



The Northumberland Church of England Academy

BEHAVIOUR MANAGEMENT POLICY

1. Policy links to mission, aims and values

The Northumberland Church of England Academy is a Christian learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

As a Church of England Academy we aim to build a community clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy.

This policy, and its associated procedures and protocols, is based on these key principles.

The Northumberland Church of England Academy seeks to encourage staff and learners to aspire to fullness of life that they may achieve their potential. The Academy Behaviour Management Policy plays a central role in this by:

- Formalising the structures for recognising and celebrating achievement and success;
- Encouraging high standards of leadership, behaviour and attainment for all learners; and,
- Instilling respect among learners for themselves and others

2. Statutory framework

Section 88(2) of the [Education and Inspections Act 2006](#) (EIA 2006) requires a governing body to:

- make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour;
- notify the headteacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The full governing body, or a committee of it, must make final decisions about the statement of principles, and any notifications and guidance. These responsibilities cannot be delegated to an individual.

In carrying out these functions the governing body must have regard to guidance provided by the Secretary of State for Education and Skills.

The governing body is legally required to consult with the head teacher, staff, parents and learners on the principles of the behaviour policy. The consultation may be arranged in such manner as appears appropriate to the governing body and include such representatives of the staff as the governing body deems appropriate. All learners and parents must be included, i.e. given the opportunity to comment on proposals at the formative stage, and their responses considered when decisions on the proposals are made. The requirements on the governing body to consult staff and learners on the principles are new ones, introduced under the EIA 2006.

Part IV of the Disability Discrimination Act 1995 (DDA 1995) creates a duty on governing bodies to take reasonable steps to ensure that disabled learners are not placed at a substantial disadvantage

in comparison with learners who are not disabled (a duty to make 'reasonable adjustments'). This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.

Schools also have specific duties, under various equalities legislation, to monitor and assess the impact of their policies on learners by racial group and gender. The governing body must therefore ensure that neither the overall school-behaviour policy nor any particular disciplinary measures impact disproportionately or unfairly on any pupil within the school.

Governing bodies must also have regard to the health and welfare of staff, and the duty of care which they have for this. Behaviour policies and the principles which underpin them must take appropriate account of staff health and welfare issues. Procedures in relation to exclusions follow the current 'Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units' government publication

3. Purpose

The Behaviour Management Policy determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of sanctions and how they will be fairly and consistently applied.

Learners will be encouraged to develop:

- respect for others; their feelings, opinions, cultures, limitations and the right to their individuality;
- respect for themselves;
- pride in their own achievement and that of others within the Academy;
- high standards of dress and behaviour and the desire to produce their best work at all times;
- respect for the environment; their own, the Academy and other people's property and the community in which we live; and,
- respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

Staff will actively support learners in achieving these goals.

4. Implementation

Acceptable and Unacceptable Behaviour

The Academy defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all learners in terms of their relationships with other learners within/outside the Academy, teachers and other academy staff and with visitors or other persons within/outside the Academy premises.

The Academy Behaviour Management policy applies to learners travelling to and from Academy and when they are representing the academy.

The Academy has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

Roles

Staff in Academy (General)

All staff are responsible for challenging unacceptable behaviour. Staff will be expected to draw on the following principles of good practice:

- setting good habits early in order to help learners establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- early intervention with prompt action is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- rewarding achievements through positive recognition of individual learners, classes or year groups achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes;
- supporting behaviour management by behaviour management techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;
- identifying underlying causes since poor behaviour may be linked to a learner's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
- study support, including activities from homework clubs to thinking skills workshops, can help the Academy work. Family support services may help parents support their own children with their studies.

Class Teacher

Behaviour in the lesson is the responsibility of the teacher taking the lesson.

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognized that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.

Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not. Issues of concern should be passed to the subject leader in the first instance.

Teachers are expected to deal with incidents which occur within their classroom. On the Secondary site if during the lesson if a teacher feels unable to deal with a situation they may choose, as a last resort, to send the child to another class within their department. A timetable for this will be issued by the subject leader. In these cases a 'blue form' should be submitted for consideration by the subject leader. On the primary campuses the Good to be Green strategy, (see later), should be followed.

Subject Leader, (Secondary)

Should a class teacher feel unable to deal with a situation then they should refer this to the Head of department or faculty. The referral system is via a 'blue form' copies of which are available from the staff room. The Head of department or faculty should then deal with the situation and only if the severity warrants, pass for the attention of the pastoral team.

A departmental timetable of support classrooms must be made available for all staff.

Form Tutor, (Secondary)

See form tutor handbook

Senior Staff

An incident should be referred to a senior line manager if it cannot be resolved by anyone else in the system.

Executive Director

The Executive Director should be informed of incidents and involved in investigations which may lead to exclusion or effect an alternative strategy.

Behaviour outside the classroom

It is everyone's responsibility to ensure learners behave well at all times. Teachers should deal with issues they come across referring learners to appropriate colleagues if necessary.

Learners may line up outside the classroom before a lesson. However, at all times staff must bring learners into the class, positioning themselves in the doorway to ensure effective management. Learners must be dismissed formally by the teacher at the end of the lesson. Teachers must position themselves in the doorway of their room to dismiss learners and supervise them away from the classroom to their next lesson.

In the playground learners are expected to behave well. Staff on duty must ensure this is the case.

Responding to Acceptable Behaviour

It is important that learners are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- Oral praise
- Written comments on individual pieces of work
- Recording of positive comments in learner planner
- Rewards points
- Stickers/Commendations
- Card/letter home
- Positive comment for File
- Telephone call home to parent
- Certificate of Achievement
- Publicise in assembly
- Learner of the week nomination

Rewards will be appropriate to the age of the learner.

Responding to Unacceptable Behaviour

Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most learners. Confrontation is not an effective way to solve a problem and members of staff are always expected to behave in an appropriate and professional manner.

The Academy will review the support available to individual learners, who may be at risk of disaffection or exclusion, including:

- learner support;
- mentoring;
- individual education planning
- curriculum and curriculum resources;
- teaching strategies;
- study support;
- alternative curriculum

On the Secondary campus these responses are implemented and monitored via the following staged response system:

Staged Response Procedure

STAGE 1 – Persistent disruption identified in at least two different subject areas, Director of Key Stage authorises learner being placed on Stage 1

Action: Placed on STAGE 1

- Copy of behaviour log and letter of concern sent out to parents, parental meeting with Head of Year
- Meeting with learner and Head of Year to review progress weekly over a six week period recorded in Engagement Tracking booklet
- Use of report as appropriate, monitored by tutor

If no improvement go to STAGE 2. If improvement moved off STAGED procedure and letter sent home to positively reinforce the improvement. Learner meeting with Director of Key Stage.

STAGE 2 – Failure to meet requirements of STAGE 1

Action:

- Placed on STAGE 2
- Parental interview with Head of Year
- Placed on targeted report for a minimum of three weeks to Head of Year

If no improvement go to STAGE 3. If improved move to STAGE 1 for two weeks of further monitoring.

STAGE 3 – Failure to meet requirements at STAGE 2 as identified by Head of Year working with Director of Key Stage.

Action:

- Placed on STAGE 3
- Placed on SEN register at School Action
- Pastoral Support Plan, PSP, written by Head of Year in conjunction with parent, pupil, Director of Key Stage
- Baseline assessments as required
- PSP forwarded to all relevant staff
- Referral for appropriate internal support
- Review at pastoral briefings

If no improvement move to STAGE 4, improvement move to STAGE 2.

STAGE 4 – Failure to meet expectations on PSP

Action:

- Moved to STAGE 4
- Multi agency meeting and CAF considered / review of PSP in conjunction with parent, learner, Inclusion Manager.
- Consideration of parenting contract.
- Moved to SA+
- Referral to external agencies as appropriate
- Daily report to Director of Key Stage for at least six weeks at commencement of CAF
- Regular review by pastoral team

If no improvement go to STAGE 5. If improvement move down the procedure.

STAGE 5 – Failure to meet expectations of Pastoral Support Plan / CAF

Action:

- Moved to STAGE 5.
- Parenting contract / order
- Daily report to Director of Key Stage
- Parental meeting with Director of Key Stage at CAF reviews
- Internal isolation other referrals as appropriate
- Internal review of support offered

No improvement, collect all paperwork and consult with Principal Director, (Secondary), after a minimum of six weeks at STAGE 5.

STAGE 6 – Continued failure to meet CAF requirements

Milestone meeting with Principal Director, (Secondary) for parent(s) and learner at which time full consideration will be given to six week LSU placement.

NOTE: As per behaviour policy, one off events of an extreme nature may still result in an immediate permanent exclusion being applied.

Referral & Incident Report Forms

A key element in tackling poor behaviour is the speedy and efficient pooling of information. It is appreciated that this can sometimes be difficult to achieve in practice, in the light of the many and varied responsibilities falling to staff. However, a full picture of learner behaviour should be identified in cases of referral.

Written information (via an incident sheet) about individual incidents should be completed, signed and handed to the relevant member of staff. Where serious, (and in all situations where a fixed term exclusion is being considered), a full written statement will be required.

Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action.

If there is not improvement in the learner's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked and an open professional dialogue take place.

Any matter referred directly to a senior manager will usually result in parents being informed. Therefore accurate written details of the incident should be provided as soon as possible on the learner referral sheet or through a signed statement.

On the Primary campuses these responses are implemented and monitored via the good to be green programme:

Primary Behaviour Strategy

GOOD TO BE GREEN

This strategy is based on the 4'R' – ***RIGHTS, RULES, ROUTINES & RESPONSIBILITY***

RIGHTS

- √ RIGHT to be safe (both physically and emotionally)
- √ RIGHT to learn
- √ RIGHT to have yourself and your property treated with respect

GENERIC RULES (*These can be adapted per site*)

1. Do be polite, kind and helpful
2. Do move safely around the school
3. Do listen carefully and follow instruction
4. Do your best in all things
5. Do be honest

These rules **MUST** be applied consistently throughout the school and are enforced by every member of staff, including non-teaching members of staff. The rules also apply to before and after school clubs, public spaces eg School Hall, Dining Hall. Adults supervising these areas will need to agree

on a method of recognising poor behaviour and allowing the child to modify their own behaviour as necessary. Rules will be shared regularly with pupils and highlighted in Assemblies.

To support and encourage good behaviour choices, we will have a school wide system of rewards, which of course can be supplemented by class teacher's individual systems.

ROUTINES

- Houses: All children and staff to be placed into four houses chosen by individual campuses. There must be four houses – campus' can choose the names of the houses but they must be recognisable by either red, blue, green or yellow)
- House Points: (Appendix 1) Children receive House Points for outstanding work or behaviour.
- House points are placed in the correct House collection bag/box for counting
- During the weekly 'Celebration Assembly' the House Captains will draw one House Point slip from the bag/box. The four named children will receive a prize each.

- All staff will carry HP's to reward good behaviour where they see it. Lunchtime Supervisor HP's will look slightly different as will ones carried by Directors and Primary Managers.
- Every week the HP's will be counted with the winning 'House' having its colours tied to a trophy. (Or a rosette stuck to the House board, move along the 'House Board' etc).
- The children with the most HP's in their house at the end of a half term will win a book prize; the winning 'House' will be entitled to a treat.
- Team meetings of 'Houses', including staff to take place during one Assembly on a fortnightly basis. They can discuss how to improve work and behaviour and how working together will help their team do better.
- 'Top table'. In the last week of each half term children will be nominated for 'Top Table' based on their good or improving behaviour. They will be invited to attend lunch with Directors or PSM's. This will also promote good table manners. Pictures will be taken for the Newsletter

RESPONSIBILITY

Individual pupils are responsible for their own behaviour. Buddys made up from the Y4 & Y5 pupils will be picked to encourage good behaviour in the playgrounds during break-times. Primary Managers will be responsible for sharing this strategy with all stakeholders and maintaining the rules, rewards and consequences of their sites.

CONSEQUENCES

This strategy relies on the 'Good to be Green' displays with individual pupil cards being in every classroom.

For every session, every child **must** begin on a green card. If a child fails to keep the rules then they are given a verbal warning. If the poor behaviour continues then the child is asked to change their card to amber and think about how they are behaving and consider what they need to do to improve. If their behaviour improves then they are allowed to move their card back to green, reinforcing the message that they control their own behaviour. If the poor behaviour persists then the child will be asked to change their card to red. Their name will be entered on the weekly behaviour monitoring sheet in the appropriate session square. If they continue to behave inappropriately in the session and fail to modify their behaviour then a cross is added to their name and the pupil is sent to a nominated class for a 3 minute time out. A second cross will invoke a five minute playtime/lunchtime detention (whichever is the closest in time). Three crosses by their name in a single session will invoke a trip to the PSM for a five minute time out. Key Stage 2 children could complete a **4W's form**.

Extreme violent or aggressive behaviour will evoke an instant red card

A poor behaviour sticker will be placed on the reading card to alert parents whenever a child has received red cards.

Three red cards in a week will result in a phone call home from the teacher. This will be recorded on the weekly behaviour monitoring sheet. If this re-occurs in a two week period, the PM will write to the pupils' parents inviting them into school to discuss the problems. This will be added to the class behaviour monitoring sheet. The pupil will have a behaviour plan for improvement drawn up and the pupil placed on the SEN register as 'school action'. The plan will run for a fortnight with parents involved daily. There will be a formal review of progress towards behaviour targets with parents on the last day of the fortnight when a decision regarding the next step will be made. This may include referral to outside agencies and if this is the case the pupil will have their SEN status changed to SA+.

In the event of a child's behaviour becoming a danger and an exclusion felt to be the next step then this must be dealt with through a referral to the Principal Primary Director. PM's are **not** authorised to exclude pupils. Violent behaviour may be dealt with through internal exclusions supervised by the PM.

The weekly behaviour monitoring sheet will be sent to the PM every Friday afternoon at 3pm. The PM will check that poor behaviour has been followed up with parents according to the correct procedure.

To support the teaching staff any Academy Director visiting the classroom will pick up on any child who has a card displayed that is not green.

Good behaviour must be maintained in other multi-use areas such as ICT suite or Hall or Dining Hall. Each site will need to discuss their approach to this

Remember that in every new session each child must begin on Green

LUNCHTIME CONSEQUENCES

Lunchtime Supervisors will have HP's to encourage the desired behaviour from pupils. Lunchtime Supervisors will be encouraged to make the giving of HP's for good behaviour a high profile. If pupils choose to misbehave then the Lunchtime Supervisors will calmly and quietly evoke the following sanctions:

- ✚ Pupils' first misdemeanour - a three minute 'time out' in a designated area. The pupil must be talked to quietly and firmly about what they need to do to improve their behaviour.

- ✚ Pupils' second misdemeanour - a five minute 'time out' in the designated area. The pupil receives further support to change their behaviour.
- ✚ Pupils' third misdemeanour – stay with the Lunchtime Supervisor for five minutes. It is explained to the pupil that they are choosing to behave poorly and can change it at any time.
- ✚ If none of the above has the desired effect or if the pupil exhibits extremely violent or aggressive behaviour, the PM must be informed and the pupil dealt with in school.

Lunchtime Supervisors will inform teaching staff of any examples of poor behaviour through the red card pad system. Pads will be ordered by schools for each supervisor.

Learner Behaviour outside Academy

Learners' behaviour on academy business is subject to this Behaviour Management Policy.

For behaviour outside academy, but not on academy business, the Behaviour Management Policy will apply if there is a link between poor behaviour and maintaining good behaviour and discipline among the learner body as a whole.

Poor behaviour by learners in the immediate vicinity of the Academy, or on a journey to or from the Academy, will be subject to this Behaviour Management Policy.

The Behaviour policy also applies to learners involved in Academy trips, visits and / or residential visits.

The Northumberland Church of England Academy and Alternatives to Exclusion

SANCTIONS

Understanding what is meant by poor behaviour and how we manage it through sanctions and support

Sanctions and Classroom Expectations

Good discipline is maintained through **shared expectations** of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality. For the majority of learners **positive relationships** between teacher and learner play a more significant role in maintaining good discipline than any fixed system.

For learners, classrooms (including labs, and areas used for PE) are places of learning. There must be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.

Sanctions form a part of the strategies used to manage learning within the classroom. Sanctions should not usually be the first response to a problem, but as part of a clear system of managing behaviour that responds consistently to praise the behaviour desired and intervenes to correct and redirect inappropriate behaviour.

Classroom Sanctions

Staff are expected to take heed of the following principles:

- Use the language of choice in admonishing learners / 1:1 conversation which is ‘Solution Focused’.
- Warnings – can be very effective at stopping misbehaviour before it escalates.
- Restorative Justice: Community task/s.
- Detention - at end of day, avoid keeping learners during lunch break
- Isolation – to another seat, or to a separate desk.
- Note in Diary – ask for it to be countersigned by parent
- Meetings with parents /carers
- Incident Reports.
- Internal (subject based) referral systems.
- **Other referrals** see staff handbook for details

The Academy has in place intervention programmes to support learners at risk of exclusion. Appropriate use of these will be considered. They include:

- i) PSP
- ii) Working with parents
- iii) Changes of teaching group or class
- iv) Alternative curriculum at KS4
- v) Use of the LSU
- vi) Use of the PRU
- vii) A managed move to another school
- viii) Assessment of SEN
- ix) Allocation of a key worker where available
- x) Referral to EWS, Social Services, CAMHS or EP
- xi) Parent Contract
- xii) Parent Orders
- xiii) Intervention team support

A number of strategies may be used as appropriate. These include:

- i) Restorative Justice
- ii) Peer Mentoring
- iii) Peer Mediation
- iv) The LSU

Considering Exclusion

When considering exclusion, account will be taken of the guidance from the DCSF and the personal circumstances of the learner.

Use of exclusion

Under the law, the Executive Director, Governors and independent appeals panel must have regard to the relevant DCSF guidance when deciding:

- whether to exclude a learner or (where applicable) to uphold an exclusion;
- the period of exclusion;
- (where applicable) whether to direct the principal to reinstate an excluded learner.

The Governors and Executive Director of the academy are responsible for promoting good behaviour and discipline on the part of the academy's learners and for securing an orderly and safe environment for learners and staff.

The academy's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The academy will ensure that the interests of the whole academy are considered within any action taken.

Deciding on Exclusion following an Investigation

Only the Executive Director or, in his absence, the designated Principal Director can exclude. Learners may not be sent home. Principal Directors must bring a fully investigated case to the Executive Director within the given timescale. Investigations should not take longer than 12 hours. When presenting the case to the Executive Director, Principal Directors should recommend the course of action required to the Executive Director (deal with internally, exclude for a given fixed term, exclude permanently).

When investigating serious incidents statements should be taken by the class teacher or subject lead immediately wherever possible including from those potential witnesses who said they saw nothing. Learner statements where practicable should be signed by two members of staff and any seating plans and rough sketches of incidents be retained. Friendship groups should also be noted.

When asking for the Executive Director to consider exclusion the Principal Director must ensure that:

- There has been a clear breach of the published behaviour policy
- On the balance of probabilities, the evidence is conclusive
- The evidence has been gathered fairly and all evidence has been presented fairly
- The learner has been able to give their version of events
- The incident was not provoked
- Exclusion is not as a direct result of a learners Special Educational Need
- If the learner has SEN then his/her needs have been fully met/serviced by the academy
- The learner is not being discriminated against because of a disability
- The punishment is proportionate to the offence and the circumstances of the offence
- All alternatives to exclusion have been exhausted or are/were inappropriate

In the case of a recommendation of permanent exclusion then the Principal Director must ensure that:

- All available strategies have been exhausted (including PSP, managed move, mediation, parenting contracts, parenting orders, etc).
- There has been a serious breach of the Academy's behaviour policy (quoting the section of the policy) and

- Allowing the learner to remain in the academy would seriously harm the education or welfare of the learners or others in the academy

A one-off offence should not normally lead to permanent exclusion. However, in exceptional circumstances it may be appropriate to permanently exclude for a first or one-off offence. These circumstances might include:

- Serious actual or threatened violence against another learner or member of staff
- Sexual abuse or assault (which includes touching through the clothing without consent).
- Carrying an offensive weapon - Carrying an offensive weapon judged to be any item deliberately made for the purpose of inflicting injury except a folding knife which does not exceed 3 inches in length. The Academy has the right to impose its own rules in this instance.
- Serious intentional damage to property
- Seriously endangering the health and safety of yourself and others
- Persistent use and/or supply of alcohol or drugs (following previous exclusion).
Details of precise circumstances see Drugs Policy.

Permanent Exclusions will normally be used only as a last resort when a range of strategies have been exhausted.

When a decision to exclude has been made

If alternative provision is not suitable then it is for the head of year or primary manager to ensure that appropriate work is set and that the family is aware of the arrangements for collection and return. The learner support manager must ensure the work set is of a suitable level. It may include some reflection activities.

The LSU, and where appropriate Learning Support, must be made aware of the decision to exclude and the possible role they will have in reintegration.

MIS must be informed immediately.

Letters of exclusion should be ready for posting within 2 hours of the decision to exclude and must be posted on the same day as the Executive Director makes his decision. Letters should be sent home by recorded delivery. It is the responsibility of the year teams to ensure that these procedures are followed.

Copies must be sent to the appropriate person at the LA. If it is a LAC that has been excluded then copies of all correspondence must go to the designated social worker and designated member of staff at the academy.

All procedures apply to all year groups.

Fixed-term exclusion: In the case of fixed-term exclusions, the Executive Director may exclude a learner for up to 45 days in any one academy year. A learner excluded for an aggregated total of more than 45 school days in any academic year is deemed to be excluded permanently from the Academy.

Lunchtime exclusion: Learners over the age of 11 whose behaviour at lunchtime is disruptive may be excluded from the academy premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

Reintegration: A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the academy prior to a learner returning from a period of exclusion and in the case of any learner who has been excluded from another academy. The Principal Director for that age group will decide the most appropriate reintegration for the learner, on the Secondary campus this will, in most cases, be via the LSU

Setting work: The Executive Director will provide an individual education plan for all learners on roll who are excluded for a period of 15 consecutive academy days and which will set out:

- how the learner's education will continue during the period of exclusion;
- how the time might be used to address the learner's problems; and
- what educational arrangements will best help with the learner's reintegration into the academy at the end of the exclusion.

In the case of a permanently excluded learner, the Executive Director will plan for the learner's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the learner's name will be deleted from the academy roll.

Informing parents/carers/carers: The Executive Director will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the academy may notify the Social Services Department and the police if, in the Executive Director's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Other considerations: The academy will implement its behaviour policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

Exclusions and *SEN Learners*

Other than in exceptional circumstances the Academy will avoid excluding learners with SEN.

Exclusions and *Looked After Children (LACs)*

The Academy will be particularly sensitive to LACs. Social services will be involved as early as possible and the designated teacher will be fully involved.

5. Monitoring and Review

The policy will be monitored through monitoring incidents and their severity as well as seeking the:

- Views of learners
- Views of parents/carers

- Views of hard to reach groups
- Views of learners accessing additional services

Policy and procedures will be kept under review.

6. Links with other documents

In addition to the relevant section in the Academy website information of this policy can be found:

Detailed guidance on the implementation of all aspects of the Behaviour Management Policy including a behaviour flow chart is available in the staff handbook. It is critical that this is known and understood by all staff.

For parents: In the learner planner, the Academy prospectus and induction guidance. In addition a copy of this policy will be made available free of charge to any parents who wishes to see it.