



CHANCERY EDUCATION TRUST
DAVIDSON PRIMARY ACADEMY
BEHAVIOUR POLICY
OCTOBER 2017

Next Review Date: October 2018

Davidson Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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PUPIL BEHAVIOUR POLICY STATEMENT

The Trust acknowledges the Academy's legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of pupils with SEND.

This policy has been drawn up in accordance with the Academy Trust's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its obligation under the Independent Schools Standards Regulations to have a written behaviour policy.

Philosophy

At The Chancery Education Trust, we have adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all the children. All members of staff deal with any inappropriate behaviour fairly and consistently.

The children need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to children on a regular basis so that children know exactly:

- What is expected of them
- What the consequences are **before** they misbehave

A list of Sanctions is clearly displayed in each classroom.

Aims of the Behaviour Policy

- To encourage and reward good behaviour
- To develop children's positive self-image by supporting them to make good decisions and wise choices
- To create a positive, supportive and secure environment based on a sense of community and shared values, where pupils are enabled to achieve academically and socially

Objectives

- To encourage the recognition of good behaviour
- To provide a consistently applied set of expectations
- To provide a positive atmosphere in the school
- To provide a well structured environment
- To provide early intervention so misbehaviour does not escalate
- To teach the child to be responsible for his/her actions
- By having logical steps of consequences, to provide a distinction between minor and major misbehaviour

- To have a high level of expectation in behaviour and work
- To encourage outstanding behaviour and effort so that it is rewarded and used as a model for others to follow
- To ensure property is respected and pride in the Academy and each other is nurtured
- To provide teachers and other adults with effective techniques of dealing with misbehaviour

Expectations

- All members of the Academy, must treat others and themselves with respect
- Everyone must have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect and be responsible for all property and belongings
- Everyone is expected to respect the Academy environment, including trees and boundaries
- Everyone must be considerate to others when moving around the Academy, by walking carefully, calmly and quietly
- Pupils will play friendly and fair games
- A member of staff will deal with conflict between children where appropriate
- No physical violence is acceptable
- No abusive language is acceptable
- Everyone is expected to be punctual
- Pupils must keep prohibited items away from the Academy:
 - sharp or dangerous objects
 - toys; expensive personal belongings; money
 - mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Pupils should wear the correct school uniform.

Expectations for Pupils

Pupils Should:

Positive Playground Behaviour

- Stay in the playground, and only leave if permission has been given from an adult
- Play in areas that are allowed (not on the field, or behind outside classrooms)
- Play kindly and fairly with others; keep hands and feet to yourselves
- Share equipment and show consideration to everyone
- Look after the equipment
- Stop, means stop. Remember, stop means stop
- Listen to each other
- Use kind words and show each other respect
- Follow instructions
- Line up silently to show your teachers you are ready for learning

At the end of playtime, the teacher will either blow a whistle or ring a bell. Children must stand still – and stop their game or conversation. On the second whistle or bell, children must walk quietly to their line, line up in single file and wait for their class teacher to lead them into the building/classroom without talking.

Positive Classroom Behaviour

- Be ready to learn at all times
- Sit up – no slouching or putting your head on the table is allowed
- Follow your teacher's instructions the first time round
- Remain silent when the teacher or adult is speaking or when anyone in the class is speaking – never interrupt others or speak when they are speaking
- Stay focussed and complete all tasks to the best of your ability
- Put your hand up if you wish to ask or answer a question
- Work well with anyone in your class – be kind, gentle and respectful at all times
- When working with others, listen to their views with respect and kindness; wait for your turn to speak
- Remain in your seat at all times; raise your hand and ask your teacher for permission to leave your seat
- Do not chew, eat or drink during lessons (unless medical authorisation permits)
- Bring the right equipment to school
- Go to the toilet at break time
- Ensure you keep the area that you have been working at clean and tidy after use

Positive Behaviour in Assemblies

- Enter the assembly hall in silence
- Listen very carefully to the person leading the assembly
- Remain silent throughout the assembly - do not speak or communicate with anyone in the assembly
- Participate in the assembly – for example, when you are asked to answer a question or share an idea (you will usually be asked to raise your hand)
- Respect the minute of reflection by remaining silent
- When asked to leave the hall, leave in silence

Dining Hall Behaviour

- Make sure your hands are clean before you eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when you line up at the counter

- If appropriate bring a healthy packed lunch to the Academy. Avoid crisps, nuts or products containing nuts, soft drinks or other drinks with a high sugar content
- Remove outdoor clothing – coat, jacket, hat, scarf
- Take the first available seat where the lunch supervisor tells asks you to sit
- Remain seated until you have finished eating
- When you have finished eating, raise your hand. A lunchtime supervisor will give you permission to leave
- Clear away your tray and glass
- Leave your table clean
- Put all rubbish in the bins on your way out
- Go straight to the playground

Please remember:

- Be polite to children and adults
- Eat with good manners
- Enjoy your lunch!

Positive Behaviour for Moving Around the Academy

- Walk around the Academy in an orderly manner, quietly, in a calm way – no running
- Hold doors open for others
- Speak quietly to others when moving around the Academy
- Food or drink must not be consumed when walking

Interacting With Other People

- Bullying is not accepted (please refer to the Anti-Bullying policy)

Children are also expected to behave well on their way to and from the Academy as well as on the Academy's visits.

Teachers' Powers to Discipline Pupils

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy
- Teachers can confiscate pupils' property

Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/ carers will be informed

Teachers May Discipline Pupils For:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Not wearing school uniform or
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the Academy or
 - Poses a threat to another pupil or member of public or
 - Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Teachers' Power to Search a Pupil

Searching With Consent

Academies common law powers to search:

- Academy staff can search pupils with their consent for any item. Staff will take account of the pupil's ability to give consent, taking into account the child's age or other factors

Also note:

- The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in the pupil's bag, desk or locker and for the pupil to agree
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment, such as outlined in the sanctions
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour

when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

Searching Without Consent

What the law says:

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for the above mentioned prohibited items.

The Principal or and staff authorised by the Principal can carry out the search, as long as:

- They are the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Establishing Grounds for a Search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have, in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have

heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a Search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

During the Search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

Lockers and Desks

- Under common law powers, Academy's are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above

Teachers' Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons,

alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Confiscation of Inappropriate Items:

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. At Chancery Education Trust we would keep the item secure and contact the parent/ carer.
- 2) Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Mobile phones and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy)
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Vulnerable Pupils

During their time at the Academy some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the outside agencies/ specialist professionals

The Five Golden Rules and The 3 C's

In order to meet these objectives and expectations and for clear and simple guidelines for the children, the "Five Golden Rules" and 'The 3 C's' were established.

The 'Golden Rules are as follows:

We will.....

- Treat others and ourselves with respect
- Play friendly and fair games
- Walk quietly and calmly around the school
- Be responsible with property and belongings
- Work hard and always try our best

Children are also taught **The 3 C's**.....

- Cooperation
- Courtesy
- Commonsense

Rewards

We aim to reinforce good behaviour by the use of praise and points. Dojo Points are awarded for:

- Good behaviour
- Kind/considerate behaviour
- Staying on task

All parts of the day are monitored and are worth Dojo points. The type of good behaviour awarded with Dojo points will depend on the needs of the individual child. Each teacher will use their professional judgement and knowledge of the class when awarding points. They will also be responsible for organising a manageable system that will monitor the number of points each child has.

All children at the start of the week will begin with 0 Dojo points. Throughout the week children can be awarded dojo points as well as having them deducted.

Dojo Time will take place on Friday. It will be organised within the year group and will consist of a 'fun' educational activity as a reward for good behaviour. EYFS and KS1: 2.30-2.50pm, KS2: 2.40-3pm.

Those who achieve a negative number of Dojo points will lose 5 minutes for every negative point. They will remain with their year group without participating in the activities. If a child has lost all of their Dojo Time they will be sent to a member of the leadership team. If this happens a second time the child is put on white report for monitoring.

The class teacher should discuss with their class the type of activities from which they would like to be able to choose they would like to be able to choose. The children should be informed of their activity by Friday morning.

A timetable each week will be available in the staff room for class teachers to sign up for Dojo Time if taking place in the KS2 hall, dining hall, playground and field (if dry).

Most children will be awarded their full entitlement at Dojo Time.

There is a Golden Book where the names of children who have behaved exceptionally well that week are entered. These names are read out during achievement assembly.

If a child is in the Golden Book 3 times they receive a letter home and a school badge.

Sanctions; When Things go Wrong

The rules and consequences are pre-taught and the sanction is a logical and just outcome for inappropriate behaviour. The stages are as follows:

- ✓ Issue the first 'Time Out' warning – costs nothing. The class teacher will give a verbal warning
- ✓ Issue a second 'Time Out' warning - loss of one Dojo Point
- ✓ Issue a third 'Time Out' warning - the child will be moved to the 'Time Out' table within the class for 10 minutes. Loss of a second Dojo Point

Continued bad behaviour

- The child will be sent to the Head of Year
- An Assistant Head Teacher will be notified if the Head of Year deems it necessary
- The child will be sent to the Principal. They may choose to inform the CEO. The child will also lose an additional Dojo Point and parents may be contacted
- The sanctions must be displayed in the classroom

Lunch Times

In the playground, as in the classroom, consistency is needed for awarding and deducting points.

Children will be recommended for Dojo points for good behaviour and keeping to the "Five Golden Rules"

Children will be recommended to have golden points deducted for not keeping to the "Five Golden Rules".

If there is a serious incident the Senior Midday Supervisor will report it to a member of the Senior Management team.

The following stages are to be followed in the playground:

- ✓ Warning Child verbally warned of inappropriate behaviour and explained why it is inappropriate. Child remains on the playground
- ✓ Time Out Child spoken to about their behaviour and asked to stand away from others who are playing. This is for 3 mins or 5 mins depending on the incident. The Midday Supervisor may recommend that the child loses a Golden Point and must tell the class teacher
- ✓ Intervention Child sent to Senior Midday Supervisor, who recommends additional loss of Golden Points and if necessary informs Senior Leadership Team

If fighting or racist comments are ever made, these children will immediately be sent to the Senior Midday Supervisor, who will inform a member of the Senior Leadership Team. A letter will be sent home and the child may be temporarily or permanently excluded.

If a child is involved in a fighting incident they will be removed from the playground for two days and be supervised by a member of the Senior Leadership Team.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Principal will become involved and parents will be invited in to school to discuss their child's behaviour. The child may be temporarily excluded during lunchtimes.

Behaviour Reports

The following measures are put in place in a discretionary way in accordance of the professional judgement of the Senior Leadership Team.

A child maybe placed directly on stage 3 if the Senior Leadership Team believes it is necessary.

White Form

Stage 1 - Behaviour Monitoring Report

If a class teacher is concerned/worried about a pupil's behaviour, they may choose to use a Behaviour Monitoring Report, which assists in monitoring behaviour within the classroom.

Yellow Form

Stage 2 – Behaviour Concern Report

If there are on-going concerns over a pupil's behaviour the Principal/SLT may wish to put the child on Behaviour Concern Report as a means to monitoring the child's behaviour closely. Throughout the school day the child reports regularly to a member of Senior Leadership Team with their report. Praise and positive reinforcement is given for good behaviour. Each lesson is monitored and annotated accordingly.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 2 Behaviour Concern Report. (Refer to Appendix 1). In order to promote a positive and supportive partnership between the academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Principal or a member of the SLT to review. The report will be in place for a time- limited period, usually two weeks.

Red Form Level 3 – Behaviour Final Report

A child will be placed on a Stage 3 Behaviour Final Report, in the event that the above warnings have been imposed and failed to reach a positive outcome. Note: A child maybe placed directly on a Final Report if the Principal/SLT deem it necessary.

The Principal or member of the SLT may decide to put a child on a Behaviour Final Report in the event of serious, repeated behaviour that poses a danger to the child concerned or others; or repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff, damage to premises or offensive behaviour, may result in a fixed term exclusion from school; or in exceptional circumstances a permanent exclusion, when all other strategies, external agency help, Behaviour Support Plan, Pupil Support Plan's have failed. Parents will be immediately telephoned and the sanction will be confirmed in writing. Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for permanent exclusions.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 3 Final Report. (Refer to Appendix 2). In order to promote a positive and supportive partnership between the academy and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Principal or a member of the SLT to review. Should the child fail to produce their signed report card then it maybe necessary for the Principal to call and confirm with the parent/carer that they have seen their child's report card.

Homework Communication Diary

Every child in the Academy from Reception to Year 6 will be given a Homework

Communication Diary.

The diary assists in home–school communication. Comments in the book may include: inappropriate behaviours, positive comments and general comments about the school routine and calendar dates.

In the diary there is a section where the class rules will be written, this will allow you at home to reinforce the class rules.

Every Friday the children will complete the diary for the week ahead and the children have the opportunity to reflect on how their day was.

The teachers will check the diary every day and the children will be asked to have it out on their desks.

Parents are expected to read the diary each evening and sign it.

If a pattern of inappropriate behaviour is emerging, the Principal will become involved, parents will be invited in to school to discuss their child’s behaviour. The child may be heading for temporary exclusion.

Reflective Statement

If a child has displayed inappropriate behaviour and is sent to an Assistant Head Teacher, a reflective statement is completed under the supervision of a member of staff.

Behaviour Watch

It is the responsibility for all members of staff to record onto Behaviour Watch a brief summary with actions linked to a behaviour incident when a child is referred to a Head of Year.

During the lunch hour it is the responsibility of the Midday Supervisor to record onto Behaviour Watch any incidents, which have been referred to the Senior Management Team.

Exclusion

The Principal has the authority to decide whether to exclude a pupil, whether for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance, as set out in the Appendix 3 to this policy.

Where a pupil is excluded, his/her parents have the right to make representations to the Governing Board about it. The Governing Board must review the exclusion decision in certain circumstances, which includes all permanent exclusions.

Each incident will be looked at separately and action taken as deemed appropriate for the circumstances. Following fixed-term exclusion, pupils will only be readmitted to the Academy following a meeting with parents and Head of Year/ Assistant Head/

Principal (the make-up of the meeting will depend on the pupil's behaviour history and the nature of the incident). All pupils will be placed on a Return from Exclusion Report.

Appendix 1 – Stage 2 Behaviour Concern Report Letter to parent/carer

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Davidson Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix 3: Exclusions

This appendix deals with the policy and practice that deals with the Academy's use of exclusion.

The aim of the Behaviour Policy is to reduce the need to use exclusion as a sanction and to enable all children to learn and succeed. This appendix will support the Academy when making decisions about excluding.

Exclusion procedure

- "Internal exclusions" (or Isolations), whilst a formal process under the Academy's Behaviour Policy, are not legal Exclusions to which the law on exclusions applies.
- However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such exclusion will result in the pupil being required to remain away from the Academy.
- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The law allows a pupil to be excluded for one or more fixed periods, provided that the total number of days of exclusion do not exceed 45 school days in any one school year.

Decision to exclude:

A student may be excluded for a fixed term for the following:

- Physical violence
- Bullying/threatening behaviour
- Theft / Extortion
- Drug or alcohol related incidents
- Gang related activity within the Academy
- Disruptive behaviour
- Sexual misconduct
- Damage to property i.e. vandalism/arson/graffiti
- Weapon related incidents
- Verbal abuse of any description, including homophobia or racist remarks

The decision to permanently exclude a pupil will be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the Academy's Behaviour Policy, and
- If allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy

Exclusion is an extreme sanction and is only administered by the Principal (unless the Assistant is deputising in the Principal's absence).

Alternative strategies to exclusion are always used if possible. A Pupil Support Plan is drawn up if a pupil is at serious risk of permanent exclusion or disaffection. This will be led by the SENCO.

Giving notice:

If exclusion is needed, notice will be given immediately, ideally by telephone.

This will be followed by written notice, confirming:

- The precise period and reasons for the exclusion.
- The parent's/guardian's duties during the next five days (or stated exclusion period). During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the Academy premises, and that daytime supervision is the parent's/guardian's responsibility.
- The parent's right to make representations to the governing body and how the pupil may be involved in this.
- The person the parent should contact if they wish to make such representations.
- The arrangement made by the Academy to set and mark work for the pupil during the initial five days of exclusion.
- If relevant, the school day on which the pupil will be provided with full-time education, and
- If relevant, details of the reintegration interview.

If need for exclusion occurs in the morning session and needs to take effect in the afternoon, notice must be given to the parent before the start of the afternoon session.

If the need for exclusion occurs in the afternoon and needs to take effect the next Academy day, notice to the parents must be given before the start of that day.

The head must inform the governing body if a pupil's exclusions total more than 15 days in any one term.

Academy's responsibility:

If a pupil is excluded for a fixed period of more than five school days, the Academy will arrange suitable full-time education for him/her from the sixth school day.

If a "looked after" child is excluded, provision should be in place from the 1st day.

Reintegration Interview:

The Principal or Assistant Head Teacher will arrange a reintegration interview with a parent and the pupil at the end of an external exclusion. This will be arranged for a date and time convenient for the parent and will be held on Academy premises.

For longer periods of exclusion the notice for a reintegration interview must be given no later than two school days before the date of the interview. For short fixed-term exclusions, the reintegration interview should occur on the morning of the day the pupil returns.

Parents will be expected to attend a reintegration interview following any fixed period or exclusion. If they fail to attend, this will be recorded by the Academy.

Academy registers:

If the pupil is provided with alternative provision meeting all regulations before the 6th day, they are marked on the register under code B or code D.

If the pupil is not provided with alternative provision until the 6th day they should be marked absent on the register using code E.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. A permanent exclusion may be considered if:

- It is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.
- It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

Supporting Policies and Procedures

- Anti-bullying
- Educational Visits and Journeys
- Code of Conduct
- Child Protection and Safeguarding
- SEND Policy

Monitoring and Implementation of Policy

The Principal will be responsible for the implementation of the policy.

	Name	Date
Policy written by	Lynne Dando/Penel Tait	13/10/16
Agreed by Committee	Principal	13/10/16
Adopted by Governing Board		18/10/16
To be reviewed annually		
Review by	Lynne Dando, Principal	18/10/17
Agreed by Committee	Local Governing Board	17/11/17
Adopted by Governing Board		28/11/17