



POLICY STATEMENT BEHAVIOUR

POLICY

Wymondham High Academy puts students at the heart of the learning process to provide a safe and secure learning environment. It also provides opportunities for students and staff to form constructive relationships with each other within a framework of rewards and consequences. This serves to promote a recognition and realisation of individual student potential. Parents are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the Academy.

The scope of this policy includes out of hours and off-site activities when under the supervision of a member of staff or travelling independently to and from the Academy. The policy also incorporates pupil behaviour outside this framework [pupil behaviour within and outside the local community].

STATEMENT OF PRINCIPLES

The Governing Board believes that all members of the Academy community should be safe and able to learn and work in an environment free from disruption. No member of the community should, at any time, be subject to abuse / threat of any kind. Protecting our community is paramount. The Governing Board supports the Senior Leadership Team of the Academy in ensuring that appropriate action is taken when the behaviour of a young person does not meet the standards outlined in the Academy behaviour policy.

The Academy will always act in the best interests of its community. We believe we have not only a statutory, but moral obligation, to ensure members of our community are successful. When taking action in relation to behaviour, the Academy will base its decisions not only on the behaviour of an individual, but also the impact their actions and decisions have on others.

We believe that the context of a pupil's behaviour is important and that all young people have different experiences and opportunities which will impact on their behaviour. However, the Academy believes very strongly that where behaviour falls below the standard expected, an appropriate sanction will be applied. The Academy will determine, on balance of probability, whether the actions of a pupil were a conscious choice. In some circumstances, the Academy may offer additional support following a sanction.

As a community, there are very clear circumstances under which it will no longer be possible to continue the education of a young person because of the severity of their behaviour. Whilst we accept that we have a moral obligation to ensure young people have the best possible opportunities, we will not put at risk the wider community. The circumstances under which the Academy would automatically set in place a permanent exclusion would include carrying a weapon [including a bladed implement] onto school premises, and the supply/use/possession of an illegal or prohibited substance. The Academy can also permanently exclude young people for persistently breaching the Academy behaviour policy.

The Academy believes that in order for young people to become responsible adults, they must learn acceptable behaviour and that we have a duty of care, alongside parents, to inform and educate the children to ensure that this is possible. We believe that having high standards gives pupils the best possible chance to succeed, and we expect the young people to meet them.

AIMS

- We aim to provide a framework whereby all students, regardless of their ability, age, gender, individual learning needs and ethnic and social background to develop positive, behavioural, emotional and social skills.
- We encourage and teach appropriate behaviours for learning.
- We hope to create a happy, safe, secure and well-ordered learning environment where students can flourish, teachers can teach and support staff can offer guidance and support to staff and students alike.
- We seek to ensure that all members of the Academy Community are aware of the high expectations which we share with regards to behaviour.
- We aim to develop effective partnerships with parents, the community and outside agencies to provide a holistic approach to supporting students' learning and well-being.

OBJECTIVES

- To promote good behaviour and discipline.
- To promote respect for learning, people and property.
- To promote self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect.
- To provide a safe environment, free from bullying, disruption, harassment, intimidation and violence.
- To ensure early intervention.
- To encourage consistency of response to both positive and negative behaviour.
- To encourage a positive relationship with parents so that a shared approach and mutual involvement in the Academy's Behaviour Policy and Home Agreement.
- To ensure fairness of treatment for all by encouraging consistency of response to both positive and negative behaviour.
- To promote a culture of praise and encouragement in which all students can achieve.
- To promote a culture where students take and accept responsibility for their actions.

IMPLEMENTATION

- The Academy will ensure there is no differential application of the policy and procedures on any ethnic, SEND, cultural, religious, gender, sexual orientation grounds.
- A consistent system will operate in all areas of the curriculum to support behaviour and self-esteem.
- Effective partnerships with both statutory and voluntary agencies will be sought to meet the needs of individual students and students.
- The Academy will work in partnership with parents, except when this conflicts with matters of Child Protection and Confidentiality.
- A range of sanctions will be applied ranging from detentions to fixed term and permanent exclusions. Exclusions will only be imposed by the Principal, Vice Principal or an Assistant Principal. Before a decision to exclude is made, all incidents will be thoroughly investigated by the appropriate team.
- Detentions will consist of lunchtime, after school detentions and Friday after school Senior Leadership Team detentions.
- Exclusions will consist of fixed term exclusion in the Internal Exclusion Unit or fixed term exclusion during which a student is not permitted into the Academy. 'In extremis' fixed term exclusions will be off site and these will be for the most serious of offences, such as physical abuse of another student or adult, or verbal abuse of a member of staff, for example.
- A range of rewards will be applied to all students who make positive contributions to the Academy.

REMOVING STUDENT PROPERTY

Staff will confiscate inappropriate student property. Inappropriate property is potentially any object which disrupts the learning environment (mobile electronic devices, toys or gadgets), or is potentially dangerous (for example, drugs, weapons such as knives etc.) or against Academy rules (for example, cigarettes, tobacco or alcohol etc). Searches will be undertaken in line with Searching, Screening and Confiscation [advice for Headteachers], January 2018.

If goods are confiscated they will be looked after in a reasonable way and kept safely. Students' property will be returned to them as soon as possible e.g. at the end of the lesson or at the end of the day. If the property is illegal, suspected of being illegal or against Academy rules, then it will be handed to a senior member of staff. The Academy will liaise with parents and / or the police regarding the reporting and return of the property.

CARE, CONTROL AND PHYSICAL INTERVENTION (RESTRAINT)

Physical intervention may be defined as 'an action taken by a member of staff or student which uses reasonable, minimal force'. Under the Education Act 1996, the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation. Our guidance to staff on school discipline is that physical contact with students should be avoided unless absolutely necessary. However, the Department of Education's guidance sets out that in certain circumstances students may be restrained by staff, using reasonable force.

The law allows all adults authorised by the Principal to have control of students to use such force as is reasonable to prevent a student:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline

Reasonable force may be defined as holding a student, physically intervening between students, leading a student by the arm, shepherding a student away by placing a hand in the centre of the back.

All incidents of this kind are recorded immediately, and parents are informed.

All staff at Wymondham High Academy will act professionally and with integrity.

The Education and Inspection Act of 2006, The Education Act 2011, The Schools (Specification and Disposal of Articles) Regulations 2012, The School Behaviour (Determination and Publicising of measures in Academies) Regulations 2012, Health & Safety at Work Act 1974 have also given Schools and Academies powers including the ability for Academy staff:

- to search a student for any item where there are reasonable grounds to do so;
- to use such force as is reasonable given the circumstance when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, indecent images, materials used in the spread of hate crimes or extreme political views or articles that have been or could be used to commit an offence or cause harm;
- to confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline;

- to discipline beyond the school gate in response to non-criminal behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a member of staff or reported to the Academy through another means.

There may be incidents where the Academy may involve the police as part of its behaviour management policy. These include issues of cyber bullying (refer to ICT Acceptable Use Policy), vandalism, acts of violence or intimidation, the carrying of weapons [such as, but not restricted to, knives] and drug use; particularly the supply of illegal drugs.

We recognise that where individual students are engaging in continuous disruptive behaviour this can be as a result of unmet mental health needs. In such cases the needs of the student will be thoroughly investigated and a strategic plan of support will be jointly created by the SENDCo, the Inclusion Team, the Wellbeing Team, the Child Safety and Protection Officers and the Attendance Officer.

EXCLUSIONS

INTERNAL EXCLUSION UNIT (I.E.U.)

Internal exclusions are as serious a sanction as Fixed Term Exclusions and will be imposed either by the Principal, Vice Principal, Assistant Principal or Inclusion Manager.

Students who are Internally Excluded will follow a different school day from the rest of their peers. Parents will be notified by the Inclusion Team of the Academy's decision to place that young person in internal exclusion.

Students will report to Reception by 8.30 a.m. on the first day of the period of exclusion. They will wear the correct uniform, bring the necessary equipment to complete written tasks, including text and exercise books for lessons that would have been taught that day, complete all written work to the best standard of which they are capable, and behave respectfully and appropriately at all times and hand over any electronic devices such as mobile phones. Failure to comply with these requests may lead to the student being required to repeat the day in the Internal Exclusion Unit.

Students will be directly supervised. They will be set academic tasks appropriate to their ability and timetabled lessons. Students placed in IEU will take their break and lunchtime under staff supervision and will not be able to socialise with the wider student body. Their school day will usually end at 15:00 but may end at 15.30 depending on the standard of behaviour.

Any decision to place a child in internal exclusion will not be taken lightly and incidents leading to students' placement in the Internal Exclusion Unit will be thoroughly investigated by the Inclusion team. Parents have the right to make representation to the Principal if they are unhappy with the decision taken. Such representation should be made through the Principal's P.A. at the Academy. Parents have the right to see a copy of their child's school record. However, in view of confidentiality restrictions, parents will need to put their request to do so in writing, and there may be a charge for photocopying.

FIXED-TERM EXCLUSIONS

Under the law, the Principal must have regard to the relevant DfE guidance when deciding whether to exclude a student and the period of exclusion. A student may be excluded up to a maximum of forty-five days in any academic year.

Only the Principal, or in her / his absence a member of the Senior Leadership Team acting in her / his authority, can exclude a student from school. A decision to exclude a student will be taken only in response to serious breaches of the Academy's behaviour policy and / or if allowing the student to remain in school would seriously harm the education or welfare of the student or of others at the Academy.

The decision to exclude a student is a matter of judgment for the Principal or Member of the Senior Leadership Team who will take into account the likely impact of the misconduct on the life of the Academy and the evidence provided. This may include behaviour on or off the school premises which is breach of the standards of behaviour expected at the Academy.

Before reaching a decision to exclude a student either permanently or for a fixed term the Principal or member of the Senior Leadership Team will liaise with the Inclusion team to:-

- consider all the relevant facts and such evidence as may be available to support the allegations made;
- allow the student to give her / his version of events;
- check whether the incident may have been provoked by homophobic, racial or sexual harassment, for example;
- consult others, excluding anyone who may have a role in any statutory review of the decision such as the Chair of Governors and/or the CEO [ieTrust]

Parents will be informed by a member of SLT or the Behaviour Coordinator of the period of the exclusion, of the reasons for it and of their responsibility to supervise their child during the exclusion. Parents have the right to make representations about the exclusion to the Chair of Governors.

Where a parent refuses to comply with the terms of an exclusion, the Academy may notify the Children's Services Department at the Local Authority and / or the Police if, in the Principal's view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Work will be set by the student's teachers for completion during the exclusion for the first 5 days. It is an expectation that the student should bring this into school on her / his return.

A reintegration meeting following the expiry of all fixed term exclusions will be arranged prior to a student returning to the Academy. Parents will be invited to attend the meeting which will include the student who has been excluded, the Assistant Principal Inclusion and a member of the Inclusion Team will meet with them. The meeting will include a discussion of the exclusion reflection sheet sent home for the student to complete during the exclusion and may establish a risk assessment to identify the resources needed to provide the necessary support for the student and targets for the student to work towards. The aim of the meeting is to ensure a successful return to school. The member of Senior Leadership Team will make the final decision as to whether it is safe for the student to return.

Permanent Exclusions

Permanent Exclusions are the Academy's most serious sanction and will only normally be used as a last resort when a range of strategies has been exhausted.

Permanent exclusions may be applied for either a one-off offence or for persistent disruptive behaviour. In exceptional circumstances an exclusion for either category may be applied for behaviours which take place beyond the school gate/day if, on balance of probability, these behaviours are likely to have substantial implications for the school community.

A decision to permanently exclude a pupil is taken following full investigation of the circumstances surrounding the incident/s. The decision will take into account the needs of the individual pupil in addition to the safety and wellbeing of the school community.

In exceptional circumstances, the Principal might consider it appropriate to exclude permanently a student for a first or one-off offence. Such circumstances may include where there has been actual or threatened violence against a student or a member of staff, sexual misconduct, possession/supply/use of illegal drugs into school and/or possession/supply/use of illegal drugs inside/outside school, or possession of an offensive weapon [whether or not the intention is to use it].

All Fixed-Term and Permanent Exclusions are managed through: DfE Guidance [Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion, September 2017]

SARPE

Where pupils are considered to be at risk of permanent exclusion, the Academy operates a system of SARPE [Student at Risk of Permanent Exclusion]. SARPE contains three levels whose thresholds are reached by the number of IEU and/or Fixed-Term Exclusions a pupil receives. At each stage a meeting is held and parents informed both verbally and in writing. Where concerns arise with regard to the impact of a pupil on others within the Academy [in addition to their own safety] a risk assessment will be drawn up to ensure the safety of the community.

COMMUNITY SERVICE

Under certain circumstances, it may be appropriate for a pupil to be sanctioned in a way that supports our community such as litter picking or voluntary work within and outside the Academy. These sanctions will not always take place during the school day, and it is expected that parents will be responsible for collecting their child.

Behaviour Tariff Chart

Behaviour	Consequence – First offence	Consequence – second or subsequent offence
Violence between pupils resulting in physical harm	Fixed term exclusion between 1 – 5 days	Fixed term exclusion or consideration of permanent exclusion
Carrying a weapon (if classed as an offensive weapon in law or not). E.g. a bladed instrument	Permanent exclusion (pending context behind the possession)	
Causing actual physical harm to a member of staff	Permanent exclusion	
Using offensive actions or language that is considered racist, homophobic, blasphemous or inciting hate towards a member of the community	2 days in IEU	Fixed term exclusion
Inappropriate behaviour to and from school	If in uniform – address in school ranging from IEU to FTE depending on context.	
Abuse of social media to intentionally cause harm or distress to others and /or the making, storing or sharing of indecent images.	Address in school initially. In the case of the making, storing or sharing of indecent images the police and parents may be involved in the first instance.	Hand letter to parents informing them to contact the police or relevant parents.
Carrying, using or selling drugs or banned substances (illegal or alcohol)	Permanent exclusion	
Intimidating behaviour (or threats towards a member of staff causing evident damage to wellbeing)	Fixed term exclusion between 1 – 5 days	Fixed term exclusion or consideration of permanent exclusion
Persistent breaches of school behaviour policy	IEU, then FTE	Permanent if ongoing
Physically violent pupil retaliation against another pupil for long-term issues	Fixed term exclusion	
Consideration of SEND or disability	As above but follow-up support is bespoke to each pupil	
Removal from lesson P1-3	Lunchtime detention 25 mins	If missed – IEU the next day
Removal from lesson P 4-5	After school detention 25 mins	If missed – IEU the next day
2 removals from lessons in a single day	After school detention– 45mins	If missed – IEU the next day
3 removals from lessons in a single day	IEU	
Missed HOD detention	Friday after school 1 hour SLT detention	

ACADEMY

Rights

Responsibilities

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| <ul style="list-style-type: none"> • To make clear the Academy’s statutory power to discipline students and that students and parents will need to respect this. • To enforce the Academy’s Behaviour Policy – including rules and disciplinary measures. • To expect students’ and parents’ cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the Academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Academy may ban him/her from the Academy’s premise and, if the parent continues to cause nuisance or disturbance, s/he may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other Academy staff on or off premises – engaging external- support services, including the police, as appropriate. | <ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the Academy’s Behaviour Policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the Academy’s Behaviour Policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, 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 support, praise and, as appropriate, reward students’ good behaviour. • 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 make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion. • 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 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 keep parents informed of their child’s behaviour, good as well as bad, use appropriate methods of engaging them and, |
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	<p>where necessary, support them in meeting their parental responsibilities.</p> <ul style="list-style-type: none"> • To work with other agencies to promote community cohesion and safety.
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STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy’s Behaviour Policy, with every student 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 appeal to the Principal/ Governors, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by Academy staff, obey Academy rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the Academy when off Academy premises. • Not to bring inappropriate or unlawful items to the Academy. • To show respect to Academy staff, fellow students, Academy property and the school environment. • To refrain from posting disrespectful comments regarding staff, students or the Academy on social media/public forums. • Never to denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy’s Behaviour Policy. • 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. <p>To appeal to the Principal/ Governors, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably.</p> <ul style="list-style-type: none"> • To appeal against a decision to exclude their child, first to the governing body of the Academy and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the Academy’s Behaviour Policy and the disciplinary authority of Academy staff. • To help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules. • To send their child to school 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. <p>To be prepared to work with the Academy to support their child’s positive behaviour.</p> <ul style="list-style-type: none"> • To attend meetings with the Principal or other 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 interview with the Academy at the end of a fixed period exclusion.

MONITORING

This policy will be monitored by the Assistant Principal [Inclusion]

REVIEW

This policy will be reviewed on a three yearly basis by the Assistant Principal [Inclusion] and the Local Governing Board.

Confirmed by: **The Governing Body of Wymondham High Academy**

Signature of Chair:

Dated: