



BEHAVIOUR FOR LEARNING POLICY

TORQUAY ACADEMY

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| Date of Review: | Signed by: |
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Behaviour for Learning Policy

INTRODUCTION

At Torquay Academy we believe that each student has the right to learn. Our behaviour for learning policy emphasises the need for each individual to take responsibility for their learning and to support the learning of others.

The academy aims to raise standards and achievement by ensuring that every individual is given the opportunity to develop to their full potential. This will be achieved through high quality teaching and learning and by rigorously tackling underachievement.

High standards of behaviour and punctuality are important in ensuring that all students are given the best possible opportunity to reach their true potential at the Academy.

AIMS

The behaviour for learning policy will:

1. Encourage all students to value themselves, their efforts, class and the Academy.
2. Ensure all staff use the common language for learning, so behaviour and punctuality are consistently addressed.
3. Ensure that all staff, students and parents/carers have a clear understanding of the consequences of poor behaviour that affects learning, ensuring consistency.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the Academy by:

- Promoting good behaviour
- Ensuring consistency of response to both positive and negative behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

- Recognising it is the responsibility of all stakeholders (including teaching staff, support staff, parents/carers, governors and students themselves) to follow the policy and achieve good student behaviour.

EXPECTATIONS FROM STAKEHOLDERS

In order to create an environment where behaviour and punctuality are exemplary all stakeholders have a key part in contributing to achieving and maintaining this.

Staff are expected to:-

- Provide students with well planned, stimulating and challenging lessons
- Provide an attractive classroom, with an atmosphere conducive to hard work and good behaviour
- Model high standards and have high expectations of students
- Take every opportunity to celebrate success
- Be firm but fair with students who do not meet our expectations
- Be consistent in dealing with students and parents/carers
- Be aware of students' problems and adopt an approach which is friendly and supportive
- React to the behaviour and not the individual
- Be prepared to give students a fresh start

Students are expected to:-

- Recognise the need for a code of good behaviour
- Understand and accept the definitions of good and unacceptable behaviour
- Make the right choices for their own behaviour and accept the consequences of their choices
- Treat staff and each other with the respect they would expect for themselves
- Understand that the use of abusive language is completely unacceptable

Parents are expected to:-

- Support the Academy systems for celebrating success by showing pride in the achievements of their children
- Support the Academy systems of support and sanctions for dealing with those students who cannot conform to the code of behaviour
- Recognise the need for a code of conduct
- Ensure that their children are properly equipped and wearing the College uniform
- Understand and accept the definitions of good and unacceptable behaviour

Governors are expected to:-

- Maintain the morale of staff and students by recognising and praising their achievements
- Take steps to understand the nature of the behavioural problems which arise in the Academy
- Ensure, through liaison with the Principal and senior staff, that all staff implement the Academy's Behaviour for Learning Policy in a consistent and fair manner
- Actively participate in reviews of the Academy's Behaviour for Learning Policy.

TORQUAY ACADEMY CODE OF CONDUCT

All students at Torquay Academy are expected to know, understand and abide by the following code of conduct.

Students who abide by the code of conduct will receive positive recognition whilst those who do not will be dealt with in a consistent and measured approach.

CODE OF CONDUCT

Before 8:25am we

- Arrive on time and line up (by 8:27am)
- Wear correct uniform
- Have the core 4 and be ready to work

During lessons

- Have student planner out on the desk
- Listen and concentrate
- Attempt to complete work set
- Allow others to learn
- Follow instructions first time
- Treat others with respect

Ending lessons

- Record homework in planner
- Pack away when asked to do so
- Wait to be dismissed by staff member

During lesson changeover

- Ensure you move between lessons efficiently
- Avoid blocking the corridor
- Arrive ready to learn

Break and Lunchtimes

- Eat only in the designated areas
- Avoid gathering in large groups that may make others feel uncomfortable
- Place litter in the bins provided
- Treat the site with respect

REWARDING AND RECOGNISING GOOD BEHAVIOUR, EFFORT AND ATTITUDE

We believe it vital that praise and rewards should have a considerable emphasis within the classroom and so students will achieve recognition for a positive contribution to Academy life.

Promoting positive behaviour is the responsibility of all staff and can include:

- Verbal praise
- Regular encouragement
- Positive feedback in books and student planners
- Phone calls to parents/carers
- Achievement points logged onto SIMS

Commending good behaviour and praising good work is the most important aspect of our Behaviour for Learning policy. Achievement points can be awarded for any reason and recorded on SIMS, some examples include:

- An outstanding piece of work
- Consistently good work
- Consistently high level of effort
- Significant improvement
- Outstanding contribution in a lesson
- Excellent test result

The giving of praise is used at every opportunity in a consistent manner across all year groups. Torquay Academy has a set of rewards that are used by all teaching and support staff.

ACHIEVEMENT POINTS (KS3 & KS4)

All achievement points are recorded electronically in a student's record in SIMS.net in recognition of their achievement in:

- providing a good piece of work
- continued good attitude and effort
- improved attitude and effort

In order to make this process as simple and straight forward as possible staff only need to enter 'Praise Point' on the drop down menu in behaviour management section. The following sections need to be completed:

- Activity type
- Comments

Tutors should give regular feedback on the achievement points gained by their tutor group. Tutors have three reports they can use to do this:

- 'Achievement Record'
This will give details of all the achievement points over a specified time period
- 'Achievement Total'

- This will give the number of achievement points awarded over a specific period
- 'Individual Student Achievement List'
 - This gives details of all the achievement points to date for any individual in their tutor group

Curriculum Leaders will monitor the number of praise points given out by staff in their department, to ensure praise is a regular feature of every lesson.

AWARDING OF CERTIFICATES

Progress Leaders and assistants monitor the number of achievement points awarded on a weekly basis. A certificate will be generated and sent to parents/carers once the required number of achievement points has been reached.

- 10 achievement points = *bronze* certificate and a letter
- 20 achievement points = *silver* certificate and letter
- 30 achievement points = *gold* certificate and letter
- 40 achievement points = *platinum* certificate and letter
- 60 achievement points = *Principal's bronze* certificate and a letter
- 80 achievement points = *Principal's silver* certificate and letter
- 100 achievement points = *Principal's gold* certificate and letter
- 130 achievement points = *Governors' bronze* certificate and letter
- 160 achievement points = *Governors' silver* certificate and letter
- 190 achievement points = *Governor's gold* certificate and letter

CLASSROOM BEHAVIOUR SYSTEM

Low Level Disruption

The aim of our classroom behaviour system is to encourage students to make choices that enable them and others to learn. The language of 'choice' is used to direct students towards behaviour that enables outstanding teaching and learning to take place.

It is the responsibility of all staff to manage the learning of all students. The use of consequences will only follow the deployment of usual behaviour management techniques.

Pre-T1 Level Action

Where staff intervention is required, this is best done by avoiding immediate use of the behaviour choices system. The Academy behaviour choices system can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many students will respond in like. It is far better to employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later

- Non verbal signals (e.g., 'the look')
- Move closer
- Say name
- Use humour
- Tell them what you want them to do (i.e., clear and simple statement of behaviour)
- Catch student behaving appropriately and praise
- Praise appropriate behaviour of nearby student
- Distract onto task/away from inappropriate behaviour
- Re-explain and organise task for them

Additional strategies to be used as required:

- Name – pause – direction – thank you
- Give start up time (expectation of compliance).
- Keep the focus on the primary or original behaviour/issue (i.e., don't be deflected onto secondary behaviour/issue)
- Broken record technique (Different words but repeating same message)
- Use the language of choice, remind of consequences ('If you choose to....then...')
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead')

Level 1

Obviously, there comes a point at which the member of staff will need to employ the first formal warning (T1). Where possible, this should be delivered quietly on a one to one basis. Whether this is possible or not, it should be issued in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so.

Where possible, allow the student start up time to respond to the issuing of this first warning and try to revert back to verbal and nonverbal cues. If the opportunity arises to praise the student for responding appropriately to the first warning, take this opportunity but again it may be best delivered quietly on a one to one basis. At this stage remind the student they have a choice about their future conduct and that the student has the opportunity to modify their behaviour and make the correct choices as to how they respond and behave.

Level 2

If despite a first formal warning and further verbal and non-verbal cues, the student continues to disrupt then the member of staff may decide to move to the second formal warning (T2). The member of staff may decide to ask the student to move seats or wait outside the classroom for a couple of minutes to allow a conversation around choices and consequences. This should only be done if it does not impact negatively on the learning and progress of other students in the class and staff are sure that the student will not disrupt other classrooms whilst waiting sensibly outside the door. Again, the second warning should be delivered quietly on a one to one basis where possible. Whether this is possible or not, it should be issued in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so.

Where possible allow the pupil start up time to respond to the issuing of the second warning and try to revert back to verbal and non-verbal cues. You may allow the student time to gather his/her thoughts and then move. If the opportunity arises to praise the student for responding appropriately to the second warning, take this opportunity but again it may be best delivered quietly on a one to one basis.

Level 3

Where a student continues to make poor choices about their behaviour and continues to disrupt others calmly ask the student to move to another room (Parked). This must be to a room and a teacher that is aware that students disrupting your lesson to this extent will be sent to them. A department's parking timetable should be in operation in which all staff are familiar.

Again, the third warning should be delivered quietly on a one to one basis where possible. It should be issued in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so.

You may allow the student time to gather his/her thoughts and then leave.

If the student refuses to leave, despite being given time to do so, the first option is to ask a TA to accompany the student to another room. If there is no TA or the student refuses to leave with the TA, ask the TA or a student (if no TA) to go to reception to ask for a member of SLT to attend your classroom. This is best done by using a student close to the door and asking them quietly to do so. The member of staff that sent the student to another room is responsible for work also being sent to the new room. However, there could be an arrangement in place where pre-planned work is already available in the receiving room, which is good practice.

If Level 3 is reached in a lesson the incident needs to be recorded by the class teacher on SIMS. Reaching Level 3 will result in one hour Academy detention that will take place the following evening once parents/carers are informed.

It is the responsibility of the class teacher to attend the Academy detention for a brief conversation with the student and discuss the incident. This is vital in building bridges, informing the student of their behaviour and explaining expectations for future lessons.

All staff are to follow the system. Not to do so weakens the system through inconsistency and actively works against good behaviour for learning at Torquay Academy.

SERIOUS MISCONDUCT

Following an incident that is deemed to be serious misconduct, e.g. common assault, the student will not return to the classroom that day.

Following an incident of serious misconduct that results in the removal of a student, a member of the senior leadership team shall endeavour to update the member of staff concerned (in so far as may be permitted depending on the circumstances of the case) with regard to progress made in addressing the incident and outcomes as soon as reasonably possible.

EXCLUSIONS

At Torquay Academy we believe that learning is the most important reason for being at school. In order to support this ethos, it may be necessary to consider exclusion as a consequence for behaviour which threatens it.

See Appendix B for the Exclusion Policy.

TRUANCY FROM LESSONS (T4)

There is a clear correlation between students who attend and engage in learning and accelerated academic progress. As an Academy we expect all students to attend all lessons. Failure to do so will result in subject teachers recording truancy (T4) on SIMS. This will result in an Academy detention, which will take place the following evening 3pm – 4pm.

ACADEMY DETENTIONS

The purpose of an Academy detention is for students to have time to reflect on their behaviour and understand the consequences both for themselves and others. Subject teachers attend and speak individually to students to build bridges and reinforce expectations of learning and behaviour in the classroom.

Students are required to complete a reflection sheet, which asks them to think about why they received a detention, what could have they done differently, who has been affected and what they have learnt from the process.

Failing to attend an Academy Detention will escalate the situation further and result in additional sanctions as follows.

- Loss of break time (10:50am – 11:10am) and lunchtime (1:10pm – 1:30pm) the next day as well as completing the original one hour Academy detention.
- If a student fails to turn up to break or lunch they will be placed in the behaviour centre for the remainder of the day and then complete two hours after school.
- Failing to complete this will result in an exclusion. Once readmitted the student will have to complete a day in the behaviour centre followed by a two hour Academy detention.

Torquay Academy is a forward thinking and innovative school with strong values. We take our responsibility for educating young people seriously and have high expectations. We firmly believe that students being on time, prepared and ready to learn and having a pride in their academy results in students achieving their true potential.

LATE FOR SCHOOL

Students are required to be in school and lined up before 8:27am each morning. The reasons being

- To commence learning promptly and ensure that all students have the opportunity to achieve their best
- To form good habits around punctuality

Students that arrive after this time will be issued with a blue attendance reflection card and be required to attend C11 at break time for 15 minutes. It will be recorded on SIMS. Persistent lateness will be followed up by our attendance officers and could result in a prosecution.

READINESS FOR LEARNING

- As a minimum, students should have a pen, pencil, and student planner. Form Tutors have an important role in checking that students are properly equipped for lessons at the beginning of each day.
- If a student does not bring in his/her planner then they will need to attend a 15 minute break time reflection session arranged by progress leaders. Form tutors will issue the student with a photocopied planner sheet as a temporary replacement for the day.
- Failing to bring in a pen and pencil will also result in a 15 minute reflection session.
- If students fail to bring the right equipment on more than 3 occasions per half term then the Subject Teacher must contact parents/carers.

UNIFORM & APPEARANCE

At Torquay Academy we believe that a smart, tidy and business like appearance is very important for all our students.

It is our view that a sloppy appearance is the sign of a casual approach and we would like all our students and parents/carers to appreciate the part that uniform plays in contributing to the ethos and reputation of the academy. We also want our students to be ready for the expectation of future employers and the world of work. That is why the wearing of school uniform is compulsory and why we expect all students to adhere to our rules.

Students who are not in the correct uniform or of an acceptable appearance will be educated in the Behaviour Centre. Persistent failure to follow the uniform code of conduct may lead to a fixed term exclusion (see Appendix A).

CHEWING GUM

Chewing gum is not permitted on the Academy premises.
Any student found chewing gum in school will receive a 1 hour academy detention.

MOBILE PHONES AND ELECTRONIC DEVICES

The increased use of mobile phones requires that staff, students, parents and carers take steps to ensure that mobile phones are used responsibly.

The use of mobile phones etc. can present a number of problems. These include:-

- The use of mobile phones and similar devices in class is disruptive to the learning environment of all students and staff
- Vulnerability to theft, loss or damage
- The use of phones as cameras or video recorders could lead to Child Protection and Data Protection issues with regard to unauthorised capture or distribution of images

Our policy is that although mobile phones and other devices are allowed to be brought into the Academy the following rules need to be followed:

- They can only be out in lessons as a learning tool with the specific approval of the teacher
- They must not be used to listen to music whilst working or to access non learning related content e.g. games, social media etc.
- Students are not allowed to charge their phones in lessons
- Mobile devices are not to be used between lesson changeovers. Students are allowed to use them at break times and lunchtimes

Failure to follow these guideline will result in a one hour Academy detention. Mobile phones and electronic devices will be confiscated and handed to the year progress leader for safekeeping.

EARPHONES

Earphones are not to be visible in lessons unless they are being used as part of the learning process as agreed by the teacher.

If earphones are visible students will be given a one hour Academy detention.

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| This Policy was adopted on..... | 11/2/16 |Date |
| Signed | <i>[Signature]</i> | |
| Chair of Governors/Committee | | |
| Date of next review | February 2019 | |

Uniform

Uniform is worn as a sign of commitment to the Academy Community and its ethos. The Academy is judged on the appearance of its students and, therefore, we expect parents and students to co-operate with us to promote the highest standards of appearance, manners and behaviour.

The new uniform has been designed so that all items can be bought locally. The official stockist of the new Academy uniform is **Riviera Schooldays, Unit 4, Marble Court Business Park, Lymington Road, Torquay, TQ1 4FB. (01803 293650)**. All students attending Torquay Academy must be in the full uniform.



Uniform Boy

The following items must be bought from Riviera Schooldays:

- ✓ Grey blazer embroidered with Academy logo
- ✓ School tie in house colour worn traditionally and full length

The following items can be bought from other outlets but must conform to Academy requirements:

- ✓ Plain collared white shirt (top button fastened, shirt tucked in)
- ✓ Plain black trousers of traditional design (*no jeans or skinny trousers*)
- ✓ Plain black school shoes of traditional design
No suede/ canvas/training style shoes or boots of any kind. Many shops sell items in their school shoe section that are not allowed to be worn at Torquay Academy as we deem them to be trainers. E.g. shoes with logo/brand name or training style shoes.



Uniform Girl

The following items must be bought from Riviera Schooldays:

- ✓ Grey blazer embroidered with Academy logo
- ✓ School tie in house colour worn traditionally and full length
- ✓ Pleated black skirt – one style only

The following items can be bought from other outlets but must conform to Academy requirements:

- ✓ Plain collared white shirt (top button fastened, shirt tucked in)
- ✓ Plain black trousers of classic design (*no jeans or leggings or skinny trousers*)
- ✓ Plain black tights or plain black ankle or knee length socks
- ✓ Low heeled plain black shoes of traditional design (*no canvas/training style shoes, boots of any kind or dolly shoes*)

**PLEASE NOTE THAT THERE IS ONLY ONE DESIGN OF SKIRT AND ONE DESIGN OF TRADITIONAL TROUSERS
NO OTHER DESIGNS ARE ALLOWED**

***Students who are not in correct uniform or of an acceptable appearance
will be educated in the Behaviour Centre.***

Extremes of fashion, jewellery and make-up are NOT acceptable. These include hairstyles (hair must be a natural colour and not of an extreme style) and items of clothing that do not conform to uniform standards. Facial hair is not permitted in Years 7-11.

Jewellery – The only items of jewellery which are approved in the Academy are a symbol of the student's religion, e.g. crucifix, St Christopher or Kara, a watch, one ring and one pair of stud earrings in the ears. No other piercings are allowed. Students are strongly advised not to wear expensive items.

The Academy may be able to assist in cases of exceptional hardship in buying the Uniform. Please contact the school to request a uniform grant form. Any uniform items must be provided by Riviera School days as official supplier, to be obtained by voucher, agreed by and collected from the School before purchase.

Exclusions

1.1. Guidance Framework

The Academy Exclusion policy is written in line with the DfE Guidance.

1.2. Principles

- 1.2.1. The Academy is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.
- 1.2.2. We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.
- 1.2.3. Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.
- 1.2.4. We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- 1.2.5. We also take account of our statutory duties in relation to S.E.N.
- 1.2.6. We aim to involve parents as early as possible in any process.

1.3. The decision to exclude

- 1.3.1. The decision to exclude is made solely by the Principal, or the acting Principal¹ (Vice Principals or the Lead on Behaviour (Assistant Principal))
- 1.3.2. There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal or acting Principal (Vice Principals or Lead on Behaviour (Assistant Principal)):
 - a) Where a decision has been made to exclude.
 - b) Where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
 - c) Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
 - d) If a student is given permission to leave the premises briefly to remedy a breach of the Academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
 - e) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

¹Principal includes "acting" Principal by virtue of section 579(1) of the Education Act 1996

- 1.3.3. The decision to exclude a student is not taken lightly and the Principal will:
- Ensure that a thorough investigation has been carried out
 - Consider all the evidence available to support the allegations
 - Allow and encourage the student to give their version of events
 - Keep a written record of the actions taken
 - Be confident that the procedures detailed later in this policy have been carried out
 - Ensure that parents have been kept informed throughout the process and consulted where appropriate.
- 1.3.4. The standard of proof applied when deciding to exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.
- 1.3.5. Exclusion will not be used as a consequence for the following:
- a) Minor incidents such as a failure to complete homework
 - b) Poor academic performance
 - c) Lateness or truancy
 - d) Breaches of Academy rules on uniform or appearance except where these are persistent or in open defiance of such rules
 - e) As a punishment for the behaviour of their parent / carer
- 1.3.6. Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

1.4. Fixed-term Exclusion (Level 1: fewer than 15 school days in any term/ Level 2: 15 school days or more during any term)

- 1.4.1. The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's Behaviour for Learning policy.
- 1.4.2. Examples of behaviour that may lead to a fixed-term exclusion include the following:
- Verbal abuse of staff or students
 - Physical abuse of staff or students
 - Indecent behaviour
 - Damage to property
 - Misuse of illegal drugs or other substances
 - Theft
 - Actual or threatened violence against another student or a member of staff
 - Arson
 - Persistent poor behaviour contrary to acceptable behaviour outlined in the Behaviour for Learning policy
 - Bullying including cyber-bullying
- 1.4.3. The Principal may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.
- 1.4.4. During a fixed term exclusion of 5 or fewer days, work will be set by the Academy for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.
- 1.4.5. For an exclusion of longer than 5 days, the Academy will arrange fulltime educational provision from the sixth day of exclusion.

- 1.4.6. Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration meeting at the Academy with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The Academy will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.
- 1.4.7. During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- 1.4.8. Whilst each exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Principal who will lead the reintegration meeting. This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

1.5. Permanent Exclusion (Level 3 Exclusion)

- 1.5.1. Permanent exclusion is an extremely rare sanction at the Academy and always avoided wherever possible. The decision to permanently exclude is taken only:
 - a) in response to serious breaches of the Academy behaviour for learning policy and
 - b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the Academy.
- 1.5.2. A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.
- 1.5.3. There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - a) Serious actual or threatened violence against another student or member of staff
 - b) Sexual abuse or assault
 - c) Serious bullying including cyber-bullying
 - d) Being in possession of an illegal substance and / or supplying an illegal substance
 - e) Carrying an offensive weapon*

* a weapon is defined as any item made or adapted for causing injury

Again this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

- 1.5.4. The Academy operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances.

- 1.5.5. Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.
- 1.5.6. The Principal will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

1.6. Governors' Behaviour Committee

- 1.6.1. The Academy has a Governing Body (GB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the GB and all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 exclusions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee.
- 1.6.2. The Behaviour Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, or any permanent exclusion.
- 1.6.3. Parents / carers have the right to appeal the decision to exclude their son / daughter. Full details of this can be found within the DfE Guidance (2012) and a summary is contained below.

Level 1 exclusion (less than 15 days)

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

Level 2 exclusion (more than 15 days fixed – term)

Principal meets with parents to discuss exclusion.

Behaviour committee meets to review on the exclusion within 15 days of receiving notice of the exclusion.

Level 3 exclusion (permanent)

Student is given initial fixed term exclusion and a full investigation is carried out by an investigating officer. The student and their parents will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Principal. The Principal meets with parents/carers to discuss his decision having completed the process fully and having consulted with others including an S.E.N. expert if appropriate. If the decision is to re instate then the student will return immediately. If the decision is made to permanently exclude the student, parents / carers will be informed by the Principal both verbally and in writing.

Following the Principal's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion.

If the Behaviour Committee upholds the Principals decision to permanently exclude, parents / carers may appeal to an Independent Review Panel.

- 1.6.4. An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.
- 1.6.5. The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student.

1.7. Informing Parents/Carers

- 1.7.1. Following any decision to exclude, the Principal must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect. The letter must also explain:
- The circumstances leading up to the decision to exclude;
 - Why the Principal decided to exclude the student;
 - If relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
 - The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
 - The parents' right to see and have a copy of their child's record;
 - The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
 - If the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the academy;
 - The arrangements for a parent interview at the end of the exclusion to discuss the process of reintegration.
- 1.7.2. For Level 2 and Level 3 exclusions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- 1.7.3. For Level 1 exclusions, the letter will also state that if parents are concerned about the way in which the exclusion was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file.
- 1.7.4. The involvement, if appropriate, of S.E.N. expert advice.

1.8. Behaviour outside the school gates

- 1.8.1. Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:
- a) Taking part in any school-organised or school-related activity, or
 - b) Travelling to or from school, or
 - c) Wearing our school uniform, or in some other way identifiable as a Torquay Academy student.
- Or for behaviour which at any time:
- Could have repercussions for the orderly running of the school, or
 - Poses a threat to another student or member of the public, or
 - Could adversely affect the reputation of the school.

GUIDANCE:

Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

DfE Exclusion Guidance:

<https://www.gov.uk/government/publications/school-exclusion>

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Education and Inspections Act 2006

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007