



**Culture for Learning Policy**  
**Updated: September 2020**



## **BRISLINGTON CULTURE FOR LEARNING POLICY**

### **WORK HARD-LOOK SMART-BE NICE**

#### **Introduction:**

At Oasis Academy Brislington we believe that a safe environment of mutual respect and cooperation results in the most effective climate for learning and teaching. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to outstanding learning. Once students know the expectations and the consequences they can make the right choices for themselves and for others. The rules have to be clear and the consequences consistently implemented.

#### **Mission Statement:**

The Academy's mission is to create an environment where students 'want' to learn rather than 'have' to learn. At the heart of everything we do are our five values, our goals are driven by these values.

- A passion to include everyone
- A desire to treat everyone equally
- A commitment to healthy open relationship
- A deep sense of hope, that things can change and be transformed
- A sense of perseverance to keep going for the long haul

## Roles and Responsibilities:

<b>The Academy Council</b>	<ul style="list-style-type: none"> <li>• To expect students and parents to cooperate with the Academy in maintaining an orderly climate for learning.</li> <li>• To expect students to respect the rights of other students and adults in Oasis Academy Brislington.</li> <li>• To enforce the behaviour for learning policy, including rules and disciplinary measures.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by students or parents.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• To implement the Academy Council's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority.</li> </ul>
<b>Academy Leadership Team</b>	<ul style="list-style-type: none"> <li>• Support and advise staff in upholding the Behaviour for Learning Policy.</li> </ul>
<b>Faculty Leaders</b>	<ul style="list-style-type: none"> <li>• Ensure consistent implementation of Behaviour Policy.</li> <li>• Support classroom staff in managing behaviour, administering awards and sanctions.</li> <li>• Support classroom staff in meetings with students, parents and carers.</li> <li>• Liaise with AVP Culture for Learning, Student Progress Leaders and Tutors as appropriate.</li> <li>• Manage RJ's between subject staff and students if required.</li> </ul>
<b>Student Progress Leaders</b>	<ul style="list-style-type: none"> <li>• Ensure consistent implementation of the Behaviour Policy.</li> <li>• Support students and staff on a day-to-day basis in ensuring the highest possible standards of behaviour.</li> <li>• Provide students with strategies to enable them to take responsibility for their own behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Manage RJ's between students and staff</li> </ul>
<b>All Staff within the classroom</b>	<ul style="list-style-type: none"> <li>• Principle responsibility for the student behaviour in the classroom</li> <li>• Complete follow up actions as appropriate</li> <li>• Ensure that the Behaviour for Learning policy is followed and applied consistently and fairly.</li> <li>• Create a high quality learning environment</li> </ul>
<b>Tutors</b>	<ul style="list-style-type: none"> <li>• Work to create a positive ethos during tutor time</li> <li>• Reward positive behaviour and take action to improve poor behaviour</li> <li>• Monitor and give feedback using the e portal system</li> <li>• Communicate regularly with parents/carers and subject staff</li> </ul>
<b>Parents/Carer</b>	<ul style="list-style-type: none"> <li>• To support the Academy's behaviour policy.</li> <li>• To be prepared to work with the Academy to support their child's positive behaviour.</li> <li>• To attend meetings with the Principal or other Academy staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any BSP's relating to their child's behaviour.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• To take responsibility for their behaviour choices</li> <li>• To follow instructions by Academy staff.</li> <li>• To act as positive ambassadors for the Academy when off the Academy premises.</li> <li>• To show respect to Academy staff, fellow students, Academy property and the Academy environment.</li> <li>• To co-operate with, and abide by, any arrangements put in place to support their behaviour.</li> <li>• To follow Home Academy agreement</li> </ul>

Our expectations are .....within the **WORK HARD-LOOK SMART-BE NICE** student charter.

### Work Hard

- Contribute fully to all lessons and ask questions
- Be on time
- Listen carefully
- Put 100% effort into your work
- Bring the correct equipment to all lessons

### Look Smart

- Take pride in your appearance – blazer, tie & school trousers, shirt tucked in, school shoes on
- Put all litter in the bins and leave spaces tidy
- Walk sensibly around the College

### Be Nice

- Act kindly, treating others as you would like to be treated
- Be polite, remembering to say please and thank you and not interrupting
- Have high expectations of yourself and others



**Oasis Academy Brislington**  
part of the Oasis Hub South Bristol

**WORK HARD, LOOK SMART, BE NICE**

**Work Hard**

- Arrive to all lessons, ready to learn, contribute fully and ask questions
- Be on time and line up quietly at the start of every lesson
- Listen carefully and follow instructions
- Put 100% effort into your work
- Bring the correct equipment to all lessons
- Make sure your place is set out on your desk at the start of every lesson

**Look Smart**

- Take pride in your appearance – blazer and tie, school trousers, shirt tucked in, school shoes on
- Put all litter in the bins and leave spaces tidy
- Walk sensibly around the Academy, keeping to the left at all times

**Be Nice**

- Act kindly, treating others as you would like to be treated
- Be polite, remembering to say please and thank you and not interrupting
- Have high expectations of yourself and others

**WORK HARD**

**LOOK SMART**

**BE NICE**

**BE SAFE**

You are what you do, not what you say you'll do.



## Oasis Brislington Operating Procedures for Behaviour

### Behaviour in Lessons

All students are expected to display behaviours which show a respect for their learning and the learning of others. This includes arriving for lessons on time and being equipped for learning. In class students are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. Students who display positive learning behaviours will receive praise and recognition.

### PRAISE AND RECOGNITION

#### Proposal for Academy Rewards System- Brislington Charter Points

At Oasis Academy Brislington we recognise achievement in its broadest sense and reward academic attainment, progress, behaviour, effort and personal and social development.

We actively seek to praise and reward 'excellence' wherever possible. Rewarding students and therefore positively reinforcing 'excellence' as standard across all aspects of their school life.

The Brislington Charter Points can be exchanged for items in the Academy shop which is open every Tuesday and Thursday break time.

Each positive behaviour is worth +3 points

Each negative behaviour linked to student charter -1

Individual year group recognition for highest earners in week/term

Tutor group of the week earns recognition

Tutor groups of term earn recognition

#### Staff can issue Brislington Charter Points for the following:

Demonstrating the 'student charter' consistently or **above and beyond the required expectation**

We also reward for

- Resolving conflict and recognising differences
- Telling the truth
- Improved effort, behaviour or progress
- Excellent attendance – linked to Attendance strategy (Green Arrows)
- Enrichment or intervention attendance (Ks3 and 4)
- Contribution to the wider community

**In addition we celebrate positive behaviour and achievement through**

- Verbal praise and positive feedback by staff
- Written praise in books and planners
- Praise postcards
- Classroom displays showing students work
- Assemblies
- Achievement assemblies at the end of every term

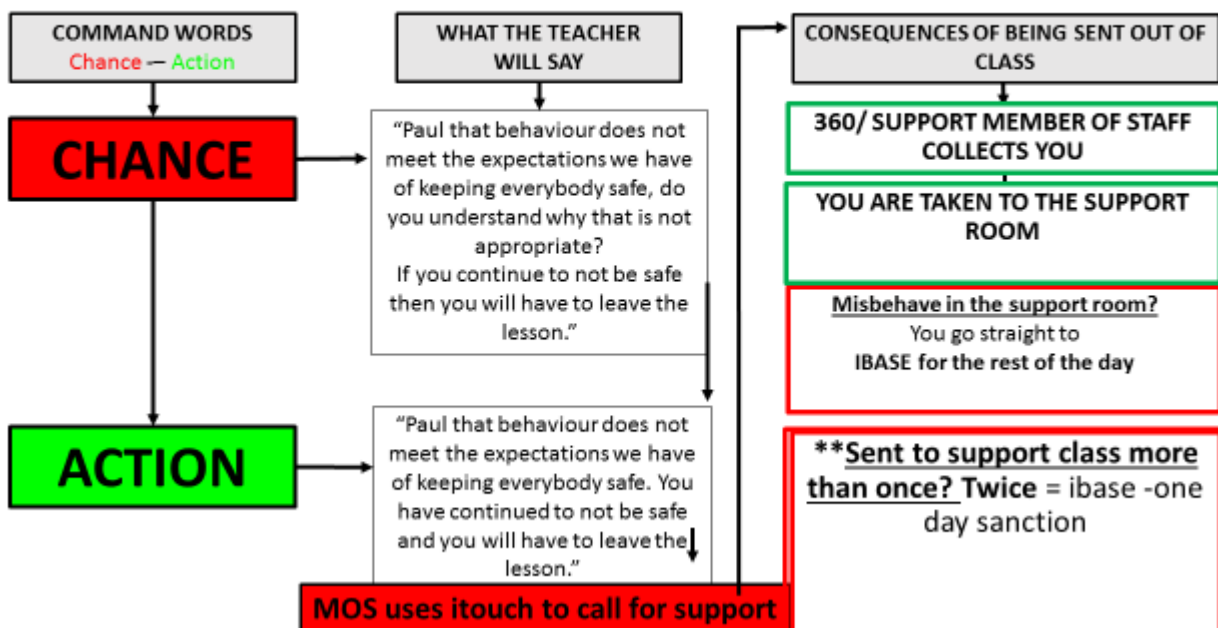
**Supporting Positive Behaviours: CHANCE - ACTION**

Within the classroom, the subject teacher is primarily responsible for supporting positive behaviour through a range of sanctions and interventions.

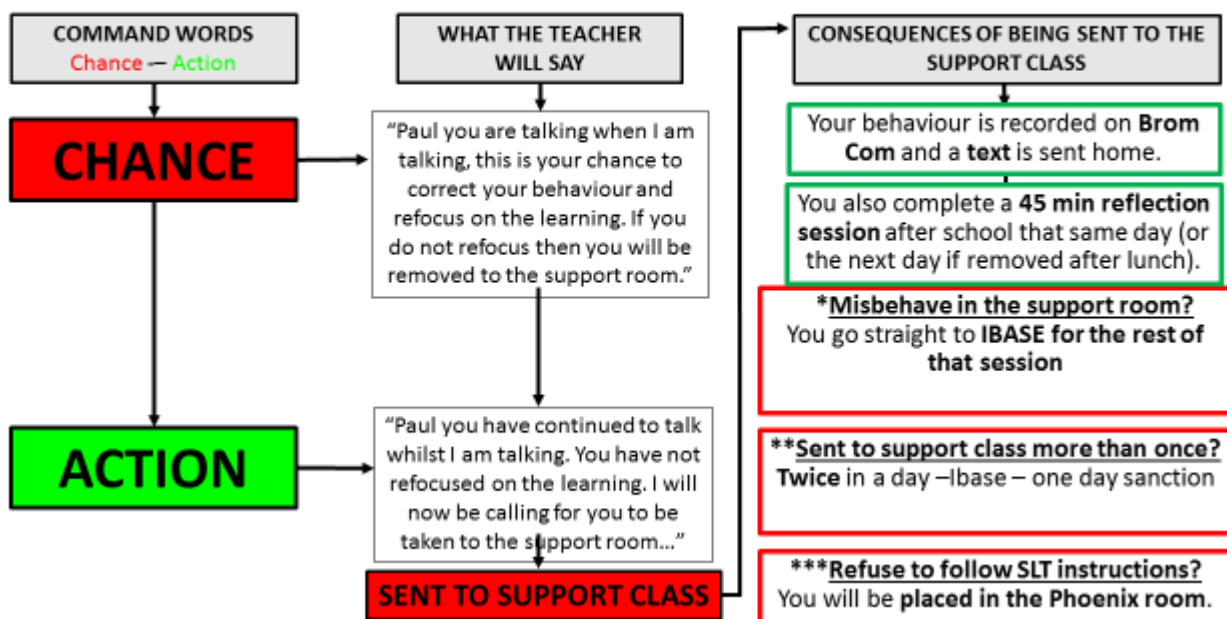
**CHANCE** conversation with students/de-escalation strategy/technique/ various classroom management strategies. Teacher makes clear the behaviour being displayed that is not focused on the learning and the student has an opportunity to rectify their behaviour and refocus before a sanction is applied.

**ACTION** then taken. Teacher makes clear the behaviour being displayed that is not focused on the learning. The action is removal to the support room.

**WHAT HAPPENS IF YOU ARE NOT BEING SAFE?**



## WHAT HAPPENS IF YOU DISRUPT LEARNING IN A CLASS





## Promoting Positive Behaviours

### De-escalation Strategies

- do not overreact; address the problem calmly and confidently challenging low level behaviour in a way that does not interfere with the pace of the lesson
- make sure student understand the expectations and the actions that will be taken if they do not follow the expectations
- never talk loudly or be aggressive- repeat instructions
- never humiliate students or make personal comments
- listen to the students point of view
- clearly establish the facts
- apologise if you are wrong or have made a mistake
- always follow through with what you say you will do
- use non-verbal cues to remind students of agreed conduct
- use praise and rewards to motivate students

### Dealing with confrontational and aggressive behaviour

- **remain calm and unemotional**
- **never lose control or appear to lose control**
- **never shout**

Physical contact with a student or restraint of a student should never take place when the purpose is to enforce discipline. Staff may only contact/restrain a student to prevent the student from:

- **injuring themselves or others**
- **causing damage to property**
- **committing a criminal offence**

The following are examples of actions which **MUST NOT** be used with a student. All are likely to escalate the situation and will undermine your authority.

- **Using your body, or putting out an arm to prevent a student from leaving the room**
- **physically pulling, pushing or moving a student in order to make a student obey an instruction**
- **physically removing a hat or other items a student refuses to hand them to you**
- **invading the personal space of a student**

When faced with a student who walks off or pushes past you:

- **remain calm**
- **let them go**
- **announce to other students that this will be followed up**
- **follow up using the correct procedures – the student will be sanctioned**



Off-task behaviour:

- **non-verbal cue**
- **quiet word with the student**
- **verbal reminder of the expected behaviour – CHANCE**
- **Explain how the expectation have not been met, they student has had a CHANCE and will now be ACTIONED accordingly**

Students who display adverse behaviours will be sanctioned used the Academy's behaviour systems.

### **Further Behaviour Expectations:**

#### **Behaviour outside the Academy**

Students who breach the academy's Behaviour for Learning Policy whilst on academy visits, journeys, sports fixtures or a work experience placement will be dealt with in the same manner as if the incident had taken place within the academy.

Other factors will include if the student is wearing academy uniform or is in some other way identifiable as a students at the academy and whether the behaviours could adversely affect the reputation of the academy.

Students are expected to cross roads in a safe and disciplined manner and not use foul language as they are leaving the vicinity of the school.

#### **Lunch and break time expectations**

Students are expected to behave in a manner which respects themselves and others. This applies to their use of language, the way in which students act and behave and the manner in which they respond, all of which should demonstrate courtesy and consideration.

Lunch times are social interaction times therefore students are expected to behave appropriately. Food and drink can be consumed on the '**atrium**' and in the '**dining area**' however students must ensure they clear their tables before the leave the area and place all of their litter in the bins provided.

Students should queue for food in the dining area and at the food outlets in a calm and considerate manner.

#### **Transition between lessons**

Students are expected to move around the academy in an orderly fashion (keeping to the left) showing consideration towards others and respect for learning environment.

- Wearing full uniform correctly
- Walking purposefully without running
- Using 'indoor' voices
- No 'play-fighting'
- No disturbance to other lessons through windows or doors

Students should move around the building on the left. If it is necessary for a student to have to leave a lesson then they will have a note from their teacher.



## Uniform and Equipment

SPL's and 360's will monitor the uniform and punctuality of students every morning at the front of the academy. Incorrect uniform will be challenged and unless students have an appropriate note from home they will receive a slip to attend a break-time detention in the main school hall. If a student fails to attend the detention, their names get transferred to the 45 minute reflection session at the end of that day. If they fail to attend this reflection session then they are placed in IBASE for one day. All information is recorded on the MIS.

Students have to wear their blazers around the academy at all times. Students may remove their blazer during lessons and place it on the back of their chair. Students can remove their blazers within the Academy in the Summer term.

Shirts must be tucked in at all times and their ties need to clearly show the two stripes. If a student has their shirt untucked they will receive a 45 minute reflection.

Students are required to carry a suitable school bag and can store books and equipment within these as well in their allocated locker.

Tutors must check equipment on a daily basis during tutor time.

## Additional rules to note

No **toilet breaks** are allowed during lessons unless a student has been issued with a medical card by their SPL. We expect students to use the toilet at break and lunchtime.

No **water breaks** during lessons. Students are allowed to consume water in lessons however they do not have permission to leave lessons to obtain water.

**Mobile phones or electronic devices** are not allowed to be **seen, heard** or **used** anywhere on the school site- non-compliance means that the device is removed from the student and collected by a parent/carer.

Handed to the member of staff who asks for it- no chance warning action

Member of staff calls for support-using I touch

Phone given to reception (bagged/name/locked cabinet/Key held by NPU)

Parents/carers contacted

## No facial piercings

Handed to the member of staff who asks for it- no chance or action (student places piercing into envelope)

Member of staff calls for support using I touch

Envelope with Facial piercing given to 360 year team

Parents/carers contacted

Facial piercing has to be collected by parent/carers

If student refuses to hand over the FP they must go to Ibase

Refuse to go to Ibase they receive FTE



## **No Lycra skirts**

### **Sanctions for Incorrect Uniform**

Day 1: 10 minute detention

Day 2: 45 minute reflection session

Day 3: Ibase

Day 4: FTE for refusing to comply with Academy expectations

### **Instrumental Lessons expectations at Oasis Academy Brislington**

As part of the GCSE Music course, we are pleased to be able to offer instrumental lessons as a music performance intervention at no cost to students (these normally cost £30 per hour). This is a vital mandatory intervention to ensure that students are prepared for the performance element of the GCSE Music course: students choose their instrument when they start the GCSE course in Year 9, and are assigned an instrumental teacher. Learning to play an instrument / sing leads to completion of the performance component of the GCSE Music course (30% of the overall qualification).

The instrumental lessons last 20 minutes for Year 9 and 10 students, and 30 minutes for Year 11 students. These lessons take place each week during the school day, and are timetabled so that students attend at a different time each week – this ensures minimal impact on other curriculum lessons.

It is students' responsibility to check the timetables displayed in the Music Department to see when their lesson is. Sanctions for missed instrumental lessons are as follows:

- 2 lessons missed in a row without reason (e.g. medical absence) will result in students receiving a 45 minute reflection session;
- 3 lessons missed in a row without reason will result in a 90 minute reflection session and a phone call home from Miss E. Barnes;
- 4 lessons missed in any half term without reason, parents/carers will be invited into the academy for a meeting with Miss E. Barnes.

Instrumental teachers will keep a record of lessons attended, as students who attend all lessons in a half term will receive 500 BCPs.



## **Our Planner Policy**

### **The aim of the planner:**

- Promote organisational skills
- Promote communication between the parent/carer and tutor
- Promote positive relationships with home
- Tracking of academic progress
- Teaching and learning tool- key vocabulary/ recording of homework
- Support the 360 strategy – readiness to learn
- Reinforce expectations- Culture for Learning policy

### **The planner contains the following information:**

- Term dates
- Academy day
- Student charter
- Culture for Learning expectations
- Homework timetable
- Safer internet usage- signature required
- Safeguarding information
- Homework/planner pages
- Direct vocabulary recording pages

### **Students will:**

- Look after their planner and bring it to the academy every day
- Have their planner out on their desk in tutor time
- Accurately record all homework
- Have their timetable written in planner
- Attendance conversations – date recorded in planner
- Have their BCP's recorded in planner
- Fill in the homework timetable
- Record homework in the planner during tutor time
- Assessment point data recorded in planner
- Record key events from the calendar or additional events that are added
- Ask parents/carers to sign the planner

### **Tutors will:**

- Ensure all of the above have taken place
- Monitor students' planners and sign on a weekly basis
- Communicate information to students and parents/carers as appropriate
- Inform the 360 if the planner has not been signed by home for 2 weeks or more

### **Subject teachers will:**

- Check that students have recorded their homework correctly- if it is copied into the planner in the lesson
- Ensure that the direct vocabulary section is completed

### **360 yr team managers will:**

- Check that students have their planners every day during the morning routine
- Sanction following the CFL policy if they do not have their planner



- Contact parent/carers with any concerns about the use of the planner

**SPL's will:**

- Support the planner policy
- Monitor the use of the planner
- Quality assure the use of the planner
- Support the above staff with the implementation of the policy
- Meet with parent/carers about the planner

**Parent/carers should:**

- Check that their child is recording homework accurately
- Sign the planner on a weekly basis in the appropriate place
- Use the planner to communicate with the academy

**Not being signed?**

- 2 weeks- tutor emails 360 list of names
- 360 contacts home
- 3 weeks- SPL sends a letter
- 4 weeks – meeting with SPL
- 5 weeks- meeting with ALT

**Detentions and Reflection sessions**

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, Oasis Brislington is no longer required to give 24 hours' notice of longer length detentions. The academy will keep students during lunch for 10 minutes and after school for up to 45 minutes.

The lunch detentions will be held in main school hall.

The reflection sessions are held in a central location- the main school hall.

If a student is required to attend a 45 minute then parents/carers will receive a text message. If they are removed from session 5 they will complete the reflection session the next day.

If a student fails a reflection session they will spend one day in Ibase.

If a students' behaviour during lunch times consistently cause the school a cause for concern we will isolate students for a period of time to allow them to consider how to modify their behaviours.



## **Inclusion Panel**

Inclusion Panels are held each week

When a student is presenting a variety of needs, or there are significant barriers to learning and initial strategies are failing, the student will be raised with the panel.

Personalised interventions will be organised for the student and staff will be informed of the agreed strategies and progress that is made.

## **Ibase**

### **Ibase is internal exclusion.**

This is a serious sanction when students are isolated from their lessons for a period of 1 day or more. Students report to Ibase at 9am and leave at 4pm. Students complete work from their lessons that day in silence. They take break and lunch at separate times to the rest of the Academy. Failure to complete Ibase successfully means a student will be given one chance to repeat, if they fail again they will be FTE.

If a student does not attend reflection sessions they will be placed in IBASE and be placed on a 2 week behaviour report.

Students can also be referred to IBASE by a Faculty Head, Subject Leader or SPL as a result of behaviour in lessons or around the school.

## **The Phoenix Room**

The Phoenix Room is an internal exclusion.

This is a serious sanction when students are isolated from their lessons for a period of 1 day only. Students report to the room at 9am and leave at 3.10pm to go to the 45 min reflection session.

Students complete work from their lessons that day in silence. They take break and lunch at separate times to the rest of the Academy. Failure to complete the 'Phoenix room' successfully means they will be FTE'd.

Students can only be referred to the 'Phoenix room' via the SPL's to Miss Pugh.

## **Inappropriate use of Social Media**

Oasis Brislington considers the use of social media websites being used in this way as unacceptable and not in the best interests of the students or the whole school community.

In the event that any student is found to be posting libellous or defamatory comments on Face book or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or student removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one student or a parent to publicly humiliate another by inappropriate social network entry.



## **The Right to Search Students**

The Education Act 1996 (as amended by Education Act 2011) gives the Principal, and any member of the Academy staff authorised by the Principal, who has reasonable grounds for believing that a pupil may have with him/ her or in his/her possession an item prohibited under the legislation and school rules, the right to search that pupil. This includes knives/weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornography, items which may be used to commit an offence and items banned in the school rules.

The Principal must ensure that the person carrying out the search is of the same sex as the pupil and the search must be carried out in the presence of another adult also the same sex as the pupil (if possible). The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.



**Bullying Sanctions**

Students who have bullied will be sanctioned appropriately according to the Academy’s Behaviour policy- see below:

<b>Bullying – Tier</b>	<b>Sanction /intervention</b>	<b>Communication process</b>
<p><b>1. First Incident</b></p>	<ul style="list-style-type: none"> <li>• Reflection – What has happened? Could it have been different?</li> <li>• Resolution – How can we try to ensure this doesn’t happen again?</li> <li>• Reconciliation – How we put things right between those involved?</li> </ul> <p>Care must be promoted for the victim and the bully, not just one.</p> <p><b>45 MINUTE REFLECTION SESSION FOR THE PERPETRATOR</b></p>	<ul style="list-style-type: none"> <li>• Statements taken</li> <li>• Given to SPL/NPU</li> <li>• Level 1 RJ performed if appropriate</li> <li>• Logged on SIMS</li> <li>• Parents of both parties contacted via the 360</li> <li>• Text sent to parent/carer informing them about the reflection session</li> <li>• Conversation with 360/Tutor</li> <li>• Reassuring the student</li> <li>• Offering continuous support with a designated member of staff</li> <li>• Restoring self-esteem and self-confidence</li> </ul>
<p><b>2. Second incident</b></p>	<ul style="list-style-type: none"> <li>• Reflection – What has happened? Could it have been different?</li> <li>• Resolution – How can we try to ensure this doesn’t happen again?</li> <li>• Reconciliation – How we put things right between those involved?</li> </ul> <p>Care must be promoted for the victim and the bully, not just one.</p> <p><b>90 MINUTE REFLECTION SESSION FOR THE PERPETRATOR</b></p>	<ul style="list-style-type: none"> <li>• Statements taken</li> <li>• Given to SPL/NPU</li> <li>• Level 1-2 RJ performed if appropriate</li> <li>• Logged on SIMS</li> <li>• Parents of both parties contacted via the 360</li> <li>• Text sent to parent/carer informing them about the reflection session</li> <li>• Conversation with 360/Tutor</li> <li>• Reassuring the student</li> <li>• Offering continuous support with a designated member of staff</li> </ul>

		<ul style="list-style-type: none"> <li>• Restoring self-esteem and self-confidence</li> <li>• Referral to a counsellor</li> </ul>
<b>3<sup>rd</sup> Incident</b>	<ul style="list-style-type: none"> <li>• Reflection – What has happened? Could it have been different?</li> <li>• Resolution – How can we try to ensure this doesn't happen again?</li> <li>• Reconciliation – How we put things right between those involved?</li> </ul> <p>Care must be promoted for the victim and the bully, not just one.</p> <p><b>IBASE INTERNAL EXCLUSION FOR THE PERPETRATOR</b></p>	<ul style="list-style-type: none"> <li>• Statements taken</li> <li>• Given to SPL/NPU</li> <li>• Level 1-2 RJ performed if appropriate</li> <li>• Logged on SIMS</li> <li>• Parents of both parties contacted via the 360</li> <li>• Text sent to parent/carer informing them about the ibase</li> <li>• Reassuring the student</li> <li>• Offering continuous support with a designated member of staff</li> <li>• Restoring self-esteem and self-confidence</li> <li>• Referral to a counsellor</li> <li>• Conversation with 360/Tutor</li> </ul>
<b>4<sup>th</sup> Incident</b>	<ul style="list-style-type: none"> <li>• Reflection – What has happened? Could it have been different?</li> <li>• Resolution – How can we try to ensure this doesn't happen again?</li> <li>• Reconciliation – How we put things right between those involved?</li> </ul> <p>Care must be promoted for the victim and the bully, not just one</p> <p><b>SAFe FIXED TERM EXCLUSION FOR BULLYING FOR THE PERPETRATOR.</b></p>	<ul style="list-style-type: none"> <li>• Statements taken</li> <li>• Given to SPL/NPU</li> <li>• Level 1-2 RJ performed if appropriate</li> <li>• Logged on SIMS</li> <li>• Parents of both parties contacted via the SPL/NPU</li> <li>• FTE letter sent home</li> <li>• Reintegration meeting held</li> <li>• Behaviour support plan in place</li> <li>• Reassuring the student</li> <li>• Offering continuous support with a designated member of staff</li> </ul>

		<ul style="list-style-type: none"> <li>• Restoring self-esteem and self-confidence</li> <li>• Referral to a counsellor</li> <li>• Involving other agencies, including Police and Children's Services, to support a change in behaviour;</li> </ul>
--	--	--

## Exclusions

### Fixed term external exclusions

Exclusion are an extremely serious sanction and should only be considered when all other sanctions have been exhausted, only the AVP Culture for Learning or the VP can make a request to the Principal for an external exclusion. Only the Principal can agree an external exclusion or the Vice Principal in his absence.

Oasis Academy Brislington also implement **SAFe** internal exclusions for one day.

Oasis Academy Brislington will use exclusion (fixed term or permanent) only as a last resort. In discharging their duties, the Principal and Academy Council will work within the framework provided by Section 51A Education Act 2002 and the School Discipline Regulations 2012.

Exclusions may be for a fixed period or permanent.

The Decision to Exclude: a) Only the Principal can exclude a pupil, (or the person in charge on the day, if the Principal is absent from the Academy). b) Students should only be excluded: in cases of a serious breach or persistent breaches of the Academy's behaviour/discipline policy and if the continued presence of the excludee in the Academy would seriously damage the education or the welfare of the student or other students or staff.

- **Persistent disruptive behaviours**
- **Physical assault against an adult**
- **Physical assault against a student**
- **Sexual misconduct**
- **Deliberate vandalism**
- **Drug and alcohol related incidents**
- **Weapon related incidents**
- **Persistent bullying, harassment or abuse**
- **Inappropriate use of social media**
- **Arson**
- **Failure to complete the 'The Phoenix room'**
- **Failure to comply with Academy expectations.**
- **Using foul language against a member of staff**



- **Persistent bullying, harassment or abuse- SAFe**
- **Bringing the academy into disrepute- SAFe**
- **Failure to complete the 'The Phoenix room'- SAFe**
- **Failure to comply with Academy expectations- SAFe**
- **More than 2 PR's in a term- SAFe**

Before deciding to exclude a student the Principal will:

- Ensure that an appropriate investigation has been conducted;
- Ensure that all the relevant evidence has been considered;
- Give the student an opportunity to be heard; and
- Consult other relevant people if necessary.

Having considered these matters the Principal will make a decision based on the balance of probability, having regard to any current guidance from the DfE and the Equality Act duties.

The full details of the incident should be shared with the parent on the telephone and an exclusion letter sent home outlining the details of the exclusion and the time/date of the reintegration meeting which must be conducted with the parent/carer and student.

Where, despite structured reintegration, there are persistent breaches of the Academy's behaviour policy, support will escalate through five stages.

<b>STAGE</b>	<b>SANCTION</b>	<b>INTERVENTION</b>
Stage 1 First 'excludable' offence	1 day Fixed Term Exclusion	<ul style="list-style-type: none"> <li>• 6 week reintegration programme via a Behaviour support plan</li> <li>• Bespoke interventions linked to the behaviour types demonstrated</li> </ul>
Stage 2 Second 'excludable' offence	1 day Fixed Term Exclusion	<ul style="list-style-type: none"> <li>• 6 week reintegration programme via a Behaviour support plan.</li> <li>Bespoke interventions linked to the behaviour types demonstrated</li> </ul>

<p>Stage 3 Third 'excludable' offence</p>	<p>1 day Fixed Term Exclusion</p>	<ul style="list-style-type: none"> <li>• 6 week reintegration programme via a Behaviour support plan</li> <li>• Bespoke interventions linked to the behaviour types demonstrated</li> <li>• Multi agency/external expert assessment of need</li> <li>• Negotiated Transfer considered option</li> </ul>
<p>Stage 4 Fourth 'excludable' offence</p>	<p>2 day Fixed Term Exclusion</p>	<ul style="list-style-type: none"> <li>• 6 week reintegration programme via a Behaviour support plan</li> <li>• Bespoke interventions linked to the behaviour types demonstrated</li> <li>• Multi agency/external expert assessment of need</li> <li>• Negotiated Transfer considered option</li> </ul>
<p>Stage 5 Fifth 'excludable' offence</p>	<p>2 day Fixed Term Exclusion We reserve the right to extend to 5 days if needed.</p>	<ul style="list-style-type: none"> <li>• 6 week reintegration programme via a Behaviour support plan</li> <li>• Bespoke interventions linked to the behaviour types demonstrated</li> <li>• Referral to the LEA</li> <li>• Negotiated transfer to another school</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Permanent Exclusion on the grounds of 'persistent disruptive behaviour'</li> </ul>

**In exceptional circumstances and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy a student may be moved automatically to Stage 5 for 5 days pending investigation.**



**We reserve the right to repeat stages if required.**

### **Behaviour Support Plans**

Behaviour intervention plans last for 6 weeks.

They are monitored and reviewed on a weekly basis and the following sanctions are in place if a student fails their BSP.

***Week 1: Ibase***

***Week 2: Ibase***

***Week 3: Phoenix room***

***Week 4: Phoenix room***

***Week 5: Phoenix room***

***Week 6: FTE for failure to comply with Academy expectations***