council  
 Part academy significant contribution in tutor group  
 Part academy significant contribution in year group  
 Part academy other  
 Whole academy representing TLA in Sport  
 Whole academy representing TLA in Music  
 Whole academy representing TLA in Drama  
 Whole academy other  
 Wider audience helping at Parent Evenings  
 Wider audience helping at Open Evening  
 Wider audience helping at any other whole academy event  
 Wider audience other  
 Exceptional achievement - 100% attendance over half term  
 Exceptional achievement - 100% punctuality over half a term  
 Exceptional achievement other

House points can be awarded for these types of positive behaviour

Other ways to recognise student success may include....

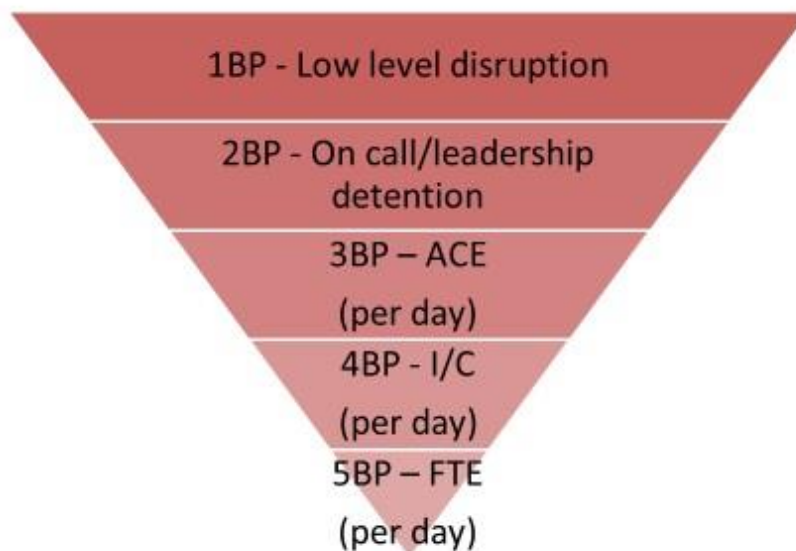


## Attendance and punctuality



Rewards will remain the same – certificates and half termly draws for vouchers.

## Behaviour triangle





Description	Point
Disrupting the learning of others	1
Eating / drinking in class	1
Failure to complete classwork	1
Failure to complete homework	1
Failure to follow instructions / uncooperative	1
Lack of resources	1
Late to TLA	1
Littering	1
Rude and offensive behaviour to student	1
Uniform / appearance	1
2 x late to lesson	2
Bringing the academy into disrepute	2
Chewing gum	2
Damage to property	2
Inappropriate language / swearing	2
Persistent defiance of uniform code	2
Repeated use of electrical device/mobile	2
Aggressive behaviour	3
Bullying	3
Rude and offensive behaviour to staff	3
Smoking	3
Truancy	3
Failure to comply with sanctions HOF/ RSL/ HOH	4
Misuse of ICT	4
Alcohol	5
Drugs possession/ dealing	5
Possession of an offensive weapon	5

## Sims behaviour codes

Low level  
requiring  
teacher  
intervention  
**1 BP**

Description	Point
Disrupting the learning of others	1
Eating / drinking in class	1
Failure to complete classwork	1
Failure to complete homework	1
Failure to follow instructions / uncooperative	1
Lack of resources	1
Late to TLA	1
Littering	1
Rude and offensive behaviour to student	1
Uniform / appearance	1
2 x late to lesson	2
Bringing the academy into disrepute	2
Chewing gum	2
Damage to property	2
Inappropriate language / swearing	2
Persistent defiance of uniform code	2
Repeated use of electrical device/mobile	2
Aggressive behaviour	3
Bullying	3
Rude and offensive behaviour to staff	3
Smoking	3
Truancy	3
Failure to comply with sanctions HOF/ RSL/ HOH	4
Misuse of ICT	4
Alcohol	5
Drugs possession/ dealing	5
Possession of an offensive weapon	5

## Sims behaviour codes

On call –  
possible  
leadership  
detention  
**2 BP**

Description	Point
Disrupting the learning of others	1
Eating / drinking in class	1
Failure to complete classwork	1
Failure to complete homework	1
Failure to follow instructions / uncooperative	1
Lack of resources	1
Late to TLA	1
Littering	1
Rude and offensive behaviour to student	1
Uniform / appearance	1
2 x late to lesson	2
Bringing the academy into disrepute	2
Chewing gum	2
Damage to property	2
Inappropriate language / swearing	2
Persistent defacement of uniform code	2
Repeated use of electrical device/mobile	2
Aggressive behaviour	3
Bullying	3
Rude and offensive behaviour to staff	3
Smoking	3
Truancy	3
Failure to comply with sanctions HOF/ RSL/ HOH	4
Misuse of ICT	4
Alcohol	5
Drugs possession/ dealing	5
Possession of an offensive weapon	5

## Sims behaviour codes

**ACE**

**3 BP per day**

Description	Point
Disrupting the learning of others	1
Eating / drinking in class	1
Failure to complete classwork	1
Failure to complete homework	1
Failure to follow instructions / uncooperative	1
Lack of resources	1
Late to TLA	1
Littering	1
Rude and offensive behaviour to student	1
Uniform / appearance	1
2 x late to lesson	2
Bringing the academy into disrepute	2
Chewing gum	2
Damage to property	2
Inappropriate language / swearing	2
Persistent defacement of uniform code	2
Repeated use of electrical device/mobile	2
Aggressive behaviour	3
Bullying	3
Rude and offensive behaviour to staff	3
Smoking	3
Truancy	3
Failure to comply with sanctions HOF/ RSL/ HOH	4
Misuse of ICT	4
Alcohol	5
Drugs possession/ dealing	5
Possession of an offensive weapon	5

## Sims behaviour codes

**IC**

**4 BP per day**

Description	Point
Disrupting the learning of others	1
Eating / drinking in class	1
Failure to complete classwork	1
Failure to complete homework	1
Failure to follow instructions / uncooperative	1
Lack of resources	1
Late to TLA	1
Littering	1
Rude and offensive behaviour to student	1
Uniform / appearance	1
2 x late to lesson	2
Bringing the academy into disrepute	2
Chewing gum	2
Damage to property	2
Inappropriate language / swearing	2
Persistent defiance of uniform code	2
Repeated use of electrical device/mobile	2
Aggressive behaviour	3
Bullying	3
Rude and offensive behaviour to staff	3
Smoking	3
Truancy	3
Failure to comply with sanctions HOF/ RSL/ HOH	4
Misuse of ICT	4
Alcohol	5
Drugs possession/ dealing	5
Possession of an offensive weapon	5

Sims behaviour codes

**FTE  
(fixed term  
exclusion)  
5 BP per day**



## On call further actions - a reminder

On call readmit x 2 in a day = 1 hour leadership DT

On call readmit + park in a day = 1 hour leadership DT

On call park x 2 in a day = ACE pending investigation for rest of the day and a further ACE day the following day

## Further guidance of student's behaviour reports

Please would staff indicate at the end of each lesson whether the student has

met - M, partly met - P/M, or not met - N/M, targets set.

**ATL cannot be graded above a 3 if any target has not been met**

Please make additional comments as necessary

**AT THE END OF EACH DAY THE STUDENT MUST REPORT TO.....**

**REPORT FURTHER ACTIONS**

If any target is not met then ATL grade can be no higher than a '3'

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**Academy Ground Rules**

I will show respect for myself and others by –

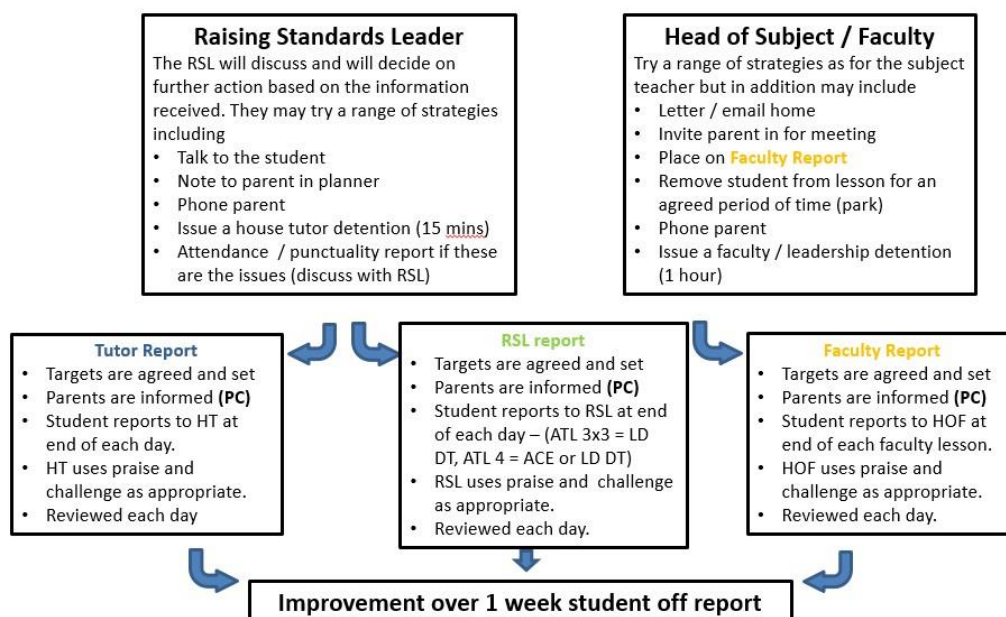
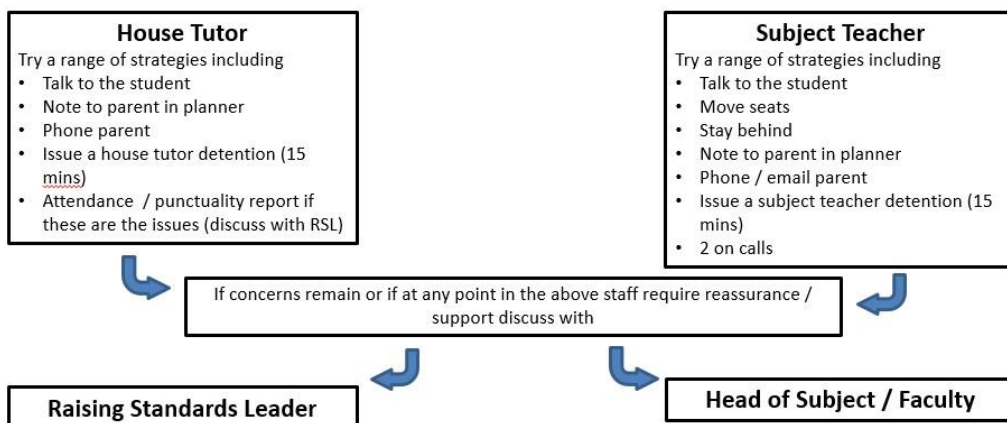
- Keeping my hands, feet and unkind words to myself
- Following staff instructions first time
- Completing my homework and coursework on time
- Arriving for the academy and lessons on time, in the correct uniform and with the correct equipment
- Keeping the academy environment clean and pleasant to work in and by always putting my litter into the bins provided.

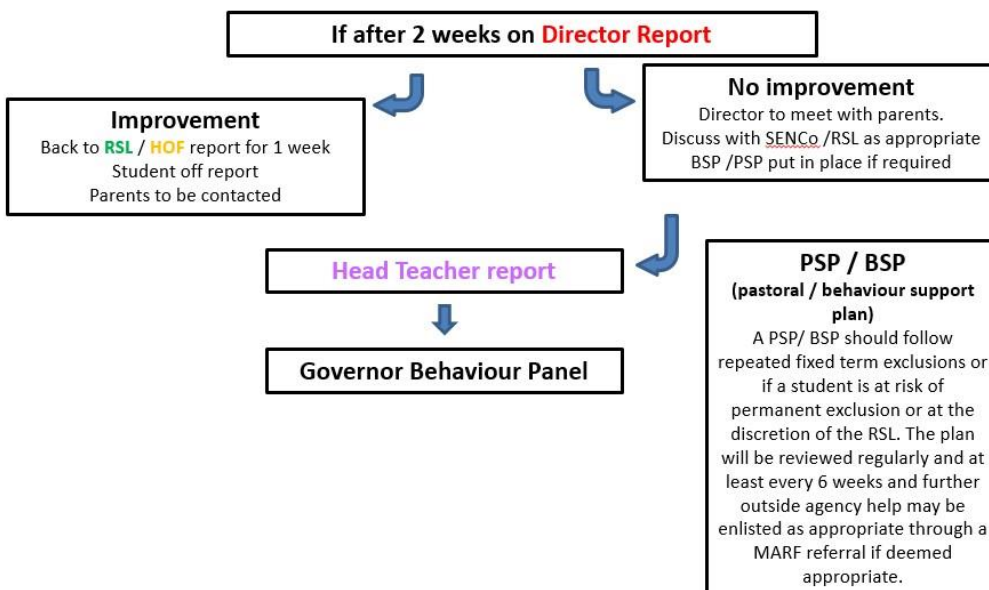
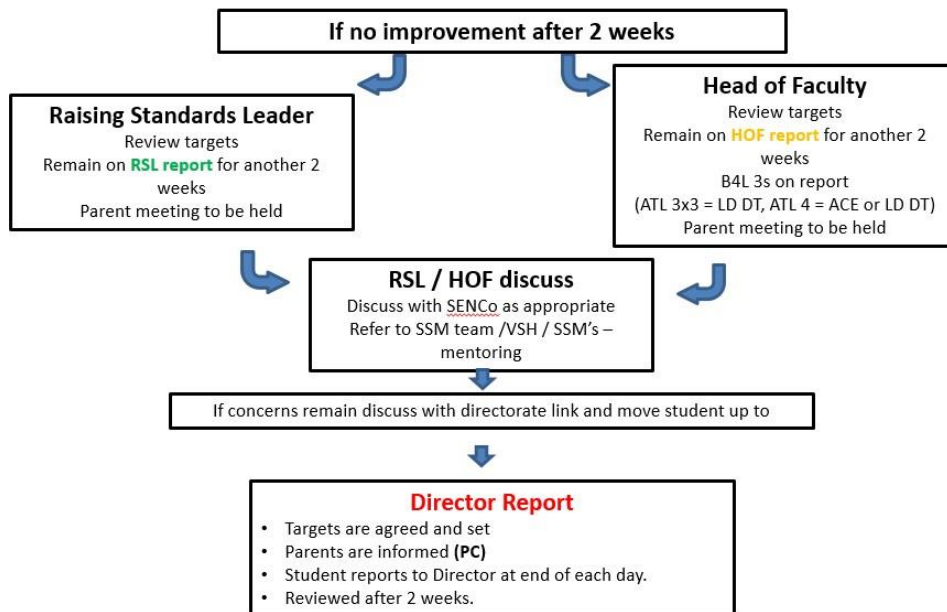
**Late to lesson – staff please record below if a student is at risk of arriving more than 2 minutes late to their next lesson.**

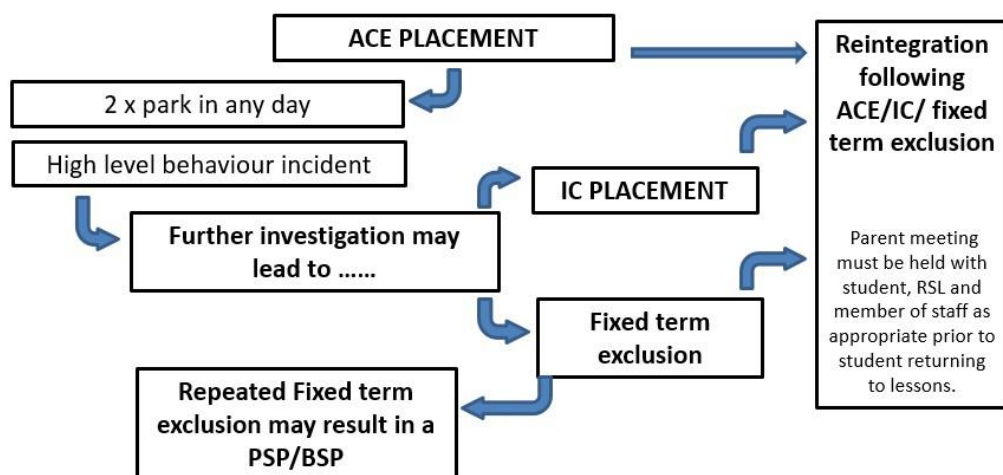
## Management of student behaviour

It is important that the systems below are followed unless in cases of extreme behaviour. Logging an incident on SIMS is a method of communication and a record of the incident, not a sanction in itself. The actions that have been taken by the teacher (in the first instance) are an important part of the process.

Rebuilding the relationship between the student/s and the member/s of staff involved in the behaviour incident is essential







## Appendix 2

### Procedure following a decision to exclude

#### a student A1. Informing Parents about the Exclusion

The Head Teacher will instruct the relevant Academy Director or Raising Standards Leader to inform parents without delay by telephone. There will then be a follow-up letter within a reasonable time period confirming the details of the incident and arrangements. The following information should be provided:

- ☐ in cases of fixed term exclusions, the **length of the exclusion**;
- ☐ in cases of permanent exclusion, that **it is a permanent exclusion**;
- ☐ the **reasons for the exclusion**;
- ☐ their **right to make representations** to the Academy Trustees/Governors;

- ☐ the **name of the person** to be contacted, if they wish to make representations.

The letter to parents will also state:

- ☐ the latest date by which the Trustees/Governors must meet to consider the case (normally within 15 days of receiving the letter)
- the **parent's right of access to the student's Academy record**;
- ☐ the **date and time when the student should return to the Academy** (with a fixed term exclusion) or the number of lunch-times for which the student is excluded (with lunch-time exclusions);
- ☐ with a permanent exclusion, its immediate effect and any relevant previous history;
- arrangements for the setting and marking of work (it is the **parent's responsibility to ensure that work sent home is completed and returned to the Academy**);
- ☐ the name and telephone number of the person in the Academy who can be contacted for advice; and
- ☐ any other helpful contacts.

## **A2. Informing the Governors/Trustees**

The Head Teacher will inform the Clerk to the Governors and the student's Local Authority Children's Department **within one academy day** of:

- ☐ a permanent exclusion;
- ☐ exclusions totalling **more than 5 school days or 10 lunch-times** per term;
- ☐ an exclusion necessitating a student missing a public examination.

The Head Teacher will inform the Governing Body of fixed term exclusions amounting to **5 or fewer school days or 10 or fewer lunch-times (or half days) in total per term on a termly basis**.

The Head Teacher must include the following in his/her exclusion report;

- the name of the student;
- the duration of the exclusion;
- the reason(s) for the exclusion;
- the student's age, gender and ethnicity;
- whether the student is SEND; and
- whether he/she is in Local Authority care.

## **A3. The Responsibilities of the Trustees/Governors**

### **A3.1 The Academy Trust**



The Academy Trust will appoint 3 Trustees/Governors to hear the case. The clerk will be entrusted with the arrangements of the hearing and the panel of three Trustees/Governors will agree on the Chair. All of this information will be provided as part of the exclusion pack that both parties will have access to prior to the hearing.

Review Date: Sept 2019  
Ratified Date: Oct 2019  
Author: Trevor O'Neill  
Date of next review: Sept 2021