



Behaviour and Exclusions Policy (STUDENT VERSION)

Procedure Originator:	EPO
Approved By:	MBO
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Audience:	Students

Our Aims are:

- **To make quality learning and teaching our first priority.**
- **To ensure all students are safe and able to learn.**
- **To ensure that everyone is challenged and supported to be the best that they can be.**

Our behaviour policy is designed to support these aims. The basis of our policy is positive: we wish to “catch you being good” and reward you for it. However, on occasions, you may behave inappropriately, and this will be dealt with accordingly.

It is the responsibility of every member of the Academy community to maintain a positive, purposeful, and calm environment around the Academy. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and students, based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of Academy life, enabling teachers to teach, students to learn and drive forward our vision of ‘Empowering Learners for Life.’

You are responsible for your own behaviour. Consequences will result from your choices – be this rewards or sanctions.

Students, parents/carers, and Academy staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with you and your parents/carers to develop strategies which can be adopted by both home and school to help you overcome your problems within a consistent and secure environment.

Developing excellent Attitudes to Learning in the classroom

At the core of our work is our ‘Attitude to Learning’ criteria, which provides clarity over the behaviour and attitude we expect from you. We will monitor closely ‘Attitudes to Learning’ in lessons.

This will involve: how well equipped you are; your punctuality to lessons; how quickly you start your work and how you continue to work throughout lessons. Additional rewards will be given to students who show consistently good ‘Attitude to Learning’. Appropriate support and sanctions will be used where a student’s attitude to learning is preventing them from making good progress. (For ATL descriptors see Appendix 1.)

Rewarding consistently positive attitudes to learning

At The Orme Academy we consider it to be important for praise and rewards to have a considerable emphasis within the Academy; therefore, you should expect to achieve recognition for your positive contribution to Academy life. However, the use of our Academy rewards systems should

not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence to the Attitude to Learning criteria and supported by a balanced combination of rewards and sanctions. It is important to develop and maintain consistency in the application of the reward system. Merit points will be added automatically to the system for students who are engaged or highly motivated. Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour, and outstanding effort other than the merit system include but are not limited to; general praise and encouragement in lessons, praise through postcards and phone calls home, certificates, mentions in assembly and presentation evenings.

Consequences of poor behaviour

All actions bring consequences and there are times when students do not get it right. The system of sanctions outlines specific responses to various behaviours and shows a clear line of escalation if necessary. (See appendix 2).

If your behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to resolve the issue quickly and effectively, with the class teacher and Subject Leader maintaining ownership and responsibility. If you cause concern in several areas, your Form Tutor, Pastoral Support Officer and Head of Year will intervene and support where necessary.

Exclusions

No Principal likes to exclude a student from school, but there may be times when this is necessary. If you have been excluded it means that you will not be allowed to attend school for a fixed period of time due to the serious nature of your behaviour. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that you were responsible for the breach of school discipline.

There are a number of reasons that you can be excluded from school but they can be summarised as follows:

- 1 - If you have seriously broken school rules.
- 2 - Allowing you to stay in school would seriously harm your education or welfare, or the education or welfare of other students.

Work will be set for you if excluded for longer than one school day.

You cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year.

If you receive 15+ days exclusion in one term, then a meeting of the Academy Council will be called to discuss whether or not you should be re-admitted.

We will contact your parents/ carers on the day an exclusion is given and follow up with a letter including information on:

- the period and reason for exclusion.
- their duty during the first five days of any exclusion to ensure that you are not present in a public place during normal school hours, whether in the company of your parent/carer or not
- readmission arrangements including a re-integration meeting with yourself and your parent/ carer.

Permanent exclusions

Permanent exclusion is typically a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a student for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site.

If you have been permanently excluded, be aware that:

- the Academy's Academy Council is required to review the Principal's decision and you may meet with them to explain your views on the exclusion.
- if the Academy Council approves the exclusion, your parents/ carers can appeal to an independent appeal panel.
- we must explain in a letter how to lodge an appeal.
- the Local Authority must provide full-time education from the sixth day of a permanent exclusion.

Incidents that typically will lead to fixed term or permanent exclusion include:

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Inappropriate use of social media or online technology

- Deliberate misuse of the fire alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing with drugs at school
- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- Recording/filming any of the above incidents

Internal Exclusion (Reflection) is a sanction which is to be considered one step from an exclusion. Reflection can be used to defuse situations or deal with issues that occur in schools that require you to be removed from class but may not require removal from the school premises. The Reflection room is a designated area within the school, with appropriate support and supervision.

Uniform

You must attend in full school uniform. Wearing correct school uniform, correctly at all times is key to a student's learning and to that end we will ensure this happens through both praise and sanctions. If you arrive at school in incorrect uniform, then parents will be contacted in order to attempt to solve the problem with their support. If you attend school in incorrect footwear, then you will be expected to wear school provided shoes until appropriate footwear is obtained. If you refuse to wear correct uniform or uniform correctly then sanctions will be employed in order to help correct this. It is expected that you will wear their uniform correctly on the entire journey to and from school. A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.

Smoking

The Academy operates a strict no smoking policy. This includes within the Academy buildings and grounds as well as on the way to and from Academy whilst in school uniform. This includes the use of e-cigarettes and vapes.

Sanctions

- In the first instance, students found smoking will be searched and have all smoking paraphernalia confiscated. This will be kept in school until parents collect or we are asked to dispose of the item/s.
- The student will receive a 60-minute detention.
- If you are caught smoking a second time this will result in an Internal Exclusion.
- Further offences will result in Fixed Term Exclusions.

Confiscation of student's property

There may be occasions where the need arises for staff to confiscate a students' property, for example, mobile phones, electronic watches or equivalent. If you are seen with any of these items in the Academy or on any part of the Academy grounds, the item/s will be confiscated. All confiscated property will not be returned to the student and will be returned only to parent/carer except in exceptional circumstances as agreed by a member of SLT. Staff are not responsible for the loss or damage of confiscated items.

Searching Students

The power to search students without consent

In addition to the general power to use reasonable force staff may conduct a search for the following prohibited items: (though this list is not exhaustive)

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes and vapes
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Payment toward damages

If you cause damage to anything in school, then you will be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

Reasonable Adjustments to Sanctions

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist.

Additional Information

This policy applies to all school related activities including visits, residential and extracurricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Principal believes that they will have a serious impact within school. This would include behaviour which brings the Academy into disrepute or tarnishes the reputation of the Academy.

Appendix 1

Attitude to learning

Attitude to Learning (AtL)			
1	2	3	4
HIGHLY MOTIVATED	ENGAGED	PASSIVE	DISENGAGED
2 merits	1 merit	1 demerit	2 demerits
<ul style="list-style-type: none"> • Excellent focus • Seeks challenge • Perseveres • Asks questions to extend thinking • Approaches learning with an active interest • Invites feedback • Responds positively to praise and critique • Reviews own progress • Seeks own solutions to problems • Organises time effectively • Sets an example • Takes responsibility 	<ul style="list-style-type: none"> • Good focus • Responds positively to challenging activities • Completes all work set to a good standard • Answers questions • Shows a desire to improve • Takes action based on feedback • Seeks help when needed • Organises time well • Follows instructions • Shows kindness, consideration & respect • Listens carefully 	<ul style="list-style-type: none"> • Not always focused • Avoids challenging tasks • Not always working hard • Sometimes attempts to act on feedback • Requires close supervision to complete tasks • May distract others • May be off task • Shows a lack of effort at times 	<ul style="list-style-type: none"> • Shows little focus • Work is incomplete or inadequate • Does not attempt to act on feedback • Responds negatively to praise or critique • Needs pressure to attempt learning tasks • Does not engage unless closely monitored • May refuse support • Does not listen • Distracts others • Disrupts the learning environment

Appendix 2

Behaviour pathway

