

CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY

Secondary Phase

The implementation of the Care, Support, Guidance and Behaviour Policy at each stage is to be agreed and signed off with the Principal and the CEO.

The Trust Care, Support, Guidance and Behaviour Policy makes reference throughout to the role of Academy Advisory Bodies (AABs).

In the event of an Interim Executive Board (IEB) being in place, the IEB will discharge the AAB role and responsibilities in respect of implementation of the Care, Support, Guidance and Behaviour Policy.

This Care, Support, Guidance and Behaviour Policy encompasses statutory guidance on the DfE Exclusions from maintained schools, academies and student referral units in England 2017, and references to managing behaviour can be read interchangeably with care, support, guidance and behaviour.

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DELTA ACADEMIES TRUST
CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY

1. INTRODUCTION

- 1.1 It has long been recognised that educators have an important role to play in producing well-rounded, confident and successful young adults. Academies play an important role in communicating expectations and promoting social norms in terms of behaviours which are accepted and expected by wider society and employers. In many academies this message is well established through routines and expectations communicated to children from their parents. The majority enter secondary education with appropriate levels of behaviour and a maturity borne from the experience gained both at home and their previous Academy.
- 1.2 In all our Academies, including those that serve disadvantaged communities we recognise that some students do not always enjoy the strong support and guidance in their family lives that is necessary for them to achieve and be successful in life. Where students exhibit behaviours, which have a deleterious effect on their own learning and that of peers it is incumbent upon professionals to address this. The aim of our Care, Support, Guidance and Behaviour Programme, is to ensure that in all areas, behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions.
- 1.3 This Care, Support, Guidance and Behaviour Policy seeks to encourage young people to make positive choices. This is supported by an environment led by caring professionals that reinforce, recognise, reward and encourage positive behaviours. Equally important is that professionals use verbal reprimands and make it clear in no uncertain terms where behaviours are unacceptable or may pose a risk to themselves or others. Since students spend only 17% of their time in our Academies, it is essential that we encourage positive behaviours, build confidence and inculcate in young people a sense of self-worth. To achieve this, an Academy wide cultural approach across a range of curricular activities and leadership traits will be necessary. This means that we need a broader, more holistic approach to pastoral care and guidance, informed through the curriculum and wider Academy activities, which when properly structured have the power to create reflective, caring and empathetic young people.
- 1.4 **Academy Culture** - The Bennett Report 'Creating a Culture: how Academy leaders can optimise behaviour', makes a clear link between good behaviour and achievement:
- "The way students behave in Academy is strongly correlated with their eventual outcomes. When behaviour in general improves throughout an Academy the impact is:
- Students achieve more academically and socially;
 - Time is reclaimed for better and more learning;
 - Staff satisfaction improves, retention is higher, recruitment is less problematic."¹
- 1.5 The report makes it clear that the culture within an Academy is created through a number of inter-related actions and leadership activities. In our Academies a range of actions and practices are used to create a positive culture, these include, but are not limited to: the curriculum, student assessment and feedback, tutor time, assemblies, student engagement/student voice, extra curricula enrichment, pastoral support and guidance, bespoke interventions, parental engagement and appropriate multi agency working for those students with the most challenging needs.

¹ Bennett, T, 2017, Independent Review of behaviour in Academies – Creating a Culture: how Academy leaders can optimise behaviour

1.6 The Academy Advisory Body recognises that even when encouraged to make the right choice, some students will occasionally make choices which hinder their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules, re-engage with learning and allow others to learn. In some circumstances, the Academy Advisory Body and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community. A range of sanctions are available which will include, but not be limited to; detentions, internal and external reflections time, restorative approaches, fixed term exclusion, behaviour and inclusion panels, local authority fair access panels, Academy managed moves, alternative provision or permanent exclusion/expulsion.

1.7 Students are asked to:

- arrive in the Academy and at lessons punctually and be prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake a detention;
- bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day;
- wear the Academy uniform correctly.
- be polite, courteous and respectful to everyone in the Academy. They are also expected to comply with reasonable requests or instructions made by staff at the first time of asking. These expectations extend to their journey to and from the Academy.
- have regard for their own safety and that of others.
- leave promptly at the end of the day unless engaged in enrichment activities.
- not to be on site any earlier than 30 minutes before the start of the Academy day, unless attending a Breakfast club.

1.8 Parents/ carers are asked to support their children to make positive choices by signing the Academy / Home agreement which includes agreeing to:

- support and co-operate with the Academy and its policies;
- inform the Academy of problems and concerns and in partnership try to solve them;
- provide a suitable environment for the completion of homework and ensure that homework is completed;
- ensure full attendance and punctuality;
- not take holidays in term time as these will not be authorised in line with the law and Government guidance as set out in the Education (Student Registration) (England) Regulations 2013 which came into force on 1st September 2013;
- ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy, procedures and requirements in the Prospectus and student planner;
- attend parent/carers interviews and appropriate meetings;
- support the Academy rules about care, support, guidance, behaviour and discipline;

- take appropriate actions or sanctions with their child to support staff at the Academy. (It should be noted, that typically only a small percentage of students present poor behaviour);
 - where parents have a concern they are asked to follow the complaints policy.
- 1.9 The Academy Advisory Body believes that students should be encouraged to adopt an attitude to learning which supports learning and promotes good **relationships**. Poor attitudes to learning and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.10 Please note that the Care, Support, Guidance and Behaviour Policy makes reference throughout to the following DfE documents:
- Exclusion from maintained schools, Academies and student referral units in England 2017;
 - Preventing and Tackling Bullying. Advice for Principals, staff and governing bodies; **2017**
 - DfE and ACPO Drug Advice for academies; **2012**
 - Use of Reasonable Force; **2013**
 - Behaviour and Discipline in **schools; 2016**
 - Screening, Searching and Confiscation; **2018**
 - Ensuring Good Behaviour in **schools; 2012**
 - **Dealing with allegations of abuse against teachers and other staff; 2012**
 - Bennett, T, 2017, Independent Review of behaviour in academies – Creating a Culture: how Academy leaders can optimise behaviour.
- 1.11 All documents should be read in conjunction with this policy. The Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2. CARE, SUPPORT, GUIDANCE AND BEHAVIOUR

- 2.1 'The Care, Support, Guidance and Behaviour system' is designed to give students choices. Its **principle** role is to support learning by addressing and drawing to students' attention their **attitude to learning**, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour compromises lessons and undermines the authority of the teacher. **'Care, Support, Guidance and Behaviour' principles are** not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.
- 2.2 The reflections process is designed to give students time to reflect and change their behaviours based upon the following structure:
- **Warning – Rule Reminder; conduct conducive to learning**
 - 2.2.1 A reminder of expectations can be given to an individual and also a group **or** class.
 - 2.2.2 Where the conduct is particular to one student, a whole group reminder would not be appropriate, for example:
 - 2.2.2.1 poor levels of work;
 - 2.2.2.2 talking to another student across the classroom;
 - 2.2.2.3 distracting others.
 - Conduct C1 - First negative attitude to learning – **recorded on conduct board**
 - Conduct C2- Second negative attitude to learning – **recorded on conduct board**
 - Conduct C3 - Third negative attitude to learning – **recorded on conduct board**
 - Conduct C4 - Fourth negative attitude to learning or immediate C4 for Health & Safety (removal from lesson **to Matrix** and detention issued)
 - 2.2.1 Failure to arrive promptly or to behave appropriately in the Matrix Room will result in a C5 (reflection time) being issued.
 - Conduct C5 - Fifth negative attitude to learning or immediate C5 (reflection time) for:
 - 2.2.1 health and safety **(could equally be a fixed term Exclusion);**
 - 2.2.2 violence or threatening behaviour towards others **(could equally be a fixed term Exclusion);**
 - 2.2.3 walking away from a member of staff;
 - 2.2.4 refusing to hand over items which are not allowed in the Academy **(could equally be a fixed term Exclusion);**
 - 2.2.5 swearing;
 - 2.2.6 smoking **(could equally be a fixed term Exclusion);**
 - 2.2.7 not attending a Conduct C4/C4 OTHER detention;
 - 2.2.8 not attending Study Support or **intervention** sessions

2.2.9 Truancy

- Conduct C6 referral (likely fixed term exclusion, refer to Academy appendix) for:

- 2.2.1 health and safety;
- 2.2.2 persistently disrupting reflection time;
- 2.2.3 failing to complete reflection time;
- 2.2.4 persistent defiance

- 2.3 C4 OTHER - C4 OTHER detentions are to be given in your own subject area only by agreement with Principal and Executive Lead. **Students do not leave the lesson if they are given a C4 OTHER, unless repetitive and therefore warrant further sanction.

Reasons for a C4 OTHER:

1. Smoking by association
2. Refusing a reasonable request (could equally be a C5 or FTE)
3. Using a mobile phone, or any smart technology including inappropriate use of smart technology or mobile phone (could equally be a fixed term Exclusion);
4. Being out of bounds
5. Inappropriate behaviour in the restaurant
6. No planner
7. Being late to the lesson
8. Littering
9. Uniform issues
10. Make-up/Nail Polish
11. Jewellery
12. Failure to bring correct equipment – (Maths, PE, Dance, DT)
13. Behaviour in the restaurants and between lessons
14. Eating in a lesson
15. Using ICT inappropriately – games etc. Equally where ICT has been misused this may also lead to a fixed term or permanent exclusion
16. Lack of homework (one deadline extension may be set at the discretion of the member of staff, or if homework is handed in in advance of the detention the detention may be cancelled)

- 2.4 'Care, support, guidance and behaviour' works in conjunction with a number of targeted intervention strategies (see appendix B) designed to address the underlying causes of poor attitudes to learning or poor behaviour and disengagement wherever possible. The interventions available are a preventative mechanism which enables academies to target support for identified students. Students accruing code of conduct sanctions/or fixed term exclusions will receive a number of points. Each of these is equivalent to a set tariff for example, (C5 = 3 or 5, C6 = 10, fixed term Exclusion = 10). The accumulation of points for a student increases the intensity of the monitoring and intervention.

- 2.5 When a student is issued with a sanction, they receive a number of points which are tracked in the school's MIS, this is monitored closely by the Inclusion and Deep Support Team. Any resulting intervention and its impact is also recorded in CPOMS, giving a personalised profile of an individual student.

- 2.6 The Deep Support Team will become involved in the intervention with students who are accruing points by receiving several C5s or C6s or fixed term exclusions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (see Appendix B).

- 2.7 The SLT Lead - Deep Support has an overview of the progress of these students with regular feedback at the Inclusion Team meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students.
- 2.8 The Academy is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.
- 2.9 For this reason, the Academy has elected to use a maximum fixed term exclusion period under the care, support, guidance and behaviour system of 5 days for any single incident.
- 2.10 A Principal retains full authority to vary the length of any exclusion, C6 or FT, at any time, however, no student will receive greater than 45 days exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. 'The DfE Guidance 2017 Exclusion from maintained schools, academies and student referral units in England' states that where a student has been fixed period excluded for 15 days or more in a term, the Governor disciplinary panel must meet. Please note that a Principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.
- 2.11 A C6/FTE exclusion will either be 0.5 days or for XX days. This will inform support and access from the range of interventions available. It may be necessary to use longer fixed term exclusions where students have failed to engage, and more agencies or external services need to be liaised with in order to re-engage the student in education.
- 2.12 In order to maintain good order and authority in the Academy, a student who disrupts C5 reflection time during the day, should, with their parent's/carer's permission, be sent off site following a C6 exclusion as soon as possible ensuring that the parent's/carer's permission is recorded along with the time that the student left the site.
- NB: a student may receive a fixed term (FT) exclusion after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half-days totaling one full day exclusion. This is at the Principal's discretion.
- 2.13 Where the Principal is concerned that a student is subject to a large number of fixed term exclusions and therefore days lost to learning or has accumulated a large number of behaviour points (whichever comes first), in any one academic year. It is recognised that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.
- 2.14 The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.
- 2.15 For further information please see:
- Care, support, guidance and behaviour System Documentation.
 - Inclusion and Intervention tracking in CPOMS (these may vary in each Academy dependent on access to different outside agencies in the Local Authority where the Academy is located).

3. C6 EXCLUSIONS AND THE LENGTH OF EXCLUSIONS

- 3.1 A C6 exclusion is an exclusion from the **Reflections Room** (C5). All other exclusions are fixed term (FTE) exclusions.

A C6 during the morning

- 3.2 If a student fails a C5 then they will be excluded (C6) for either 0.5 days or longer depending on the time of the day that the exclusion takes place
- 3.3 If a student attends a C5 and receives their AM roll call registration mark, but then fails the C5 before the PM roll call registration mark is taken, then the student will be excluded for the remainder of the day e.g.:

Student A arrives at their C5, receives their AM registration mark but then fails the C5 at say 9:30am. Because this is after the AM registration mark, they are marked as present (/) on the register for the morning (0.5 of a day). In order to exclude the student (C6) for failing the C5 but to ensure that they return following a reintegration meeting **to complete their reflections time** (C5), they should be excluded for the remainder of the day i.e., the afternoon. Thus, their registration for the day will show present: AM (/) and PM (E) – a 0.5 C6 exclusion.

- 3.4 Should a student fail their C5 after the PM registration has been taken then they should be excluded for the following day; length to be determined by **the Principal**. Thus, this student will be able to return, following their reintegration meeting, **and complete their time in the reflections room**.
- 3.5 It is IMPORTANT that a student is not allowed to persistently disrupt and defy the Academy for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, a Principal retains full discretion to permanently exclude a student, even if they have not reached 45 days exclusion in one academic year for persistent disruption and defiance.

4. FIXED TERM EXCLUSION

- 4.1 'Good discipline in Schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports **Principals** in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained Schools, Academies and student referral units in England 2017.)

- 4.2 All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples:
- Failure to comply with a reasonable request from a senior member of staff. Failure to wear **the** Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request
 - Breaches of health and safety rules
 - Verbal abuse of staff, other adults or students
 - Possession of drugs and/or alcohol related offences

- Failure to comply with the requirements of the ‘care, support, guidance and behaviour System’ see section 2 above
- Willful damage to property
- Homophobic or racist bullying
- Deliberate misuse of ICT, which may include but is not exhaustive of: recording of others, photographing others or misuse of images, online bullying. This may also be considered grounds for a permanent exclusion.
- Bullying – see additional information in the Peer on Peer Abuse Policy
- Sexual misconduct – see additional information in the Peer on Peer Abuse Policy
- Sexual harassment - we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, which may include but is not exhaustive of:
 - 4.2.1 sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (It should be considered when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
 - 4.2.2 It may include but is not exhaustive of:
 - 4.2.2.1 non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges); sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

Where an incident or sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the police. See additional information in the Peer on Peer Abuse Policy

The Principal may also consider both sexual harassment, sexual violence and sexual misconduct grounds for a Permanent Exclusion

- Theft
 - Making a false allegation against a member of staff
 - Persistent defiance or disruption
 - Minor assaults or fighting that is not premeditated or planned
 - Other serious breaches of Academy rules
- 4.3 Whilst an exclusion may still be an appropriate sanction, the **Principal** should take account of any contributing factors **or mitigating circumstances** that are identified after an incident of

poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation. The Principal may also consider other alternatives to a Fixed Term Exclusion as listed in the Academy appendix. For both C6 and fixed term exclusions work should be set for the student.

5. PERMANENT EXCLUSION/EXPULSION

5.1 A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the Academy's Care, Support, Guidance and Behaviour Policy; and
- where allowing the student to remain in Academy would seriously harm the education or welfare of the students or others in the Academy.

5.2 The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- Sexual harassment, sexual violence or sexual misconduct
- supplying an illegal drug or medicines;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon and / or weapon of offence;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the public in significant danger or at risk of significant harm.

5.3 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

5.4 In cases where a Principal has permanently excluded a student for:

- one of the above offences; or
- persistent disruption and defiance including bullying (which could include racist or homophobic bullying but is not exhaustive of, see additional information in the Peer on Peer Abuse Policy) or repeated possession and/or use of an illegal drug or drug paraphernalia on Academy premises.

The decision on whether to exclude is for the Principal to take. Where practical, the Principal should give the student the opportunity to present their case before making the decision to exclude.

5.5 **The Academy Advisory Body's Guidance on Offensive Weapons and / or Weapons of Offence**
- the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and / or weapon of offence and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons and / or weapons of offence. Other types of offensive weapons or weapons of offence will include lengths of pipe, bats, other blunt instruments, or any items judged by the Principal or the Academy Advisory Body to be carried

with the intention **to do harm to others** or inflict injury on another individual – this would include blades removed from pencil sharpeners, etc. But it is not exhaustive.

5.6 In addition, the Academy also considers **for example** the following to be serious incidents resulting in the permanent exclusion/expulsion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network **or do harm to others**
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the **care, support, guidance and behaviour system**.

6. PARTIAL TIMETABLE

6.1 As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student. This is an agreement between Academy, Student and Parent/Carer and should be documented and logged.

6b “Reasonable Steps” as directed by the SEN code of practice

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, Jan 2015 states that:

“6.33 Academies and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students” and that a Academy or Academy must ensure that “Reasonable steps are taken to ensure that the inclusion of a child.”

6.2 Where a student has an Education Health Care Plan (EHCP), it is recognised that a student **MAY** need some reasonable steps to be put into place to further support the student with meeting the high expectations set out in the Care, Support, Guidance and Behaviour Policy. It may also be necessary to put such reasonable steps in place during the interim period when an Academy is currently supporting an application for an EHCP (up to 20 week timescale). “Reasonable **adjustments**” might include a number of the following where a student has received C5 **reflections time**:

- Student given five minutes time-out per hour- administered and supervised by the Reflections Manager or Learning Manager.
- Student allowed to complete the C5 **reflections time** over two days: one AM session plus lunch and one PM session.
- Student allocated a larger working space in the **Reflections Room** such as a separate desk- only applicable where there is no chance of disruption to other students.
- Other reasonable **adjustments** which should be checked at Executive level.

6.3 In this instance, it is imperative that the reasonable **adjustments** which are being **taken are noted**. Where there is no impact on improving behaviour over time, an Emergency Annual Review should be called by the Principal as advised in the above code of practice.

7. PROVISION OF EDUCATION FOR STUDENTS EXCLUDED FOR A PERIOD EXCEEDING FIVE DAYS

The Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

8. SCREENING, SEARCHING AND CONFISCATION

8.1 Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Principals, staff and governing bodies'.

8.2 In addition to the practice identified in the DfE guidance, the Trust Academies also ban the following items and as a result are able to search students for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion will cause disruption to the Academy or be detrimental to Academy practice.

8.3 Confiscation

- Academy staff can seize 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.
- Staff should hand the confiscated item to the relevant member of support staff, reception, etc, as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal ie drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, eg cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the half-term period ie: if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the Academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the Academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (ie it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

9. CCTV

Trust Academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

10. USE OF REASONABLE FORCE

- 10.1 Please refer to the DfE guidance 'Use of reasonable force. Advice for Principals, staff and governing bodies'.
- 10.2 All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

11. DISCIPLINE BEYOND THE ACADEMY GATE

- 11.1 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the police as soon as possible.
- 11.2 If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Principal or Vice Principal must be informed. In the vast majority of cases, they will involve the Academy's Police Liaison Officer/PSO or Local Police, who will then follow agreed police and Academy procedures. (See Police/SSP section). In addition, if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Academy's safeguarding policy will be followed.
- 11.3 For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.
- 11.4 Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to **issue a sanction**, or a fixed term or permanent exclusion, particularly in relation to violent conduct eg a physical assault or bullying incidents.
- 11.5 Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

For example:

- uniform – students may be issued a C4 **conduct** detention if they remove their tie at the **before the blue line**.
- students are discouraged from smoking/vaping on their journey to and from the Academy. If they are found smoking at or near Academy premises the **care, support, guidance and behaviour** system will be used;
- misbehaviour on the Academy bus will result in the Academy Care, Support, Guidance and Behaviour Policy sanctions being applied (C4, fixed exclusion, permanent exclusion) and a ban from using the Academy bus service for either a fixed period of time, or permanently.

12. BEHAVIOUR COMMITTEE OF THE ACADEMY ADVISORY BODY

- 12.1 A meeting of the Behaviour Committee will be convened by the Academy Advisory Body Behaviour Committee Clerk when:
- a student has received over 15 days' exclusion in one term; **or has reached 150 points in a term**
 - recommendation of permanent exclusion is made by the Principal
- 12.2 The Behaviour Committee will comprise of 3 members of the Academy Advisory Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

- 12.3 The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
- 12.4 The meeting must be convened between the 6th and 15th Academy day after the date of receipt of notice to consider the exclusion. Where convening this meeting is difficult because of availability of AAB members, other AAB members from **other Trust** academies may substitute.
- 12.5 The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.
- 12.6 The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 12.7 The Principal, a member of the Senior Leadership Team and the student's Learning Manager may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 12.8 Within one Academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion/expulsion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority or other independent panel. The parent/carer has 15 Academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.
- 12.9 **Independent Review Panel**
- Each Academy will have in place an Independent Review Panel and a parent/carers right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion/expulsion being upheld by the Academy Advisory Body. The Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Academy Advisory Body not to reinstate a permanently excluded student.
 - The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

13. **POLICE – SSPO POSTS CURRENTLY EXIST IN SOME ACADEMIES**

Where Academies employ an SSPO, please see Appendix C.

14. **MAINTENANCE AND REVIEW**

This Policy will be reviewed within three years or when there are changes to relevant legislation.

15. **COMPLAINTS**

Any complaints will be dealt with in accordance with the Trust complaints policy. This can be found on the Trust website.

APPENDIX A – ADDITIONAL INFORMATION

In all classrooms we aim for praise to outweigh conduct reminders. There should be an emphasis on praise and encouragement which is supportive of students. Staff should focus on **positive aspects of behaviour** ensuring that conduct conducive to learning is essential for students to achieve. This may include but is not exhaustive of applause on the doors, above and beyond, commendation and rewards assemblies, pledges and proud Thursdays.

Double lessons – if lessons are joined together then the **reflections time** lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the **reflections time** carries forward even if there is a break. In the case of a split lunch the **reflections time** carries forward, however, the student must leave **the Reflections Room** to obtain lunch.

During Tutor Group is a prime opportunity to help students reflect on their behaviour. You should help students in your group to look at their behaviour and give **appropriate** comments to students in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption TG mentors can place students on report to them with targets. If you are using this intervention Learning Managers need to be made aware and there needs to be a discussion with parents/carers. Students should have their **planners on their desks**.

Re-integration meeting - Reintegration meetings are held between a member of SLT, the Learning Manager/equivalent, the student and the parent/carer when a student returns from an exclusion. At this meeting the student's behaviour will be discussed and an **Individual Reintegration Plan ("IRP")** will be completed. Targets from the plan will be shared with staff and included on the student report where **appropriate**. Parents are responsible for their child's behaviour and it is important that they explain how they intend to address their child's behaviour

CODE OF CONDUCT

The **care, support, guidance and behaviour policy** is central to the way the Academy operates. It helps all members of the Academy community feel **safe and** secure because we are really clear about what is unacceptable **behaviour**. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Care, Support, Guidance and Behaviour** exists at all Trust secondary mainstream academies that have adopted the system to allow teachers to teach and all students to learn.
- **Care, Support, Guidance and Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Care, Support, Guidance and Behaviour** means that positive behaviour is praised. However, everyone is clear about the **implications** for negative behaviour.
- Praise is the most important aspect of **Care, Support, Guidance and Behaviour**. Students should try hard to gain praise in all lessons and staff will always aim to use more praises than **conduct reminders**.
- Students will always receive a warning about their **attitude to learning** before any **conduct reminders** are issued to them.
- During lessons, students who receive **conduct reminders** will have their names displayed on the **conduct** board.
- Students must change their **attitude to learning** in any lesson where a C1 has been issued

otherwise a C2 will be given. If students choose not to change their attitude to learning it will result in a C3, the final conduct reminder. By continuing their poor attitude to learning, the student is given a C4. This means a removal from the lesson to the Matrix Room and a detention.

- Students who receive a C3 conduct reminder will have their names displayed on the conduct board and may receive a verbal reprimand from senior staff who are visiting lessons
- Failure to arrive promptly or to behave appropriately in the Matrix Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is time in the Reflections Room at a later date.
- Failure to report to the Reflections Room before the start of the reflections time is unacceptable and may result in further sanction. Exclusion from the Academy for a C6 will require reflections time repeating – this is to prevent students intentionally getting excluded to avoid completing reflections time.
- The Reflections Room is a place for students to reflect on the serious implications of their behaviour and where restorative approaches are introduced.
- **REMEMBER – ONCE A CONDUCT REMINDER (C1-C6) HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.**
- Care, Support, Guidance and Behaviour will be used alongside the Assessment cycle to monitor all students. Appropriate academic and pastoral interventions will then be used
- Any student receiving a high number of praises will be given an E1 or E2 in that particular subject.
- Any student who receives a C4 in a subject should be given an E4 on the next Assessment cycle report.
- Any student who receives a C5 in a subject should be given an E4 on the next Assessment cycle report.

C4/C4 Other

Issue C4, student then sent to Matrix. If a student is issued with a C4-Other they do not leave the classroom.

Students must arrive at the Matrix room/reflections room within 5 minutes of being sent..

If the student does not return from Matrix then they should be issued with a C5.

The student then must be issued with a C4 detention.

Enter the details into SIMs (Right click add C4)

If a student has another detention on the same night it is their responsibility to reschedule one of their detentions.

If you issue a detention you need to meet with the student on the afternoon of the detention.

If the student does not attend, a C5 needs to be issued.

Staff will check student attendance on the day of the detention.

If the student is absent on the day of the detention enter them for the next available detention when they return to the Academy.

Matrix

Has the student arrived within 5 minutes?

If the student has not arrived within 5 minutes then they need to be referred to the reflections room (C5).

The Matrix room teacher has to log the time the student arrived.

Matrix teacher: Place the student into your class and Occupy and Ignore (OI). They need to return from the initial room within 5 minutes of the end of the lesson for a restorative conversation.

If the student misbehaves they need to be sent to the reflections room, where they will be issued a C5

Reflections

The student is expected to arrive at reflections within 5 minutes of the start of the reflections time.

Whilst under reflections a student should **complete appropriate work which may include a restorative reflection task.**

The student is provided with appropriate work for their time in reflections.

If a student does not complete their reflections time in line with the Academy expectations, a C6 is issued.

A C6 is assessed by the Principal.

On completion of a C6/FTE, a student will repeat their reflections time.

CONDUCT STICKER

To be printed on yellow stickers:

C4		Issued	
Subject		Detention Date	
Teacher		Room	
It is your responsibility to ensure that you attend the detention. Failure to do so will result in a C5. If you absent YOU must re-arrange the detention on your return			

C4 Other		Initials	
Lateness		Out of bounds	Make up/Nail Polish
No Planner/Defacing Planner		Smoking by Association	Jewellery
Uniform Infringement		Other	
Issued on:	Detention date:		Room

To be printed on red stickers:

C5 Notification

Date of Issue		Staff	
C5 HALF		C5 FULL	
Refusing a reasonable request		Misbehaviour in Matrix	
Not attending Matrix		Indirect Swearing	
Smoking		Verbal abuse	
Missed detention		Behaviour	
Other			

It is your responsibility to report to **Reflections** by 11am or the start of **your reflection time** to be registered. Failure to report without a valid reason will result in a detention or exclusion if intent is suspected. Your C5 event will be complete at the end of the Academy day + one hour detention.

This is your acknowledgement of the C5, it is your responsibility to show this to your parent/carer. The Academy does not need to give 24 hours' notice for detentions or **reflections time**.

Conduct Gatekeeper

- will manage the processing of C5 and C6
- Students failing matrix will report to Conduct Gatekeeper
- Students waiting for FTE are held with the Conduct Gatekeeper
- Students failing C5 report to Conduct Gatekeeper
- Work is provided for students
- Conduct gatekeeper role ensures any follow up actions are completed (Booking detentions, C5, C6, etc)
- Conduct gatekeeper notifies staff of who is in reflections the following day so that work is provided for students

PLC (Predominantly KS4)

This provision, within the academy, offers opportunities for students with more challenging behaviours to be supported to modify behaviours that are preventing them from meeting expectations. This is a bespoke provision, which also ensures that students should not fall behind academically and receive additional support outside of the main curriculum.

- PLC Manager manages the PLC
- Referrals are required for students needing access to support in the PLC
- Reasonable adjustment from reflections can be accessed but monitored by Deep Support Team
- For bespoke interventions see Academy Appendix

Bridge (predominantly KS3)

This provision, within the academy, offers opportunities for vulnerable students at any point in their education to receive support and interventions relating to social, emotional and mental health. This is a bespoke provision which also ensures that students should not fall behind academically and receive additional support outside of the main curriculum.

Bridge Manager manages the Bridge

- Referrals are made and agreed by the Deep Support Team for Bridge access
- Reasonable adjustment from Reflections can be accessed but monitored by Deep Support Team
- For bespoke interventions see Academy Appendix

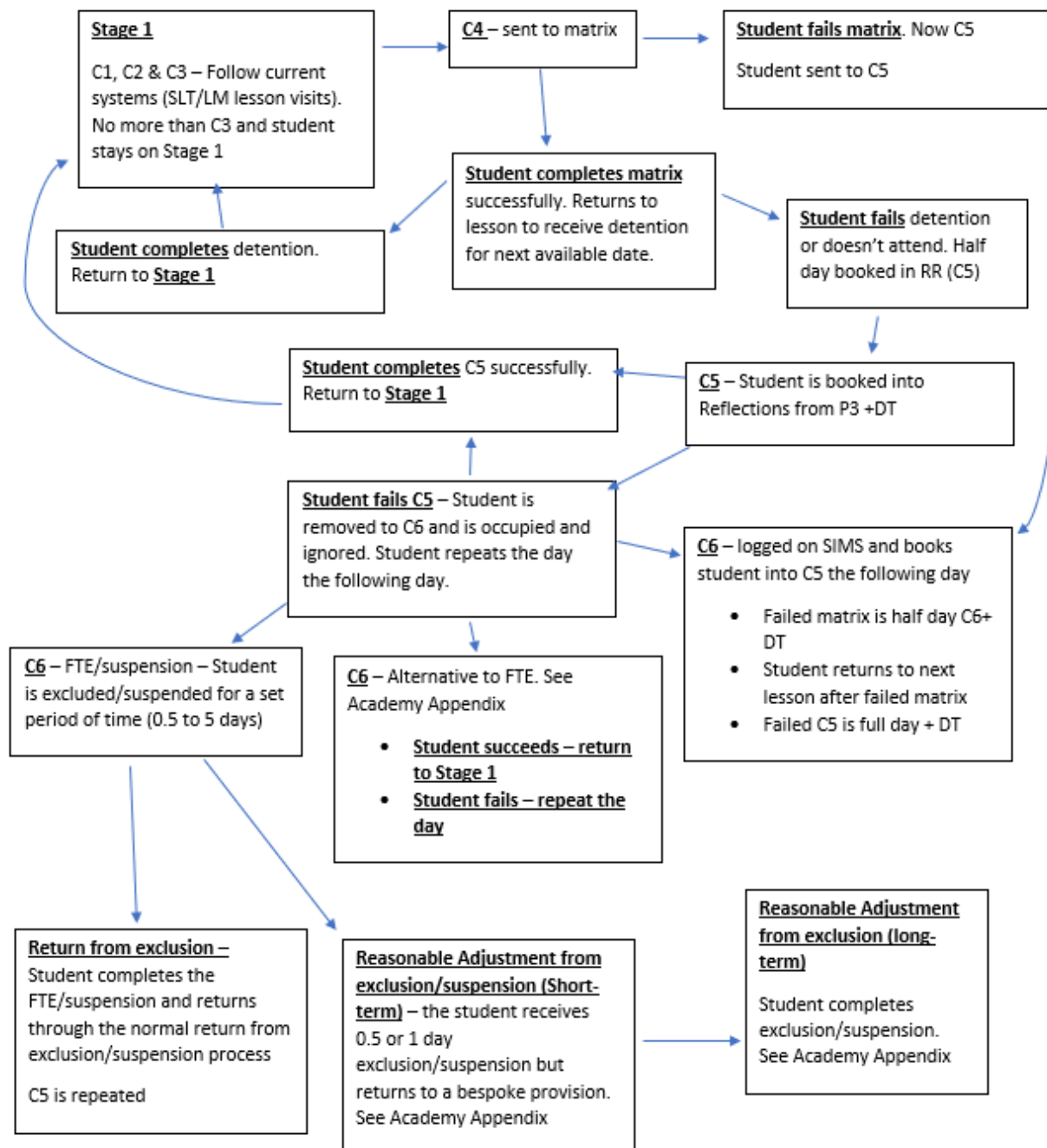
Reflections

The Reflection Room is a quiet and focused space that provides a closely monitored environment free from distraction in which pupils work and learn outside of mainstream classes. Students will be subject to the same expectations as if they were in a mainstream class and are expected to comply with all reasonable requests. Students will work on an individual basis and will be provided with appropriate work by their teachers or by staff supervising the Reflection Room. The students sit at individual desks with dividers to ensure they can reflect on their behaviour and work without distraction. The reflection room provides an opportunity for respite and repair where staff provide appropriate support to help pupils engage with their learning, their half-day session or their full-day session in the Reflection Room. Once pupils have completed their time in reflections students may return directly to mainstream lessons or be supported through appropriate intervention pathways that may include but is not exhaustive of time in the PLC or Bridge or respite in another academy.

Reflections Room Protocols

- Students on half day Reflections will attend first break and make their way to Reflections
- Full day Reflections will start at the beginning of the day
- Half day Reflections will start after break
- Ensure all students are seated in correct desks and are seated fully
- Bags and coats are stored appropriately
- Planners, reading books and knowledge organisers on desks

- Students must complete all work to the best of their ability
- Student expectations are clearly displayed
- Students should not leave their seat for any reason other than to go to the toilet
- If a student needs equipment generic equipment is available in the room – specialist equipment should be provided
- Students should be escorted to lunch in the dining hall
- The C5 detention will be completed in the detention room



Praise and Rewards:

Proud Thursday

'PROUD Thursday' is a weekly event with our students at Delta Academies Trust. Students share their work, and we celebrate the work they are most proud of. It's open to the entire school.

Applause on the doors

As part of our praise culture, every week each teacher selects a student to praise on their classroom door. They, simply write a praise message and display it on poster on the classroom door.

Attendance

Students are rewarded for good attendance and this is recognised in our termly commendation and reward assemblies.

Commendation Reward assemblies

Every term we reward our students who have gone 'Above and Beyond' in our termly commendation assemblies

Pledges:

All students at Delta Academies Trust are strongly encouraged to earn twelve Pledges. As students move from one Key Stage to the next, we celebrate through a graduation assembly.

Pupils can graduate with honours if they have sufficient pledges, high effort scores from subject areas and 100% attendance.

Pledges encourage pupils to try new activities that may be out of their comfort zone enabling them to become more well-rounded young adults. Above all, pledges help pupils to have a more valuable and enjoyable experience at school. Pledges can be awarded for both activities in and outside of the academy including:

- Regular attendance at an 'After Academy' activity or club.
- Representing the Academy in either a sporting, cultural or academic event.
- Attending a national sporting, cultural event or performance at a major venue.
- Taking part in an academic production/event or organise an event for other students.
- Taking part in a formal presentation to an audience.
- Being actively involved in an international experience, within or beyond the academy.
- Being actively involved in a community experience, within or beyond the academy.
- Helping to plan, organise or participate in a major fundraising event within the Academy or the community.
- Taking part in an activity to prepare themselves for the world of work
- Contributing to the sustainability of the academy
- Taking part in a piece of formally recognised creative work
- Regularly going above and beyond within lessons and outside of lessons

Pledges are awarded as 'colours' in our termly commendation assemblies

Vertical Mentor Groups:

The purpose of our VMG is to further promote community, partnership and participation in school. The VMG system aims to do this by:

- Developing the school's sense of community by developing relationships between students in different year groups.
- Providing students with a range of leadership opportunities.
- Provides a chance for the entire student body to be involved in a range of sporting, non-sporting and cultural activities.

Every member our Academies is involved with the VMG System: students and staff

VMG competitions form an important element of Academy life, with students competing in many areas. Events this year have included; whether they score the highest in the Accelerated Reader programme, extra-curricular enrichment, 5-a-side Football, Bake off, Quiz, Sports, Sports Day as well as the Delta's Got Talent competition! Alongside our class charts reward programme, for example. Our Sports Day Event and Delta games in July also contribute to the VMG competition.

A student belongs to the same VMG for the duration of their time at the Academy, enabling them to build a strong VMG identity and to be provided with academic and pastoral support from those that know them best: their tutors, Learning Manager, and learning sets.

C5 Live Tracker – held on Teams

C5 - Pre-booked													
Date	Booth Number	Name	Year Group	Reason	Half/Full (P3 lesson half)	WARNING 1 <i>Please add reasons for warning</i>	WARNING 2 <i>Learning Manager should be called to speak to the student</i>	WARNING 3 <i>SLT should be called to speak to the student</i>	FAIL <i>C5 Referral - Refer student to SLT</i>	Reasonable Adjustment			Staff Notes
										1st	2nd	3rd	
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												

Failed Matrix - Please issue C5 half for the next available date												
Date	Booth Number	Name	Year Group	Period	Lesson from	Sticker Issued	Date booked in	Staff Notes				

APPENDIX B – INTERVENTION

EXAMPLES OF INTERVENTION USED:

These may vary in each Academy depending on the context of the Academy.

Level 1 (Whole school – What every Child can expect from the school)	Level 2 Additional support - Targeted support for individual students	Level 3 Additional Support – Personalised/Individualised Long-term interventions and those students who may have a statement of special educational needs or be under assessment for additional support
<ul style="list-style-type: none"> • A consistent, fair and appropriate response to behaviour for learning • An Inclusion Policy • Equality Objectives • Accessibility Plan • An ADP which outlines current and future developments for all staff and students • Transition Plan • An accessible curriculum for all learners • Quality first Teaching 	<p>Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.</p>	<p>Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider what appropriate steps are needed to address this concern.</p>
<p>AAB disciplinary panel – escalating concerns or behaviour points</p>	<p>AAB disciplinary panel - 15 days FTE per term</p>	<p>Meeting with Principal or appropriate senior staff</p>
<p>Re-integration meeting – discuss incident and how to avoid escalation in future.</p>	<p>Meeting with SLT member or an appropriate member of staff - discuss concerns and explore support strategies.</p>	<p>Target card Report to SLT</p>
<p>Meeting with Learning Manager or an appropriate member of staff as appropriate and in line with need</p>	<p>Target card Report</p>	<p>Reintegration with SLT</p>
<p>Monitor data via PowerBi and CPOMS</p>	<p>Detentions/Interventions with Deep Support Team or appropriate staff</p>	<p>Curriculum and Timetable review - Review of curriculum and banding Consider change of class /group</p>
<p>Telephone call home – consider what will have most impact. Weekly / daily etc</p>	<p>Personalised timetable as appropriate and reviewed at appropriate points</p>	<p>Lesson Observation or pupil pursuit</p>
<p>Detention – restorative approach</p>	<p>Re – Integration meeting with Deep support Staff</p>	<p>Referral for specialist support where appropriate</p>

Referral to inclusion meeting	Lesson visits	Multi agency support where appropriate
Discussion with SENDCO where appropriate	Parental meeting with Inclusion Manager / SLT	Managed Time out card
Referral to inclusion meeting	Round Robin – whole school attitude to learning review	Consider SEND processes, assessment and support – Reading age / dyslexia screen etc
Support from Bridge/ PLC	Inclusion meeting discussion/ review. Agree strategies and review impact. – Behaviour support plan	Specialist interventions/ assessment / package/ alternative provision – where appropriate
Reasonable adjustments	Consider SEND need	FAP /LA Panel
School to home communication via the student planner	Early Help assessment – where appropriate	Respite package to another academy where appropriate
	Review of seating plans	Managed Move
	Staff spotlight meeting – focussed on what works well, strategies for intervention and sharing good practice.	Each individual academy may use other additional provision, depending on the resources available, to support a student’s ability to access their learning, this includes, but isn’t limited to, small group work, additional adult support, support of external agencies and programmes etc.
	Bespoke Bridge /PLC interventions.	Alternative Provision (external providers) - Where an assessment is made which determines that a student may require more specialist provision, a referral will be made to appropriate providers.
	One- page Student profile / written in partnership with child where appropriate	Part-time timetables - in limited circumstances, the academy may make use of a part time timetable to support a student where necessary. This will be for a limited time and will be agreed with parents

Points Tariff:

SANCTION	POINTS*	INTERVENTION
C4	0	Student Points totals will be tracked in PowerBi At an appropriate threshold of approximately 150 Points. Students’ behaviour and attitude to learning will be reviewed and discussed before the Governor Disciplinary Committee 150 points per term
C4 Other	0	
C5	3	
C5 Full	5	
C6 FTE	10	
FTE	10	

* Points are not to be changed or additional points used

APPENDIX C – SAFER ACADEMYS PARTNERSHIP OFFICER

1. POLICE – SSPO POSTS CURRENTLY EXIST IN SOME ACADEMIES

1.1 Trust Academies will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Academies will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

1.2 A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

2. SAFER ACADEMIES PARTNERSHIP OFFICER

2.1 The **Academy** may employ, a Safer Academies Partnership (Police) Officer (SSPO) to work at the Academy.

2.2 A SSP is a formal agreement between the Academy and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

2.3 All SSPOs aim to ensure:

- the safety of students, staff and the Academy site and surrounding areas;
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- early identification, support and where necessary challenge of students involved in or at risk of offending;
- improved standards of student behaviour and attendance, and less need for exclusions;
- more positive relations between students and the police and between students and the wider community; and
- effective approaches to issues beyond the Academy site that negatively impact on student safety and behaviour.

2.4 **Students will:**

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- learn more effectively as they grow more confident that they can attend Academy in safety;
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- receive support if they have been victims of crime and learn new skills to avoid being

victims and be safer on journeys to and from the Academy; and

- benefit from a positive role model through contact with the SSPO.

2.5 **Trust Academies will:**

- see improved student behaviour and attendance, and potentially fewer exclusions and better academic achievement;
- be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring;
- receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- benefit from the specialist support the police can offer in dealing with screening students for weapons; searching students for certain items; dealing with intruders to the Academy, including any violent or abusive adults; and dealing with incidents where physical force is needed to control or restrain a student;
- experience a calmer Academy environment which is more conducive to learning and achieving and where all members of the Academy community will feel safer;
- integrate better within multi-agency teams, helping to support more effective interventions with students and families; and
- build better relations with the local community.

2.6 **The police will:**

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the Academy;
- see improved public confidence in local policing as a result of the relationships built through SSPOs;
- achieve improved efficiency and better use of police time in terms of prevention and early intervention;
- be able to better support and monitor prolific and other priority young offenders through working with the Academy and multi-agency teams;
- be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;
- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism; and
- build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

2.7 **Parents /carers will:**

- be more confident about their children's safety in a SSP Academy and on journeys to and from the Academy;
- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the Academy;
- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in Academy will help deal with this in an appropriate way;
- be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying; and
- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

2.8 **Outside agencies and others will:**

- benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;
- benefit from effective exchange of information. Academies and children's services working more closely with the police leads to more effective safeguarding arrangements; and
- receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

2.9 A SSPO is a positive way for the academies to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the Academy, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

2.10 The Principal and staff retain their responsibility for Academy discipline and behaviour; though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

2.11 Further information on the role of Safer Academies Partnerships can be found in the Safer Academies Partnership Guidance document available on the internet:

https://www.education.gov.uk/publications/eOrderingDownload/Safer_Academys_Guidance.pdf

This policy should be read in conjunction with policies highlighted on page 4 of this policy and:

- The DfE guidance Preventing and tackling bullying Advice for headteachers, staff and governing bodies, (July 2017) This can be found at:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (May 2018) This can be found at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion – September 2017 available at: [Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/670442/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England.pdf)
- Peer on peer abuse Policy
- SEN Code of Practice – Available at: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/670442/SEND_Code_of_Practice_January_2015.pdf)