

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

BEHAVIOUR POLICY AND STATEMENT OF PRINCIPLES

Aspire - Challenge – Achieve

Owner	Approval	By Whom	Review
Brett Sinclair	DRAFT	Governors	Annually



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INTRODUCTION

The governing body, Executive Headteacher and staff of this Trust, believe that a safe environment, mutual respect and a positive reward culture will produce the most effective climate for teaching and learning.

Inclusion and equality feature strongly in the Trust's philosophy. This philosophy will be supported by expectations of a high standard of student behaviour and sense of responsibility, set out in the Trust's Code of Conduct, and underpinned by sanctions which will be made clear to staff, parents and students and applied consistently across the Trust.

THE AIM IS TO ENSURE AN EFFECTIVE AND SAFE LEARNING ENVIRONMENT

PURPOSES

- We are committed to challenge, high standards and the success of every student;
- We aim to support and nurture children and adults in an environment that is safe, non-intimidating and creates a sense of belonging;
- We celebrate the diversity of students through their gender, race, creed, mental and physical ability, providing a quality education that raises standards, extends choice and helps equalise life chances;
- We promote collective ownership of our values through representation involving all staff, students, parents / carers;
- We are committed to celebrating students' achievements via the implementation of a systematic rewards system;
- We are committed to ensuring the 'right to learn' of all students and the safety of all students on and around the school site via the implementation of a systematic behaviour management system.

As a result of these purposes, the Trust expects:

- All students to respect the authority of Trust staff;
- All students to respect the safety and dignity of other students;
- All students to respect their own and others' right to learn;
- All students to adhere to the Trust's Code of Conduct;
- All students to act as positive ambassadors of the Trust when off the school premises;
- All students to ensure that inappropriate or unlawful items are not brought onto the school site;
- All students to show respect to the buildings and the school environment;
- All students to act accordingly both on the way to and from school.

1. Aims

This policy aims to:

- ✓ Provide a **consistent approach** to behaviour management;
- ✓ **Define** what we consider to be unacceptable behaviour, including bullying;
- ✓ Outline **how students are expected to behave**;
- ✓ Summarise the **roles and responsibilities** of different people within the Trust community with regards to behaviour management;
- ✓ Outline our system of **rewards and sanctions**.

2. Monitoring arrangements

Every academic year the policy will be reviewed and changes made where necessary to fit the current working practice. This policy will be reviewed by the Deputy Headteacher for Behavioural Standards, approved by the Executive Headteacher and any changes sanctioned by the governing body.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- ✓ Behaviour and discipline in schools;
- ✓ Searching, screening and confiscation at school;
- ✓ The Equality Act 2010;
- ✓ Use of reasonable force in schools;
- ✓ Supporting students with medical conditions at school .

4. Responsibilities

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The Deputy Headteacher for Behaviour Standards will monitor the impact of the policy and report to the Executive Headteacher through analysis of data by year group, gender and ethnicity on:

- ✓ Sanctions including fixed term and permanent exclusions – number of and analysis of behaviour;
- ✓ Number of detentions and analysis of behaviour;
- ✓ Instances of bullying and actions taken;
- ✓ Student conduct points and the application of rewards and sanctions.

Trust Staff are responsible for:

- ✓ Implementing the behaviour policy consistently;
- ✓ Model and promote positive behaviour;
- ✓ Delivery of a suitably planned curriculum which meets all individual needs;

- ✓ Use the Trust's rewards system consistently (See Appendix 2);
- ✓ Use the Trust's sanction system consistently (See Appendix 2);
- ✓ Use the Trust's reporting and recording systems consistently (See Appendix 7);
- ✓ Communicating effectively with parents.

Parents/carers are expected to:

- ✓ Support their child in adhering to the home, school agreement;
- ✓ Inform the Trust of any changes in circumstances that may affect their child's behaviour;
- ✓ Discuss any behavioural concerns with the class teacher promptly;
- ✓ Support their child in attending school;
- ✓ Support their child in making sure they are fully equipped each day;
- ✓ Attend all parent engagement evenings to support their child; support their child in home learning by monitoring Show My Homework.

Students are expected to:

- ✓ Show respect to all members of the Trust community;
- ✓ In class, make it possible for all students to learn regardless of ability or understanding;
- ✓ Move around the site quietly, sensibly and with consideration of all other students and staff;
- ✓ Show respect for the environment, their own, the Trust's and other students' property;
- ✓ Wear the correct uniform at all times;
- ✓ Act appropriately when wearing uniform outside of the school grounds;
- ✓ Embrace the inclusive environment of the school;
- ✓ Participate in all charity, awareness and cultural diversity days;
- ✓ Report any inequality or discrimination.

5. Training

Our staff are provided with training on managing behaviour. Behaviour management strategies will always form part of continuing professional development for all teaching and support staff, and be delivered throughout the academic year as part of a pre-mapped programme. These training sessions will be led by specialist Trust staff or outside agencies. All new teaching staff to the Trust follow an induction programme, which includes detailed delivery of Trust systems.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- ✓ Create and maintain a stimulating environment that encourages students to be engaged;
- ✓ Display the student code of conduct or their own classroom rules;
- ✓ Develop a positive relationship with students;
- ✓ Greeting students in the morning/at the start of lessons;
- ✓ Establishing clear routines;
- ✓ Communicating expectations of behaviour in ways other than verbally;
- ✓ Highlighting and promoting good behaviour;
- ✓ Record all positives and negatives on the Show My Homework system
- ✓ Concluding the day positively and starting the next day afresh;
- ✓ Follow the plan for dealing with low-level disruption;
- ✓ Using positive reinforcement.

A defined team of pastoral staff will be trained through the 'Team Teach' programme on the proper use of restraint should it be necessary. *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);
- ✓ Prejudicing the maintenance of good order and discipline;
- ✓ Refusing to follow instruction by staff that could damage or impact the good order of the school or the safety of others.

Incidents of physical restraint must:

- ✓ Always be used as a last resort;
- ✓ Be applied using the minimum amount of force and for the minimum amount of time possible;
- ✓ Be used in a way that maintains the safety and dignity of all concerned;
- ✓ Never be used as a form of punishment;
- ✓ Be recorded and reported to parents;
- ✓ Follow up action to include mediation and parent meeting as part of a 'way forward programme'.

6. Unacceptable Behaviour

Misbehaviour is defined as:

- ✓ Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- ✓ Non-completion of classwork or homework;
- ✓ Poor attitude;
- ✓ Incorrect uniform
- ✓ Bring the school into disrepute.

Serious misbehaviour is defined as:

- ✓ Repeated breaches of the Trust rules;
- ✓ Any form of bullying;
- ✓ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- ✓ Vandalism;
- ✓ Theft;
- ✓ Fighting;
- ✓ Smoking;
- ✓ Racist, sexist, homophobic or discriminatory behaviour;
- ✓ Possession of any prohibited items (See Appendix 8).

7. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- ✓ Deliberately hurtful;
- ✓ Repeated, often over a period of time;
- ✓ Difficult to defend against.

Bullying can include;

- ✓ Emotional - being unfriendly, excluding, tormenting;
- ✓ Physical - hitting, kicking, pushing, taking another's belongings, any use of violence;
- ✓ Race, Religion, Belief or Culture - Racial taunts, graffiti, gestures;
- ✓ Sexual - explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching;
- ✓ Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing;
- ✓ Cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

The Trust will always take seriously any reported incidence of bullying. It will be dealt with effectively, and in a prompt fashion. The Trust urges students to report any form of bullying, regardless of severity. Students can report bullying to any adult within the Trust.

In dealing with bullying, the Trust will utilise any one of a number of strategies:

- ✓ Circle time – restorative justice;
- ✓ Mentor support – peer/staff;
- ✓ Student report;
- ✓ Pastoral Support Plans (PSP);
- ✓ Diary for monitoring;
- ✓ Healthy minds referral.

8. Equality and Equal opportunity

The Trust recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. These include:

- ✓ Gender reassignment;
- ✓ Disability;
- ✓ Race including colour, nationality, ethnic or national origin;
- ✓ Religion or belief;
- ✓ Sexual orientation including transgender.

The Trust will ensure that all students are treated equally and that any discrimination will be dealt with accordingly. Examples include:

- ✓ Direct discrimination - treating someone with a protected characteristic less favorably than others;
- ✓ Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- ✓ Harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- ✓ Victimisation - treating someone unfairly because they've complained about discrimination or harassment;
- ✓ The Trust's support team will evaluate a student who exhibits challenging behaviour linked to discrimination, and ensure sanctions and restorative work are effectively used. Re-educating and developing student awareness to forms of discrimination are part of the Trust SMSC programme;
- ✓ When acute needs are identified in a student, or when patterns of behaviour are repeated, the Trust will liaise with external agencies alongside the Pastoral Support Plan (PSP). We will expect parents to work with us on creating these plans;
- ✓ Each Trust policy on Special Educational Needs includes details about the welfare and educational provision for students with EHCPs.

All students are encouraged to work and play freely with, and have respect for, all other students, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students will be encouraged to question assumptions and stereotypes.

Positive action & positive discrimination

We may afford students of a particular racial group, or students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group, for example, special language training for groups whose first language is not English.

We will not discriminate against any student by excluding him or her from the Trust, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics. In cases and with evidence to suggest; reasonable adjustment can be actioned to determine a more appropriate sanction as part of understanding – cultural differences, lack of full comprehension or in response to issues motivated by 'differences'.

9. Rewards and Sanctions

We promote a culture of positive behaviour and believe that rewards can be more effective than punishment in motivating students. It is the Trust's policy to recognise, acknowledge and reward individual achievements by students.

The Trust does however understand the place and value of the use of sanctions to uphold good behavioural standards. Sanctions will be applied consistently and it will be fully transparent and clear to the recipient why the sanction is being applied (see Appendix 2).

10. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Deputy Headteacher will discipline the student in accordance with this policy.

Where such an allegation is made appropriate support will be provided to the member of staff affected.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

Appendix 1

SLAT TOP TIPS TO SUCCESS Classroom Management	
1.	<p>‘Ready to Learn’ poster on the classroom door</p> <p>This can act as a prompt to get students ready for learning. It can be adapted to suit different subjects and learning requirements.</p>
2.	<p>Meet and greet – the lesson starts at the classroom door</p> <p>The success of a lesson is often built from the start as students respond to consistency and good routines.</p>
3.	<p>Focus/Topic Objective</p> <p>Good practice is to keep referring back to the theme and the key ‘message’. E.g. Students to be aware of the objectives. Each lesson must start with a clear focus and objectives. This can be used as a tool to settle the class on entry and promote a quick focus on the learning.</p>
4.	<p>Seating Plans</p> <p>Every lesson should have a clear, well defined seating plan to suit the students/subject content/nature of activities. Don’t underestimate the power of the seating plan in taking control of the teaching environment. It is your classroom, so students sit in directed places.</p>
5.	<p>Behaviour Management Policy – 4-point plan</p> <ol style="list-style-type: none"> 1) Verbal Warning 2) Red stamp/name on board 3) Exit class — Final warning 4) On Call – Internal isolation – Detention set <p>If a student has more than 2 On Calls in a day, they will spend the rest of the day in the Student Referral Unit (SRU).</p>
6.	<p>Equipment</p> <p>All out on desk ready to learn, students should always have the necessary equipment for the day ahead.</p>
7.	<p>Consider the delivery- it must fit the topic and the nature of the group</p> <p>Consider the year group and the topic. No one size fits all – Friday afternoon! Remember - No hands up.</p>
8.	<p>Reward and Praise – Best in Lesson</p> <p>When you can, issue rewards. Every lesson, every day, every subject. Rewarding positives is the best way to promote good behaviour.</p>

Appendix 2

Rewards and Sanctions

Rewards

Positive behaviour will be rewarded with:

- ✓ Positive points (House points), these will be individual and also cumulative towards the House total;
- ✓ Reward postcards;
- ✓ Letters or phone calls home to parents;
- ✓ Roles of responsibility; Form representative, House council representative, school council representative, Prefect, Deputy Head Boy/Girl, Head Boy/Girl, Library Monitor;
- ✓ Subject or House awards;
- ✓ Reward each term – 100% attendance;
- ✓ Prefect reward breakfast;
- ✓ Most improved attendance reward – certificate and canteen vouchers.

Positive Points (house points) are rewarded for:

- ✓ Good work, behaviour, attitude and attendance;
- ✓ Helping others;
- ✓ Best in class;
- ✓ Perfect week;
- ✓ Community work;
- ✓ Above and beyond;
- ✓ Trust representation.

A student who achieves the appropriate numbers of House points will be placed in the weekly top ten list and this will be communicated home via well done post cards.

Consistent high numbers of House points combined with attendance and Attitude to Learning averages will be rewarded with a ticket in the super prize draw (multiple cash cards varying in value from £15.00-£45.00) each term. In addition, these students are then invited to a reward afternoon to watch a film at the end of term.

Consistent high numbers of House points will also be part of contributing to being rewarded with a yearly gold, silver or bronze place on the end of year reward trips. Those with a Gold standard, pick first from trips offered. Examples are:

- ✓ Butlins;
- ✓ Alton Towers;
- ✓ Legoland;
- ✓ Meadow Hall – Sheffield;
- ✓ Paint balling/laser quest;
- ✓ Cadbury's World;
- ✓ Rutland Water cycling;
- ✓ Sports mania.

Sanctions

The Trust may use one or more of the following sanctions in response to unacceptable behaviour:

- ✓ A verbal reprimand;
- ✓ Strike Card signed (all students carry cards. Clear cards with no strikes entered for prize draw/full strike cards result in detention);
- ✓ Red stamp or name on the board;
- ✓ Sending the student out of the class;
- ✓ Expecting work to be completed at home, break or lunchtime;
- ✓ Detention at break, lunchtime, or after school;
- ✓ Referring the student to the 'On Call' system for intervention by pastoral staff;
- ✓ Phone calls or meetings with parents;
- ✓ Behaviour contract;
- ✓ Student report;
- ✓ Period 6;
- ✓ Student Referral Unit (SRU)
- ✓ Exclusion internal and external.

Period 6 support sessions

The period 6 is used by the Trust to describe in law what is known as a 'detention', this is a legal power to detain students after school whose behaviour, progress or punctuality is causing a concern. Parental consent is not required to detain students, although parents will be informed at least the day before by telephone, in writing (email or letter) or by InTouch messaging via Sims.

Period 6 sessions may be issued as a sanction whenever:

- ✓ A student has not made adequate progress in a lesson or piece of work;
- ✓ Behaviour falls short of our expectations;
- ✓ Truancy;
- ✓ Repeated poor behaviour – failure to follow request;
- ✓ Failure to attend lunch detention;
- ✓ Repeated failure to attend school on time;
- ✓ Any other incident that requires a sanction beyond lunch detention.

The Student Referral Unit

We may use the Student Referral Unit (SRU) in response to serious or persistent breaches of Trust policy. Students may be sent to the SRU during the school day for repeated requests to the pastoral on call team, serious breaches in the behaviour code, or issues that arise during the day. Students are booked into the SRU for specified days and understand that the school day is extended and free time is withdrawn. When students are booked into SRU parents are informed. Students can be placed in the SRU for a number of days and entrance back into classes will be via a re-entry plan where appropriate.

Students are provided with the learning materials from the lessons missed, and the support member of staff will ensure that any necessary resources are provided including IT provision.

Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when:

- ✓ Representing the Trust;
- ✓ School trip;
- ✓ On the bus on the way to or from school;
- ✓ Students walking home;
- ✓ Wearing our uniform;
- ✓ In some other way identifiable as a student of the Trust.

The Trust will use the systems in place and follow its procedures to determine the appropriate sanction.

The Trust will not tolerate its reputation or that of the student body being damaged by actions outside of school times.

GUIDANCE ON SANCTIONS

All incidents if persistent can be interpreted as persistent disobedience and can be classed under the persistent disruptive behaviour of the temporary exclusion category.

Level One – All low level disruption will be recorded on SIMS for reference and also incur negative House points.

Behaviour	Suggested Sanction	Repeated poor behaviour sanction
Inappropriate behaviour in and around the school (low level) during free time or transition times.	Issued with a strike on their card. Lunch time isolation.	Free time restricted. Repeated time in lunch isolation. Report to pastoral staff every lunch.
Inappropriate behaviour in a lesson.	Dependent on behaviour: Issue red stamp/name on board/sims entry – 4 point plan as guidance.	Red stamp or details recorded on sims. Use internal isolation if necessary and applicable. Detention for re-occurrence. Department report (white).
Inappropriate behaviour in tutor time.	Issue red stamp/name on board/sims entry - 4 point plan as guidance. Send to HoH.	Report issued tutor(white). HoH to intervene at tutor discretion. Severe cases - on call can be used to support exit.
Mobile phone incident/ Ipod incident.	If seen - sent to office with phone. Confiscate phone for the day.	Parent to collect phone if 2 x per week or if issue persists. Phone ban for student, they will be expected to report to the SRU daily.
Uniform breach.	Strike card signed – uniform corrected. If the issue cannot be resolved pastoral team to be called. Student to be isolated until issue is resolved.	Uniform detention and entry on sims. The Trust may decide to provide the appropriate clothing or use the SRU/sent home to allow for corrective clothing/issue to be resolved in accordance with uniform policy. Where resolution is not found time in the SRU.
Multiple negative points on Sims.	Tutor monitors – pastoral team made aware HOH/Year lead. Tutor report (white).	HoH report (yellow) with detention. Moved up to pastoral report (red) if still no improvement. Parent contacted. Period 6 after school. SRU time.
Failure to attend subject teacher detention.	HOD detention after school (period 6).	Pastoral period 6/ SLT school detention.

Level Two Sanctions:

Behaviour	Suggested Sanctions	Repeated poor behaviour sanction
Removal from lesson. On Call system.	Dependent on behaviour: Departmental Internal Isolation/SRU if 2 x in one day /report issued.	Future lessons in internal isolation. Time in the SRU. Parent meeting. Continual issue will result in fixed term exclusion/PSP.
Failure to attend Pastoral Period 6 detention.	Repeat time – with additional sessions – SRU in free time.	Time in the SRU/ parent meeting /PSP.
Truancy.	Period 6 lesson to complete work missed. Student put on monitoring report. Parents informed.	SRU time/after school detention or period 6. Return to school interview /meeting with Attendance officer/county fine/PSP.
Smoking in school uniform off the school site.	SRU time/ parents informed. Referral to Addaction. Staff to search student if issue persists.	SRU time – multiple days/temporary exclusion/re-entry contract.
Failure to complete homework regularly.	Period 6 in HoD system. Student report. Parents informed.	Refer to homework club/pastoral period 6 referral for ongoing, across department issues. Student tracker.
Minor incident of threatening behaviour to a student (non-physical).	Order pending on severity; Half Day SRU/Period 6 detention. Parents informed.	SRU time or fixed term exclusion. Parents informed – student contract /report/re-entry meeting/PS.
Damage / vandalism.	Dependent on type: Repair/clean it up. Pay for repair (to include student belongings). Letter home to parents. Time in SRU.	Fixed term exclusion repair/clean it up/pay for repair. Re-entry meeting/ contract agreed for future conduct. Permanent exclusion with governor hearing.
Non-physical nor repetitive bullying. Note: there can be many variations of this.	Dependant on type: 'Face to Face circle time' with pastoral lead. SRU time/period 6 sessions and parents informed.	SRU time / Internal exclusion / re-entry /PSP. Fixed term exclusion.

Level Three Sanctions:

Poor Behaviour	Suggested Sanction	Repeated poor behaviour sanction
Unacceptable behaviour in lesson.	On call activate, student maybe removed to SRU or internal isolation.	Extended SRU time and/or fixed term exclusion/re-entry/PSP.
Abuse of alcohol.	Parents informed. SRU internal exclusion/external exclusion. Addaction referral.	Temporary exclusion/Permanent exclusion. Police informed if necessary.
Failure to attend pastoral period 6/SLT detention.	SRU time/ repeat period 6 session/parent meeting.	Time in the SRU – fixed term exclusion failing to follow request/in accordance with Trust sanctions/re-entry/PSP.
Persistent or repetitive threatening or bullying of a student.	SRU internal exclusion. Parents meeting. Fixed term exclusion.	Fixed term exclusion/re-entry meeting/PSP. Permanent exclusion.

Level Four Sanctions:

Poor Behaviour	Suggested Sanctions	Repeated poor behaviour sanction
Verbal abuse to a staff member. Verbal abuse in front of a staff member.	Dependent on abuse and incident either SRU or fixed term exclusion. Dependent on abuse and incident either SRU or fixed term exclusion. Parent meeting – re-entry.	Fixed term exclusion (multiple numbers of days)/PSP. Permanent exclusion.
Physical assault to a student/ severe bullying of a student.	Dependent on gravity of assault: SRU internal exclusion or external exclusion. Parent meeting/re-entry. Bullying of any type will not be tolerated.	Fixed term exclusion (multiple number of days)/PSP. Permanent exclusion.
Drugs in school.	SRU for investigation, police informed. Fixed term exclusion leading to re-entry contract/Addaction help. Managed move explored.	Permanent exclusion. Police informed.
Offensive weapon in school.	Police informed, SRU leading to fixed term exclusion/permanent exclusion. Managed move explored.	Permanent exclusion. Police informed.
Theft.	Dependant on gravity of theft: SRU internal exclusion leading to fixed term exclusion/re-entry/PSP. Managed move explored.	Fixed term exclusion leading to permanent exclusion. Police informed.
Failure in SRU/exclusion from SRU.	Possible repeat of the day dependent on incident/ fixed term exclusion. Re-entry plan Managed move explored.	Fixed -term exclusion (multiple days) leading to permanent exclusion. Police informed.

Appendix 3

SLATrust Ladder of Behaviour Intervention

Stage 1

Missed homework/ATL concern/below target = subject report/ Academic Tracker.

Stage 2

Low level disruption continues illustrated by high numbers of amber/red stamps = detention set by subject teacher.

Stage 3

The threshold is reached for negative points (pastoral lead weekly Sims reports) = Period 6 invitation / Pastoral Report.

Stage 4

Continued pattern of poor behaviour with no adaption / improvement = parent meeting to explain the next stage of support / intervention, to include SNAP testing. A PSP can be introduced via early warning system persistent issues and red report escalation if warranted, using pastoral lead involvement

Stage 5

If ongoing issues persist = temporary fixed term exclusion (internal/external). Student failing to meet targets = PSP formal support with parent involvement

Stage 6

PSP review and parent meeting, including staff feedback. If during the first phase of the PSP behaviour reaches a critical point, then internal/external fixed term temporary exclusion. Emergency PSP review is to be called.

Stage 7

Boss referral after PSP review if issues still persist and no improvement can be evidenced. (This can be activated immediately after a PSP if the situation is critical)

Stage 8

Sanction system needs to prevail – internal/external fixed term temporary exclusion. Managed move explored with the LA authority. Parent / Governor panel.

Stage 9

Managed move placement – LA to be informed.

Stage 10

Permanent Exclusion – suspended PX managed move.

Appendix 4

Student support

The following structures exist within the Trust for those whose behaviour is causing concern. Referral to these areas of support is via the ladder of intervention (see Appendix 6) and in cases parental involvement is essential.

Below is a summary of support mechanisms used by the Trust:

- ✓ Regular reporting to their key worker (morning, break and after school);
- ✓ Cognitive behaviour support;
- ✓ Curriculum adjustments, including moving tutor groups or classes;
- ✓ Mentoring including peer mentoring;
- ✓ Local Authority support through a multi-agency approach;
- ✓ Parenting contracts;
- ✓ PSP – an individualized Pastoral Support Plan;
- ✓ SNAP testing;
- ✓ SS2 support;
- ✓ Early help Assessment;
- ✓ Pastoral Support Reports;
- ✓ Behavioural Support Team;
- ✓ Placement in Learning Support Unit;
- ✓ BOSS referral.

Placement, in the school's on-site support unit, is available for students for whom transition back into full mainstream or returning to full time education needs a bridging gap is deemed as needing all other forms of support have been unsuccessful.

Appendix 5

Pupil Support Plans

A key element of the support offered is normally a Pastoral Support Plan (PSP) which outlines the adjustments we will make in the way in that every member of staff will manage the student in order to address their poor behaviour.

PSPs may be instigated for students whose behaviour presents a more long-term cause for concern and for those who are at serious risk of exclusion. PSPs are shared with staff to ensure appropriate strategies of support are being used. The PSP will identify reasonable adjustments to our management of the student's behaviour so that, as a result of any disability or in anticipation of such, the student is not placed at a substantial disadvantage (please see section on advice regarding disability below).

PSPs give clear instructions for staff regarding adjustments we will make to support a student struggling to manage their behaviour (for example that the students must sit at the front of the room) and these must be adhered to at all times. As a Trust we recognise that we need to modify our approach to make the curriculum accessible for all. It is essential that staff instructions on PSPs are used. We will monitor and evaluate the success of these procedures and make changes where necessary.

Appendix 6

Procedure for Behaviour Reports

Teacher / Tutor – (White)

1. Teacher/tutor issues white report and writes it in the student's planner. **This can be for any misdemeanour or issue that arises. It is advisable that the report runs for no more than two weeks before review and, the targets are smart targets, set in accordance with the relevant issue.**
2. Teacher runs the report with the student. It is checked daily if it is a tutor report or, checked lesson by lesson if it is a department/subject report. It therefore does not matter if the student is on more than one department report. All reports should be logged on SIMS under *initiatives*.
3. If a student persists in poor behaviour or, the issue is not resolved after a white report:
 - Student is put on an Amber report and parents are informed;
 - Contact home by letter, phone call or email to be recorded on SIMS under *initiatives*;
 - If the student fails to complete the report or fails the report, a detention is set, teacher records it as RESOLVED and no further action is necessary;
 - Fails report, but no further action is required.
4. If the student fails to attend, this is escalated to a Period 6.

**If the student is an issue across subjects – Year Lead will issue an Amber report
If the student fails a tutor white report – HoH will issue an Amber report**

SLT/Pastoral Lead – (Red)

This report is issue if a student fails to complete an Amber report successfully, following the steps below:

- Contact home by letter, phone call or email and record it on SIMS;
- Student reports every break and lunch to a designated member of staff – any '3' on the report will result in a lunch time detention;
- If a student fails to attend break and lunch report check – a lunch time detention will be given.

Appendix 7

SLATrust Procedure on Banned Items

All stakeholders will recognise that there is a broad range of items which if, brought into a Trust setting or, in the possession of a young person could compromise the health and safety of the individual student or other members of the Trust community, including students, staff or visitors to the Trust.

This policy has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation Feb 2014;
- DfE Behaviour and Discipline in Schools (Jan 16);
- DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units. 2012.

The governing body has 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 Trust have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of students.

PROHIBITED ITEMS

The 2014 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

- Knives or weapons*;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student);
- The Executive Headteacher and authorised staff can also search for any item banned by the Trust rules which has been identified in the rules as an item which may be searched for.

*The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

*The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence.

The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to **any item** which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

UNAUTHORISED ITEMS

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice there are a number of other items which could cause harm, distress or injury to students or persons.

Or 'Adversely affect good order and discipline of the school community'
(DfE Behaviour and Discipline in Schools (Jan 16))

The Trust considers that the following items are inappropriate and should not be brought into the school;

- Chains;
- Catapults;
- Any form of knife;
- Lighters, matches;
- Tools (scissors, screwdriver, hammer, nails etc);
- Pepper sprays and gas canisters;
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass;
- Laser pens;
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc);
- Aerosol (including deodorant and hair spray);
- Perfume and after shave;
- E-cigarettes;
- Stink bombs;
- Solvents;
- Chewing gum;
- Energy drinks;
- Super Glue;
- Needles (Syringes if required for medical grounds should be kept in accordance with the student's own care plan and the Trust own drugs/medical policy);
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium);
- Rope, cable ties.

This is not an exhaustive list and the Executive Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

INCIDENTS OUTSIDE OF SCHOOL

The Trust consider that the above items are inappropriate and possession of such items in school, on the journey to and from the school, on any trip or any extra curriculum activity - on or off the school premises is unacceptable. The response to any student found with or believed to have possession of such items will be managed in accordance with this policy.

If it is a situation involving misuse of social media the Executive Headteacher will refer to the Trust's own relevant policy for guidance.

PUBLICATION AND AWARENESS

The Trust maintains a robust and comprehensive risk management of all legitimate items held for the purpose of students education e.g. craft knives, scissors, kitchen equipment, science equipment, chemicals, tools etc as required for the school own teaching facilities. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held across the Trust will be stored in accordance with the COSSH guidelines including those for educational purpose and for the routine maintenance and cleaning of the school premises.

CONSEQUENCES

When considering the consequences of such an event the Deputy Headteacher responsible or designated member of staff will thoroughly investigate the circumstances and if necessary the Executive Headteacher will exclude the student for a fixed term period whilst this process is underway. When reviewing the appropriate response, the Executive Headteacher will have regard to any likely consequences following from any breach including, safeguarding the student involved, impact on students, members of staff and the wider school community. In their deliberations the Executive Headteacher will review:

The specific item:

- Students awareness of the health and safety implications of the item in their possession;
- The students own statement;
- Motivation and intention;
- Any threats or intimidation made referring to or using the item;
- Any mitigating circumstance eg victim of bullying;
- Frequency/repeated breaches;
- Manipulation/duress of the student by others;
- Vulnerability of the students;
- Any SEND the students may experience.

RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS

All Screening Searching or Confiscation will be carried out by designated staff representative of The South Lincolnshire Academy Trust and **in accordance with the DfE Screening Searching and Confiscations advice 2014:**

- The item will be confiscated and locked securely in the school office;
- Take a photograph/photocopy of the confiscated item including a scale to illustrate the size;
- Students will be removed to isolation and given the opportunity to make a statement concerning their reasons for having this item in school;
- Parents will be contacted by telephone.

If necessary a fixed term will be considered to give opportunity for the incident to be investigated by the Executive Headteacher or a senior member of the school team including taking witness statements from other students and staff members.

The Executive Headteacher will consider whether appropriate to inform the Police - for all incidents which involve the possession of a weapon the police will be informed.

In the event that the item has been used to intimidate, threaten or harm others the police will be informed.

Search and Confiscation

Any prohibited items found in Students possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to the Trust's discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Executive Headteacher can give permission for staff to conduct a search if banned items are suspected. The search will follow the Trust's guidelines which adhere to DfE guidance. Further information can be found in the website address attached below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

SAFEGUARDING RESPONSE TO INCIDENT INVOLVING BANNED ITEMS

The Executive Headteacher will always consider their safeguarding responsibilities arising from the discovery of a banned item and will make referrals as appropriate.

If the incident is in relation to drugs the Executive Headteacher will refer to the Trust's drugs policy.

If the item confiscated constitutes a safeguarding concern eg possession of pornographic material this **must** be reported in accordance with the Trust's own safeguarding arrangements.

If the item confiscated constitutes racist or extremist material schools will make a referral/reporting to appropriate agencies and establish internal interventions and support to address these concerns.

If the item confiscated was held for the purpose of self-harm the Trust will make referrals to appropriate support agencies and make a safeguarding referral.

If the item confiscated was for the purpose of bravado or perceived self-protection school will make referrals to appropriate support agencies and establish internal Trust interventions and support.

The Trust will always consider a multiagency approach to addressing wider needs including completing an Early Help Assessment with the family.

The Trust will, where appropriate, make referrals to appropriate external support agencies. Following investigation the Executive Headteacher will consider an appropriate response which could include individually or a combination of:

- ✓ Letter home;
- ✓ Family/school meeting;
- ✓ School based sanctions;
- ✓ A period of internal isolation;
- ✓ Amended timetable;
- ✓ Restrictions on movement around school site;
- ✓ Detentions;
- ✓ Loss of privileges;
- ✓ Short Fixed Term exclusion;
- ✓ Pastoral Support Plan;
- ✓ Behaviour contract;
- ✓ Referral to external support;
- ✓ Managed Move;
- ✓ Risk Assessment.

Appendix 8

Exclusion Guidance

Introduction and Legal Context

This best practice guidance sets out our expectations for the Trust in ensuring we are compliant with legislation governing the exclusion of students and in relation to our statutory duties relating to this.

It should be read in conjunction with, and **not** in place of, statutory guidance from the Department for Education (2017):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools__academies_and_pupil_referral_units_guidance.pdf.

A key point to note; **‘When establishing the facts in relation to exclusion the Executive Headteacher must apply the civil standard of proof, i.e. ‘on the balance of probabilities’, it is more likely than not to be true.’** This is a lower threshold than the criminal standard of ‘beyond reasonable doubt’.

Under the [Equality Act \(2010\)](#) academies must not discriminate against, harass or victimise students because of their: gender, race, disability, social background, religion or belief, or sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For children with a disability, this includes a duty to make reasonable adjustments to policies and practices.

‘Informal’ or ‘unofficial’ exclusions, such as sending a student home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a student, even for short periods of time, must be formally recorded.

Responsibility of Academies Following a Fixed Period Exclusion

Where students are excluded for a fixed period, up to five days, the Trust will take reasonable steps to set and mark work.

From the sixth day of exclusion, alternative provision must be arranged; it is the school’s duty to ensure this. It should be noted that ‘sixth day provision’ is based on a cumulative period of exclusion and requires that an alternative and full-time education is provided.

The Trust have a strategy for reintegrating students that return to school following a fixed period exclusion, and for managing their future behaviour, so that their long-term success can be secured.

Statement of Principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the Trust’s behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. We seek to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the Academy.

Authority to exclude

A fixed-term exclusion from the school can only be authorised by the Executive Headteacher or one of the Deputy Headteachers acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a permanent exclusion this can only be authorised by the Executive Headteacher.

Decision to Exclude

A student may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

A decision to permanently exclude a student will only be taken:

- ✓ In response to a serious breach, or persistent breaches, of the school's behaviour policy;
- ✓ Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision will always be:

- ✓ Lawful
- ✓ Rational
- ✓ Reasonable
- ✓ Fair
- ✓ Proportionate

When establishing the facts in relation to a possible exclusion, the Executive Headteacher will always apply the civil standard of proof i.e. on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

When considering exclusion, the Executive Headteacher may:

- ✓ Use internal exclusion systems such as time out in designated areas of the school
- ✓ Direct a student for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution
- ✓ Consider the behaviour of a student outside school as grounds for an exclusion.

Permanent Exclusions

Before any decision to permanently exclude a student the Trust will:

- ✓ Thoroughly investigate the incident and take witness statements etc;
- ✓ Refer to the Trust's behaviour policy and others policies as necessary;
- ✓ Enable the student to make their own statement regarding the incident;
- ✓ Consult with the LA pupil reintegration team;
- ✓ Explore a Managed Move or Suspended Permanent Exclusion;
- ✓ Complete a risk assessment to ascertain the impact of the student remaining within the Trust.

For students with an Educational Health Care Plan/Statement of SEND or for LAC students the Executive Headteacher will also contact the relevant team at Lincolnshire Children's Services. As per statutory guidance (2017, pp.57); the Executive Headteacher must take the decision whether to permanently exclude.

Permanent exclusion should:

- Only be used as a last resort, when all other reasonable approaches have been unsuccessful;
- Be in response to persistent and/or a serious one off breach of the school's code of behaviour;
- Be implemented when allowing the student to remain in school would seriously harm the education or welfare of other students.

The following parties must be invited to a meeting of the panel and allowed to make representations:

- Parents (and, where requested, a representative or friend);
- The Executive Headteacher.

Parents may request the Local Authority attend the meeting as an observer; that representative may only make representations with the Trust's consent.

SLAT BEHAVIOUR AND SAFETY CODE

The 8 Point Plan

1	<p>'Ready to learn' ...</p> <p>All students must attend school in full school uniform and with ALL the necessary equipment.</p> <p>The school has endeavoured to plan timetables to allow for clothes to be washed between sessions in all schools. For Sixth Form at Bourne Academy, if students are in on two consecutive days, please wear different clothes on each day.</p> <p>PPE: Government current advice outlines that PPE is compulsory in schools. Students and staff will be required to wear PPE in order to attend school.</p> <p>Please note, if travelling on public transport it is compulsory to wear a face covering.</p> <p>This is vital as equipment will not be issued by staff in any lesson.</p>
2	<p>Start of the day ...</p> <p>The school will open at 8.30 for student access – ALL students will need to bring their timetables with them every day for staff to check at the gates (daily safety & equipment checks will take place here). Students will be expected to enter the site in a controlled fashion, groups of students will not be permitted to enter the school site.</p>
3	<p>Student Movement ...</p> <p>Safe practice is absolutely critical, so all students will be expected to follow the designated pathways around school including during free time – which is controlled to designated yards. Students are expected to follow the clear directions in school for safe movement around the building. NO STUDENT is permitted to deviate from the pathways or designated areas.</p> <p>Fire alarm: If an alarm goes off all students will escorted to the normal fire point and separated into the three coloured timetable groups.</p>
4	<p>Classroom conduct / Seating Plan ...</p> <p>Every lesson will have a clear seating plan, tables / work spaces will be cleaned and laid out in advance of sessions taking place and there will be a designated movement plan. ALL students are to follow and adhere to these at all times.</p> <p>Students will not be permitted to move 'freely' around the classroom.</p>
5	<p>Behaviour Management Policy ...</p> <p>The school is open for students, but only under the safety conditions set out. Any poor student behaviour cannot be tolerated especially in the current climate.</p> <p>As a result, students and therefore parents can expect a zero tolerance approach to poor behaviour.</p>
6	<p>Safe Behaviour ...</p> <p>Any behaviour that is deemed unsafe (i.e. unregulated movement, failure to follow safety restrictions etc.) will result in sanctions and removal from school.</p> <p>There needs to be an understanding that safety is paramount, so all students have a responsibility to behave appropriately and in accordance with the safety plans.</p>
7	<p>Break and Lunch ...</p> <p>Students will have a designated yard for break and lunch. They will not be permitted to leave their yard unless accompanied by a member of staff.</p> <p>Students will need to bring a packed lunch if required into school as only snacks and drinks will be made available on each yard.</p>

8

Reward and Praise ...

Most importantly, all students attending can expect to be rewarded whilst in school and during lessons. We always strive to create a positive environment. Parents can expect to see entries on Show My Homework. This will be centered on the learning, but also the school environment, which we all have a responsibility to protect.

There will be some other rewards and treats along the way too ... 😊

Appendix 10

Remote Learning Guidance and sanctions

Any communication between teachers and students should be done using only the Academy systems and not using any personal email or social media accounts. This will usually be your Outlook email, Show My Homework and Microsoft Teams. This protocol focuses on attending live lessons via Microsoft Teams which enables students to interact with teachers and fellow students in a safe learning environment.

Our expectations are:

- Students attend live lessons on time, following the same positive routines as when they are attending lessons on site.
- Students are expected to take an active part in lessons. This involves answering questions and asking for clarification when required. Teachers may ask that responses are either spoken, written in the chat, or through submitted work. To ask questions during the lesson students should use the raised hand icon.
- The format of online lessons may vary depending upon the wishes of the teacher. This could include full class teaching, seminar work with small groups of students, or one-to-one support. Some teachers may wish to run the online lesson for the full duration of the lesson, others may decide it is appropriate to use a different format (e.g. being online at the start and end, or allowing time to complete the work before reviewing answers). Teachers will clarify their expectations.
- The norm during lessons should be cameras on and muted unless invited to speak. Teachers are interested in viewing body language to check for understanding and to view overall engagement in the lesson. This is no different than being in a normal lesson. Clearly, students should dress and behave appropriately at all times and be conscious of what is behind them. Microsoft Teams offers the option to blur backgrounds, please do not use other backgrounds.
- Teachers will set lessons up with limited permissions for students. Please do not try and override the system or disrupt learning (e.g. muting other students, making inappropriate comments etc.) Any comments written via the chat feature are to be both polite and professional. If students disrupt a live lesson, we will follow this behaviour up with parents and issue sanctions as we would normally.
- If students are having technical issues during the lessons (e.g. microphone not working, patchy internet), please let the teacher know either via email or the message on chat.
- Teachers will record the live lessons, which will appear on Microsoft Teams. This is particularly important if a larger number of students are absent due to illness.
- Attendance will be monitored and students are to stay online for the duration of the lesson as instructed by the teachers. At the end of the lesson students are to leave by ending the call first leaving the teacher as the last person to close down the lesson.
- Only students are to have direct communication with staff on Microsoft TEAMS. Parents wishing to speak to staff should contact the school via the usual more appropriate channels

To help prepare yourself please ensure that you:

Have the app on your phone and/or home computer (the app is easier to use than the web version).

- Remember that this can be accessed through the Microsoft 365 (use Office 365 log in on the Academy sites).
- Ensure that your phone and/or home computer is set to London time otherwise the links sent to students for lessons will appear at the wrong time.
- Plan your day ahead so you are aware of your commitments to attending live lessons.

Behaviour Protocol

We are confident all students understand the importance of remote learning and understand the value from participating effectively in online lessons. Online lessons are to be treated the same as a normal classroom lesson and thus the same behaviour policies apply. In addition, all students are aware of the rules and regulations regarding the use of the school's IT facilities both internally and externally.

Staff will set up the meeting with the appropriate permissions in place. These permissions are designed to allow you to fully access the lessons but not disrupt the flow of learning. In any instances of poor behaviour, teachers will follow up directly with students and inform parents where appropriate. The flow diagram below explains the stages your teachers will use if required. If these stages do not address this behaviour and disruption continues, we will escalate our sanctions as we would normally. Any behaviour that cannot be followed up whilst under lockdown will be addressed on your return.

BEHAVIOUR OUTCOME MONITORING

Poor behaviour stops and no further action needed.

Pastoral Year Leads monitor repeat offenders and make parental contact.

Teacher will address any poor behaviour in the live lesson by verbal reprimand.

If issues remain Pastoral Lead and/or SLT will have a virtual meeting with parents with a follow-up letter.

Behaviour is recorded onto Show My Homework by the teacher with sanctions. Parental follow up by teacher and Pastoral Year Leads.

Any non-compliance following a parental meeting will result in sanctions as advised by the Executive Deputy Head teacher.

If the student refuses to leave and continues to misbehave, the teacher will remove the student from the lesson and into the 'lobby'.

If the behaviour persists the teacher will tell the student to leave the live lesson.

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