



VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:
Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

RATIONALE

The Bourne Academy believes that all students should be empowered to achieve and aspire to the highest level, be treated with respect and treat others with respect, and enjoy the Academy. We are therefore committed to providing a caring and safe environment for all of our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life. This policy acknowledges the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and or disabilities (SEND).

Teachers have statutory authority to discipline students even when they are not at the Academy. The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants. The teacher may discipline a student for any misbehaviour when the student is taking part in any Academy-organised or Academy-related activity, travelling to or from the Academy, wearing the Academy uniform or in some other way identifiable as a student at the Academy. For example, immediately before or after the school. Teachers will act appropriately whenever student's actions could have repercussions for the orderly running of the Academy, poses a threat to another student, themselves or member of the public or could adversely affect the reputation of the Academy.

The Student Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. Motivation will always be a key factor. The purpose of this policy is to ensure that if a student chooses to behave in a way that stops either themselves or others learning, or breaks the Academy ethos of mutual respect amongst all its members, all staff, students and parents/carers have a clear understanding of the procedures and sanctions that will be applied. This process involves everyone.

This policy has been written in line with the following guidance:

- DFE Behaviour & Discipline in Schools; Guidance for Governors (Sept 2015)
- DFE Statutory Guidance on School Exclusions from Sept 2017
- DFE The School Discipline Regulations (April 2012)
- DFE Behaviour & discipline in schools: Advice for headteachers & school staff (Jan 2016)

OBJECTIVES

- Create a learning environment which is characterised by respect, responsibility and cooperation and which has a focus on high standards
- Develop self-discipline amongst students and a sense of responsibility to others within the Academy and in our local community
- Ensure there is a clear understanding that everyone in the Academy has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so
- Have a clearly defined system of rewards and sanctions that operates throughout the Academy
- Raise students' self-esteem by the use of positive interaction
- Ensure that excellent communication exists between all staff, students, parents/carers, the community and external agencies
- Ensure that staff training, including the induction of new staff and supply staff, supports excellent behavioural management, and that all staff are aware of the factors that influence behaviour

PROCEDURES

Promoting Positive Behaviour in and out of lessons, through:

- Setting and promoting clear expectations and rules with students – for classrooms, around the Academy and in the community
- Absolute consistency amongst all staff in implementing Academy policies, including the Discipline Flowchart, and when dealing with individual students
- Mutual respect through good relationships between students and staff, promoted through the House system
- Understanding that students are valued as individuals
- Taking account of the individual needs of all students including vulnerable students, including from the following groups: minority ethnic and faith groups, travellers, asylum-seekers and refugees, students who need support to learn English as an additional language (EAL), students with special educational needs and disabilities, children looked after by the local authority, PP students, sick children, young carers, students with poor literacy, children from families under stress, any other students at risk of disaffection and exclusion
- Ensuring the curriculum is appropriate for each individual student
- High quality of teaching and learning using a variety of teaching styles
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed upon by students and staff
- Academic mentoring
- Target setting and individual support programmes
- EXIT cards
- Assemblies – Academy and House
- Use of student planners eg to communicate with parents/carers
- Involvement of parents/carers
- Involvement of Governors
- Discussion with students – individuals and groups
- All adults modelling the behaviour the Academy wants to encourage
- Support from visitors for the Academy's policies
- Surveying students re suggestions for promoting good behaviour
- Whole staff CPD 3 times during each academic year to promote Outstanding Behaviour Management, and individual teacher coaching for excellent behaviour management

Responding to Behaviour which is below expectations through:

- Complete consistency in applying sanctions to a student, irrespective of background or academic ability
- An understanding that a sanction will always be applied if a student chooses to behave inappropriately
- Focusing on the behaviour, not the student's personality
- Use of private rather than public reprimands wherever possible
- Promoting awareness with students and staff that when the incident and sanction is over there is always a fresh start

Areas in which high expectations of behaviour apply could include but not limited to:

- Following rules and the directions of all members of staff
- Attendance and punctuality
- Uniform
- Manners and language
- Respect for one another
- Not making false accusations against Academy staff or other Academy students.
- Bullying
- Equipment for learning
- Organisation
- Quality of work in line with the Academy's Marking, Feedback & Presentation Policy
- Quality of home learning
- Use of banned devices such as mobile phones, MP3 players, etc
- Litter
- Eating within designated areas
- Honesty
- Stealing
- Vandalism
- Smoking, including e-cigarettes, drug or alcohol use
- Physical violence
- Possession of a weapon
- Educational visits and journeys to and from the Academy

INTERNAL ISOLATION

A student may be internally isolated in the Isolation room (ISO) for 1 day (5 lessons) in accordance with the Discipline Plan Flow Chart for Classroom Control 2018-19 (Appendix 1). For example, two green slips in a day, one red slip in a day, refusal to go to buddy, disrupting a buddy lesson or, failure to attend a Director of Learning detention.

INTERNAL EXCLUSION

The Internal exclusion (INEX) room, may be used as an alternative to a 1 day exclusion, where this is deemed to be more suitable for a particular student, eg if they have poor attendance or persistently disrupt learning. [The INEX room runs from 9:30-4:30 each day]. Where deemed appropriate (by the leadership team) a student may spend time in the INEX Room for one or more days under supervision.

EXCLUSIONS

Before making a decision to exclude, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give their version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours may be taken into consideration. No student will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not

being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of exclusion, a letter will be sent home by first-class post, stating the reason for the exclusion. Telephone contact will be made with the parent/carer of the student informing them of the exclusion. All exclusions will be recorded centrally in the Academy Exclusion Record by the Heads of House administration assistant and on Progresso. The Chair of Governors will be kept informed monthly of fixed term exclusions and consulted on all permanent exclusions. The LA will be informed of all potential and actual permanent exclusions. All staff will be informed in briefing (by e-mail on Wednesdays) of exclusions from the previous day.

Fixed Term Exclusions

Only the Principal or in his absence the Vice Principals will have discretionary power to exclude any student for a fixed term. Where a student's behaviour is not modified following a fixed term exclusion, alternative provision may be sourced from an external provider eg Tregonwell Academy, Bournemouth or Quay School, Poole. A student may also spend an extended period of time in the INEX room.

Fixed Term Exclusions of five days or less

For all fixed term exclusions, work will be set and marked by the Academy. The responsibility for this rests with Directors to collect work and Class Teachers to mark work. For one day exclusions the Head of House or the Director of Personal Development, Behaviour and Welfare will speak to the student on their return to the Academy. For exclusions which are longer than one day, or if an exclusion is one of a number of exclusions that a student has had, the student will be re-admitted by their Head of House and the Director of Personal Development, Behaviour and Welfare. The student will be reminded of the standard of behaviour expected. At this stage, the Head of House may discuss the incident and any arising issues with the parent/carer. All discussions with parents/carers will be recorded on Progresso.

If a student has a further fixed term exclusion, the same process is followed as for first exclusion. However if there are repeated fixed term exclusions for the same misdemeanour, the Head of House will involve parents/carers and external agencies as required. Where a student is causing concern and may have had a number of fixed term exclusions, a Behaviour Plan and Risk Assessment will be completed.

The parent/carer may wish to make written representation to the Chair of the Governor Panel about an exclusion. A parent/carer wishing to make representation should do so in writing within 5 Academy days of the date of notification via recorded delivery. Governors will respond as appropriate within 50 Academy days. The Chair of the Governor Panel has discretion as to whether to call a meeting or not. Whatever is done, will be recorded and placed on the student file.

If a meeting is held, it will be after the period of exclusion has been served. The parent/carer may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent/carer to be satisfied that their views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Governors will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the student file. The letter informing parent/carer of the exclusion will explain the procedure to make representations.

Fixed Term Exclusions of more than 5 and less than 15 days in any one term

For an exclusion (or series of exclusions) of more than 5 days but not more than 15 days in any one term, a reintegration meeting with the Director of Personal Development, Behaviour and Welfare, the student's Head of House, the Vice Principal and parent/carer will take place. The Principal may attend the meeting. A Governors' meeting should take place between the 6th and 50th Academy day after the date of notification, if the parent/carer requests it. The parent/carer must request an appeal within 5 Academy days of notification by recorded delivery.

The parent/carer and the Academy will be invited to present evidence to the Governors challenging the decision to impose a fixed term exclusion. Governors will make a decision, which will be provided via the Clerk to Governors in writing to the parent/carer and posted within 5 Academy days after the meeting.

Fixed Term Exclusions of more than 15 days in any one term

For a fixed term exclusion (or series of temporary exclusions) adding up to more than 15 days in any one term, a Governors' Disciplinary Panel must meet between 6 and 15 days from the date of exclusion whether the parent/carer requests it or not.

The parent/carer and the Academy will be invited to present evidence. Governors will make a decision as to whether the 15 plus exclusion days are merited, which will be provided via the Clerk to Governors in writing to the parent/carer and posted within 5 Academy days after the meeting. The Governors will also discuss with the parent/carer how the student is going to change their behaviour.

Off site provision

When a student is excluded for 6 or more days, it starts with a home based exclusion of 5 days. The Academy will provide off site provision from the 6th day of exclusion onwards. The provision will be arranged by The Bourne Academy. The student will be expected to report to a named member of staff at the start of the Academy day, where they will be provided with appropriate work and supervised to complete the tasks set. The parent/carer will be contacted and informed of the provision being made. Permission for the student to attend off site provision will be sought verbally and the student will be expected to bring a signed agreement to the named member of staff the following morning.

All temporarily excluded students will be put on Report in their re-admittance to Academy. This programme is intended to ensure the positive re-integration of students into the life of the Academy and improve behaviour.

Permanent Exclusion

The decision to permanently exclude a student will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

Only the Principal of the Academy shall have the discretionary power to permanently exclude any student after consultation with the Chair of Governors. In exceptional circumstances, the Principal may decide to take this course of action without the student having had any previous fixed term exclusions. For example for:

- Possession, using or supplying of drugs, including medicines or alcohol

- Serious and ongoing bullying
- Being in possession of an offensive weapon
- Serious actual or threatened violence against another student or a member of staff
- Sexual or indecent assault
- Extremely serious damage of Academy property or building
- Any student found smoking anywhere on the Academy site, and on Academy trips, camps etc, a first offence will incur a one day exclusion, and a second offence may lead to permanent exclusion
- Persistent high levels of defiance or misbehaviour, in breach of the Academy's policies and ethos

When a student's behaviour record shows persistently high levels of misbehaviour the Academy will work fully with the student, parents and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Behaviour Plan and Risk Assessment being in place with appropriate mentor support, external agency support
- Managed move procedure being investigated
- Investigating alternative curriculum provision models, either full time or part time, on a temporary short term or long term basis, that might be more appropriate for the student's needs. This will lead to subsequent and structure reintegration of the student back into the life of the Academy.

The parent/carer will be informed in writing by the Principal of their right of appeal against a decision to exclude permanently. The parent/carer will be advised that they may, if they wish, have someone of their choice to accompany and assist them at the appeal meeting. Appeals should be made in writing to the Chair of the Governor Panel via the Clerk to Governors within 10 Academy days of notification of the exclusion. A minimum of 3 governors will constitute the Governor Panel convened for the purpose of considering appeals against permanent exclusions. The Chair of Governors, who will have previously been consulted regarding permanent exclusions, will not be a member of this Committee.

For permanent exclusions the Governor Panel should meet between the 6th and 15th Academy day after notification by parent(s) / carer(s) of their wish to appeal.

There is no restriction on Governors who have served on a fixed term exclusion panel serving on any subsequent exclusion panel for the same student. The decision of the Governors will be final.

Any meeting of the Governor Panel may, at their discretion, consider in sequence more than one exclusion case at that meeting.

If a student is being referred to a Student Referral Unit contact with the LA must be initiated. Appropriate permanent exclusion forms will also be completed.

Parents/Carers have the right to an independent appeal against a permanent exclusion. Details of this process will be communicated to parents/carers from the Governor's Disciplinary Panel.

If any exclusion would result in a student missing a public examination, the Principal will review this decision. In the event of the Principal deciding it is not appropriate for a student to take an examination this will be referred to the Governor Panel. The Panel should attempt to meet before the examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Panel or the Chair of Governors has the discretion to allow the student on site to take the examination.

SEARCHING STUDENTS

Searching with consent

Schools' common law powers to search: School staff can search students **with their consent** for any item.

1. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
2. Our behaviour policy and occasional updates to parents and students indicate what items are banned.
3. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent – What the law says:

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items; and
2. Tobacco and cigarette papers, fireworks and pornographic images; and
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules which has also been identified in the rules as an item which may be searched for.

The Principal and those staff authorised by the Principal have a statutory power to search students without consent. Academy staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to Academy discipline. Parents will be informed when this happens. In the case of weapons we will call the police to carry out the search if any reluctance or resistance to co-operate from the student is encountered. In other cases we will seek to be as effective and discreet as possible by using the following guidelines:

- 1) She/he will be invited to hand over any suspected items or have a parent/carer or police attend if they choose not to comply. There may be circumstances when Academy staff will call the police for assistance if they consider it is appropriate.
- 2) Unless there are exceptional circumstances or an emergency, both members of staff will be the same gender as the student and the process will be conducted in a dignified manner.
- 3) Searches will be conducted with two or more members of staff present
- 4) Intimate body searches will not be conducted

Under Article 8 of the European Convention on Human Rights, students have the right to expect a reasonable level of personal privacy. The strategies outlined above are the Academy's practical response to its philosophy of inclusion.

Monitoring, Evaluation and Review

- The Governing Body will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy

Reviewed by the Governing Board in December 2018

Appendix 1

Discipline Plan Flow Chart for Classroom Control 2018-19 – STUDENTS

If your behaviour stops the learning in a classroom:



