



**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust Academy**

## Values & Rewards Policy

This policy is applicable to Khalsa Academy Wolverhampton

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## 1. Introduction

The Khalsa Academy Wolverhampton (TKAW) is an ambitious academy with high expectations of staff, students and the wider community. Children of all ages have the right to learn, all teachers have the right to teach and everyone in the academy has the right to feel safe. We therefore have a collective and individual responsibility to respect others, ourselves and the environment.

At TKAW we will nurture the potential of all students and provide them with the opportunities to achieve more than they thought possible. We pursue this using our universal Sikh values, of Sat (Truth), Santokh (Contentment), Daya (Compassion), Dharam (Service), Himmat (Courage), Chardi Kala (Resilience) and Pyaar (Love).



Our values underpin our commitment to having an unconditional positive regard for others regardless of age, race, religion, gender, sexuality, dis/ability, nationality or any other aspect of a person's identity. These values, combined with rights, responsibilities and routines will lead to good behaviour where everyone is able to work effectively, feeling safe and respected, failure to adhere to our values through poor or unacceptable behaviour will be sanctioned appropriately.

## 2. Policy Aims

The aims of this policy are clearly set out:

- To promote and enshrine the values of Sat (Truth), Santokh (Contentment), Daya (Compassion), Dharam (Service), Himmat (Courage), Chardi Kala (Resilience) and Pyaar (Love) in all our students
- That the core purpose of the Academy is to educate young people and that everyone has the right to learn in a safe and respectful environment unheeded by the actions or words of anyone else
- The behaviours we expect of our young people of all ages and abilities
- The behaviours which are not acceptable
- To promote working collaboratively with all stakeholders to ensure the policy is fair and consistently applied
- Explain the rewards and sanctions that will be applied consistently and fairly

### To achieve these aims we will

- Develop a whole academy approach to praise students displaying our values
- Impose sanctions on those students who fail to display our values or keep to the academy rules and expectations
- Adopt fully the principles outlined in the Child on child Abuse Policy (Including Sexual Violence & Sexual Harassment) to ensure equal access to a broad educational experience for all
- Communicate to parents when students are behaving and working well and when there is a cause for concern
- Teach our students that their actions have consequences both positive and negative

### 3. Roles & Responsibilities

On admission to the academy all parents and students sign the academy's Home-School agreement and agree to support the academy in this regard. If parents are not happy with any actions taken they should refer to the academy concerns and complaints procedure.

Through consultation with teaching and support staff the Pastoral team will implement targeted interventions for groups or individuals. This is to support students who may be identified as having specific behavioural difficulties; this may include time spent in targeted support and intervention.

The Principal may impose sanctions for behaviour outside of academy, even if a student is not on academy business, if in their judgement it will affect maintaining good behaviour and discipline among the student body as a whole, pose a threat to staff or harm the reputation of the academy. If felt necessary, the academy will involve the police and/or external agencies.

#### **The Role of the Trust & the Local Advisory Board**

The Trust and the Local Advisory Board (LAB) has the responsibility of agreeing the expected guidelines on standards of discipline and behaviour. The LAB is responsible for reviewing their effectiveness. LAB members support the Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the academy Values & Rewards Policy, but LAB/Trust may give advice to the Principal about particular disciplinary issues.

#### **The Role of the Principal**

- It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy Values & Rewards policy consistently throughout the academy and to report to the LAB, when requested, on the effectiveness of the policy
- It is also the responsibility of the Principal to ensure the health, safety and welfare of all students in the academy

- The Principal supports the staff in implementing the policy and setting the standards of behaviour
- The Principal keeps records of all reported incidents of serious misbehaviour
- The Principal has responsibility for giving fixed term suspensions to individual students for acts of serious misbehaviour
- For repeated or very serious acts or major misbehaviour the Principal can permanently exclude a child. The LABs and the Local Authority will be notified

### **The Role of Parents/Carers**

By accepting the principles of the Home–School Agreement parents agree to:

- Work collaboratively with the academy, providing firm and effective guidance at home so students receive consistent messages about how to behave both at home and at the academy
- Read the academy Code of Conduct and support it
- Support their child's learning and co-operate with the academy, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour
- Support the actions of the academy, where the academy is required to use reasonable sanctions. If parents have any concern about the way that their child has been treated, they should initially contact the Head of Year. If the concern remains, they should contact the SLT for Pastoral. If despite this step concerns are not resolved parents may request to meet with the Principal who may decide to arrange to meet directly or delegate to the appropriate member of staff to resolve the matter and then a meeting may be held (please refer to the Concerns and Complaints procedure should your concerns not be resolved)

### **The Role of the Class Teacher**

It is the responsibility of the class teacher: -

- To ensure that the academy rules and expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time
- To treat each child fairly and enforce the classroom code consistently

### **The Role of All Staff**

- To build strong, positive student relationships based on mutual respect that enforce our values and underpin a positive attitude to learning
- To follow the principles and practices of the academy Values & Rewards policy at all times and enforce it fairly and consistently
- To provide accurate written records, according to academy policy, of incidents and strategies used to manage attitude to learning
- To provide good role models for the student by being polite, caring and understanding and setting high standards in all aspects of our values, self-conduct, dress and interpersonal relationships

- To inform parents of the academy Values & Rewards policy and its application
- To ensure that the academy rules are enforced in a responsible manner
- To treat each child fairly and enforce the Values & Rewards policy consistently

All staff play an integral part in managing behaviour around the academy. Below are some examples of the responsibilities shared by staff throughout the academy.

<b>Classroom teachers should deal with the following:</b>
Late arrival to lessons
Incomplete classwork / homework / coursework
Lack of correct equipment / kit
Inappropriate language
Disruption of teaching and learning
Inappropriate uniform / jewelry
Inappropriate use of mobile phone / IT
<b>Heads of Year should deal/investigate with the following:</b>
Child on child Incidents
Truancy from lesson / academy
Leaving site without permission
Damage to academy property / equipment
Smoking on academy site
Fighting / physical violence between students
Inappropriate behaviour around the academy site

<b>Heads of Department should deal with the following:</b>
Persistent disruption of teaching and learning
Persistent late arrival to lessons
Persistent failure to complete work
Regular refusal to co-operate with instructions
Challenging authority of subject teacher
Failure to attend detention issued by subject teacher
<b>SLT should deal with the following:</b>
Threat / physical violence against staff
Repetitive Serious / dangerous behaviour
Repetitive Racist comments / behaviour
Theft of academy property
Use / possession of illegal substances
Possession of weapons / dangerous items
Malicious accusations against academy staff

**The Role of Students**

By accepting the principles of the Home-School Agreement, students agree to:

- Accept responsibility for their own behaviour
- Use the academy council to express their views and concerns.

#### 4. Code of Conduct

To develop a safe and secure environment, everyone should show respect for each other, the environment, community and everything around us.

**When moving around the academy always**

- Arrive at the designated time
- Line up quietly, in single file, outside a classroom on time
- Show respect towards all adults and peers
- Walk quietly and sensibly around the Academy, following signs and markings
- Follow adult instructions
- Eat and drink in designated areas and dispose of any litter in the designated waste bins. Only water (in clear bottles) can be consumed in the classroom
- Wear correct uniform and take pride in your appearance
- Demonstrate kindness and politeness towards others and avoid the use of any derogatory language, which may offend others
- Be kind and thoughtful. Show careful consideration towards others physically, emotionally and mentally
- Speak politely to everyone and call each other by their given names
- Try to be the best version of yourselves
- Enter and leave the building in an orderly manner
- Enter and leave assemblies in a quiet manner and maintain social distance

**In lessons always**

- Arrive on time (within 3 minutes of the start of the lesson) as per the Behaviour Toolkit
- Be prepared for lessons with the correct equipment and completed homework
- Listen carefully when an adult is talking
- Use all equipment safely and appropriately
- Stay in your seat unless you are given permission by the teacher to stand up
- Raise your hand and wait for your teacher's permission to speak
- Allow others to get on with their work
- Take turns as speakers and listeners

**Break & Lunchtime**

- Allow others to enjoy their own social time
- Line up and walk sensibly to classrooms
- Demonstrate gratitude and respect towards supervisory staff
- Dispose of plates and trays correctly

Any student who behaves in a way that could compromise good hygiene and or/good health and safety practice may be sanctioned by the Principal using the full range of sanctions available dependent on the seriousness of the breach. In extreme circumstances, this could amount to a permanent suspension.

### **The examples below may result in a fixed term suspension or permanent suspension**

The Academy views persistent poor behaviour as a combination of multiple C3 incidents for poor behaviour and On Calls for more repeated serious incidents requiring isolation.

All other steps to encourage the student to obey the academy rules and expectations have failed or allowing the student to remain in the academy would be seriously detrimental to the education or welfare of others in the academy.

#### **Never**

- Verbally, physically, sexually, racially or emotionally abuse anyone based on the protected characteristics under the Equalities Act
- Vandalise or graffiti academy property
- Possess, supply or consume alcohol, drugs, e-cigarettes, cigarettes or any other illegal substance on academy grounds
- Possess, supply or bring a weapon on site or outside academy grounds, including imitation weapons
- Abuse the Internet or Trust's ICT systems including creating false social media/ internet accounts
- Use social media to intimidate, harass or cause emotional distress to others
- Bring phones/MP3 players/iPods into academy
- Engage in or display signs of sexual misconduct of any nature including that of 'sexting' on academy grounds
- Do anything that may bring the academy into disrepute
- Commit actual or threatened violence against a student or member of staff
- Engage in any on-line, racist or homophobic bullying
- Misuse an article of faith such as the Kara or other items such as a Salai/Baqj, Chakar etc as a weapon

## 5. Values & Rewards

An ethos of encouragement is central to the promotion of our values and positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise (both informal and formal) to individuals and groups.

A range of strategies will be used to respond to inappropriate behaviour. This will include sanctions, but will also consider the personal circumstances of the student when deciding what action is appropriate.

A range of consequences is clearly defined in the procedures and their use will be characterised by clearly explaining why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

TKAW believes that positive behaviour management is about helping students to make appropriate and positive choices. Negative behaviour cannot be ignored and must be dealt with appropriately. However, we are aware that not all negative behaviour is a response to inappropriate choices or following the wrong moral code. If issues are identified and recognised, we will seek to use additional support (internal and external) to help any student who require this.

### **Class Charts**



All values, rewards and sanctions are awarded on Class Charts, an app which allows for live transmission of positive and negative points and rewards to parents and carers.

Students will gain Values Points (V-Points) for every occurrence where they are deemed to have displayed one or more of our academy values or sub-values. E.g. Positive points awarded for displaying Daya (Compassion) and Honesty; a sub-value of Sat (Truth).

### **Recognition & Rewards**

TKAW promotes good and improved behaviour by students through a system of recognition and reward through Class Charts.

V-Points can be exchanged for items through the Class Charts Rewards Shop. The academy will decide upon the items available for exchange of V-Points and the associated cost in V-Points.

#### **The aims of the rewards system are**

- To develop a praise and reward culture for students displaying our values
- To ensure that all students receive recognition for their success in terms of achievement, effort and attendance
- To encourage positive learning behaviours in lessons and around the academy site

#### **To achieve these aims we will**

- Monitor the use of V-Points, ensuring they are used consistently, and share the analysis of V-Points with staff to promote consistent, regular use

- Provide certificates which are presented at Celebration Assemblies
- Ensure all staff use V-Points to reward success

### **Procedures**

- V-Points can be allocated to students via Class Charts. All students will be eligible for V-Points on offer at all times – all good work and behaviour will be rewarded
- There will be a league table of V-Points, updated weekly and shared in assemblies

### **Spending V-Points**

- V-Points may be spent by the students on a range of items during the second half term of every term, ranging from basic stationery to more desirable items if they wish to save for them
- Students will order their chosen items through Class Charts and can collect them from Student Services before the end of term

## 6. Acceptable & Unacceptable Behaviour

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

We have identified examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or wellbeing of other members of the academy community. Examples include name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse. **Refer to the Child on child Abuse Policy, and the TKAW Safeguarding & Child Protection Policy for further information).**

The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the academy website, rules, prospectus, Google classrooms, Home-School agreement, assemblies, form time and online newsletters.

The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

### **Use of Internet & Mobile Communications**

All students must always adhere to the TKAW ICT Acceptable Use Policy, whether in the academy or at home. Students must ensure all mobile phones are switched off and placed in their bags before entering the academy site. Mobile phones may only be taken out once students leave the academy site at the end of the day. In addition, it is prohibited to:

- Log on to the academy system, email or online learning platforms using another person's identity (including friends or parents/carers)

- Use any platform/technology to bully, harass or upset another person (this includes other students, staff and the wider community). This includes (but is not limited to): email, texts, WhatsApp, Snap Chat, Tik Tok, Twitter, Facebook, and other relevant social media platforms
- Use any platform/technology to bring TKAW into disrepute
- Use any platform to express extremist views, including (but not limited to): homophobia, sexism, racism, Prevent-related communication
- Make, request, send or distribute indecent/illegal images of children or exert any pressure on others to do so

### **Examinations**

Students must follow the examination rules and procedures set out by TKAW, the exam boards and JCQ.

### **Sanctions**

There are 3 main purposes of using sanctions in the academy:

- To show the perpetrator that their behaviour is unacceptable
- To deter the student from repeating that behaviour
- To show other students that the behaviour is unacceptable and will not be tolerated

Sanctions should be used to encourage more positive behaviour and to prevent any inappropriate behaviour being repeated. For this to happen sanctions need to be seen to be consistent, fair and relevant and the reason for any sanction should be clearly explained to the student. The sanction should be carried out as soon as possible and, where appropriate, parents informed.

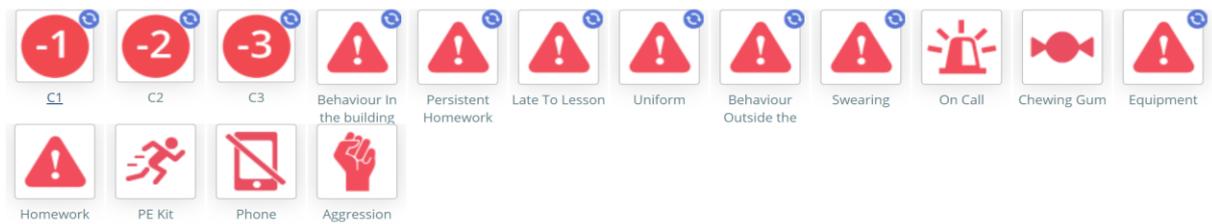
### **Student Behaviour Inside & Outside the Classroom**

All Staff have a responsibility to deal with any unacceptable behaviour which they encounter inside and outside the classroom and anywhere on the academy site. Incidents which take place outside the classroom and need to be referred should be reported to the appropriate Head of Year. If it is a serious incident and the Head of Year is unavailable, staff may refer the matter immediately to any member of the Pastoral team or SLT.

### **Duty System**

There are a series of duty points for internal duties around the academy, manned by both teaching and non-teaching staff, which reflects the fact that good behaviour around the academy is the responsibility of the whole academy community.

### **Behaviour System**



The behaviour system is to be used for incidents of student behaviour that fail to meet the high expectations at TKAW. Incidents may occur in structured or unstructured time and should be dealt with using a fair and consistent approach. Consequences take the form of two types of negative behaviour points issued via Class Charts. C1-C3 which are used if poor behaviour escalates and Behaviour Codes which are used for incidents which are deemed to be more severe in nature and may deserve a detention or other relevant sanction.

Students will gain negative points; C Codes and/or Behaviour Codes for every occurrence where they are deemed to have failed to display one or more of our academy values or sub-values. E.g. C2 awarded for failing to display Daya (Compassion) or a Behaviour Code for Aggression for failing to display Respect; a sub-value of Pyaar (Love).

Behaviour systems can be supported by offering an informal warning as a reminder of acceptable demonstration of our academy values. If students are talking off task, not fully engaged in work, fiddling with equipment when told not to or refuse to follow any 'reasonable request' to behave appropriately, the following system will apply:

<b>C1</b>	<p>This is a formal verbal indication that the student is at this stage and needs to address their behaviour.</p> <p>Staff must record the C1 at the end of the lesson with a reason on Class Charts. No further sanction is applied.</p>
<b>C2</b>	<p>This is a second verbal warning. At this point, a strategy (moving groups/tables, removing equipment) should occur to help students refocus their behaviour.</p> <p>Staff must record the C2 at the end of the lesson with reasons on Class Charts. The Head of Year or another member of the Pastoral team may speak with the student about their behaviour.</p>
<b>C3</b>	<p>Students should be sent to a buddy room within the department. A conversation between the class teacher, Head of Department and the student will take place, reflecting on their poor behaviour.</p> <p>Staff must record the C3 at the end of the lesson with reasons on Class Charts. A 30-minute detention will automatically be recorded on Class Charts.</p>
	<p>If a student has progressed through C1 – C3 and cannot remain in the lesson, or behaves in an extreme manner (swearing,</p>

<b>On Call</b>	<p>violence, racism, homophobia etc.) they must be issued an On Call – a member of the Pastoral team or SLT will remove the student from the classroom and they will spend the rest of the lesson and/or day in Isolation.</p> <p>Staff must record the On Call at the end of the lesson with detailed reasons on Class Charts. A 60-minute Head of Year detention will be automatically recorded on Class Charts.</p>
<b>Behaviour Codes</b>	<p>If a student's behaviour escalates or they display behaviour that is deemed to be more severe in nature the relevant B Code should be applied.</p> <p>Staff must record the Behaviour Code on Class Charts. A 30-minute or 60-minute Head of Year detention will be automatically recorded on Class Charts dependent upon the Behaviour Code administered.</p>

**\*Staff only need to record the final sanction. E.g. if a student receives a C3 then only a C3 should be recorded and not a C1, C2 and C3\***

#### **Relocating Students**

Relocating students from one classroom to another is occasionally required to ensure that learning is not disrupted and that the classroom remains a calm and orderly space. However, relocation must not take place for every minor infraction and it is essential for teachers to 'own' their own classrooms.

**Under no circumstances should students be left in corridors outside a classroom during lessons.**

#### **Consequences of Behaviour Points**

If a student exhibits persistent poor behaviour (report sent through Class Charts) a report card will be issued. The table below outlines the process that needs to be undertaken – the importance of following this procedure is critical, to support students in terms of their behaviour.

<b>Report Card Type</b>	<b>Reason</b>
Form Tutor Report	Students will be placed on a Form tutor report card for persistent low-level disruption and/or 30 behaviour points
Head of Year Report	Students will be placed on a Head of Year report card for 2 or more Friday SLT detentions and/or 60 behaviour points
DOP Report	Students will be placed on a SLT report card for any full day isolation, after Suspension and/or 90 behaviour points

## Detentions

All Detentions at TKAW are centralised and take place at the end of the academy day in the canteen.

Day	Detention Length
Monday – Thursday	30-minute detentions 60-minute Head of Year detentions
Friday	30-minute detentions 60-minute Head of Year detentions 90-minute SLT detentions

- Detentions are issued via Class Charts
- Detentions will be set for the following day or next available academy day if received on a Friday or the last day before a holiday
- Students must go to the detention in the canteen at the end of the day
- For a C3 or SLT detention, students will fill out a Reflection Log, which will allow the student to fully reflect on their actions and other possible routes of behaviour or they will be given a book to read.
- If a student fails to attend their detention, the detention will be escalated. E.g. Missing a 30-minute detention will result in an escalation to a 60-minute Head of Year detention
- Any student who receives an On Call will complete a 90-minute SLT detention on Friday that week or the following Friday if required.
- TKAW is a chewing gum-free site. Any student found in possession of chewing gum will be issued a 60-minute Head of Year detention
- Students who are found to be in the possession of a mobile device will have it confiscated where it will be taken to Reception for safekeeping. This includes if the student is using the device when leaving or entering the academy (before the Main Gate). The Head of Year will issue a 60-minute Head of Year detention and the student's parent/carers will be contacted. The mobile phone will be given back to student upon completion of the detention.
- 60-minute Head of Year detentions can be issued to students because of other behaviours that contravene the academy values
- 30-minute detentions can be issued for any contraventions of our Uniform and Acceptable Appearance Policy
- Whole Class detentions are **not** permitted
- Staff may place an individual student(s) in a detention during break, lunch or at the end of the same academy day. However, the detention **must not** exceed 10 minutes during break or lunch and 15 minutes at the end of the day

All sanctions must be addressed with positive actions, which may include:

- One-to-one with the Pastoral team and/or Inclusion support

- Workshops or meetings with preventative agencies e.g. Police Community Support Officers, CAMHS, Wolverhampton Inclusion Support Team, Educational Psychological and other relevant external agencies
- Parents may be invited in to help support

### **Behaviour Outside The Academy**

Any student who does not follow our academy values outside the normal academy day and whilst in their academy uniform, PE kit, or own clothes on a non-uniform day can have an appropriate sanction put into place. This also includes active participants or spectators in a fight or inappropriate incidents. Any filming/photos of the incidents will also be dealt with appropriately and the Police may be informed.

Misbehaviour outside of the academy may also include anything that could at any time:

- have repercussions for the orderly running of the academy
- poses a threat to another student or member of the public
- adversely affect the reputation of the academy

Students' behaviour outside the academy remains subject to our Values & Rewards Policy.

This may be:

- On academy business such as trips, fixtures or placements
- In the immediate vicinity of the academy or on a journey to or from the academy
- If there is a clear link between the behaviour outside of the academy and maintaining good behaviour inside the academy
- If student behaviour is bringing the academy into disrepute in the local community

Any concerns regarding student behaviour should be directed to the relevant Head of Year who are also responsible for liaising with any relevant external agencies.

### **Internal Suspension (SSC)**

The Student support centre (SSC) is part of the academy's learning support offer. The SSC is supported by SLT and Pastoral staff. It provides additional support for students exhibiting behavioural and emotional problems that impact negatively on their own learning and that of their peers.

The internal suspension room is an alternative to fixed term suspensions and seeks to rehabilitate students so that they can return to lessons without continuing their poor behaviour. In this area students are expected to work in booths in silence unless they are completing reflection or intervention with a member of the Pastoral or Inclusion team. A student can be placed here between 1-5 days, but this could be extended depending on the severity of the situation.

Only members of SLT and Heads of Year may choose to place students in isolation/SSC as a solution to reduce Fixed Term Suspensions. If an On Call is issued during a lesson, this will also result in a referral to isolation.

Unless there are exceptional circumstances, agreed with members of SLT, students placed in isolation will also complete a 60-minute Head of Year detention.

### **Managed Isolation**

On occasions where it is felt the severity of the behaviour means the student should not be able to access TKAW for a period of time. This will be decided upon with regards to severity of the behaviour(s) and at the discretion of the Principal and/or Senior Leader for Behaviour and Attitudes. Students may attend other local Isolation establishments in local schools, and we may also host students from these schools.

Students must be provided with suitably accessible but challenging work. Heads of Department are responsible for providing this work. It is the responsibility of the Heads of Year to telephone parents/carers to inform them of their child's placement in isolation.

### **Alternative Provision**

If the Academy believes alternative provision needs to be offered to support the student, this can be arranged using the links the Academy has with other providers.

## 7. Suspensions

### **(Refer to the Suspensions Policy for further details)**

#### **Fixed Term Suspensions**

A decision to exclude a student for a fixed period will be in response to serious breaches of the academy's Values & Rewards Policy, including persistent disruptive behaviour. Only the Principal has the authority to exclude a student from the academy although they may delegate this to the Vice Principal for Behaviour & Attitudes in their absence. The decision to exclude for a fixed term will only be made after a thorough investigation and after careful consideration of the available evidence. Reference will be made to the academy policies, student accounts, written records of staff and consultation with relevant post holders. The standard of proof to be applied is the 'balance of probabilities' and does not require the criminal standard of 'beyond reasonable doubt' to be applied. It is the responsibility of the Vice Principal for Behaviour & Attitudes, in liaison with the Principal to ensure that all suspensions are fair and consistent.

A student can be excluded for one or more fixed periods, which when aggregated, do not exceed a total of 45 school days in any one school year. Where fixed term suspensions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a student in response to the same behaviour, alternative strategies will need to be considered. In exceptional circumstances – usually where further evidence has come to light – a fixed term suspension may be extended to a permanent suspension.

During the fixed term suspension work will be provided via Google Classrooms for the student to complete.

**Parents of the excluded student have a legal obligation to ensure that the child is not present in a public place during normal school hours without reasonable justification.**

### **Re-Integration**

After the end of the fixed term suspension, a reintegration meeting should be held by the Head of Year with the student and their parents/carers on their return to the academy. There is an expectation that parents/carers be present for re-admission meetings.

This re-integration meeting provides the opportunity to:

- Emphasise the importance of parents working with the academy to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed
- Explore any wider issues or circumstances that may be affecting the student's behaviour
- Agree on any reintegration strategies or measures to prevent further misbehaviour

It is the duty of the re-admitted student to ask their subject teaching staff for any relevant work missed and to complete it by the date requested by that teacher.

On their return, students:

- May spend some time in Isolation/SSC to reflect on their inappropriate behaviour
- May be placed on a Head of Year or SLT Pastoral report
- May be placed on a Pastoral Support Plan
- May be placed on a specific Behaviour Contract for extremely serious offences or continued disruption

### **Permanent Exclusions**

The decision to exclude a student permanently is only taken:

- In response to serious breaches of the academy's Values & Rewards Policy
- If allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy

Permanent suspension will be considered for:

- Persistent and defiant misbehaviour
- Persistent/serious bullying

- Use/possession / distribution of alcohol, solvents and/or an illegal drug (including their paraphernalia or any substances disguised in an alternative form such as an edible marijuana cookie, cake or brownie etc) on the academy premises or during a students' journey to and from the academy
- Unusual behaviour which may be consistent with being under the influence of alcohol or drugs
- Threatening behaviour/physical assault on an adult
- Sexual misconduct, including sexting
- Theft of others' property, belongings and academy equipment
- Deliberate vandalism
- Behaviour which puts themselves or others at risk of serious harm
- Misuse of social media to bully, intimidate or humiliate others

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supply, consumption or possession of an illegal drug and/or alcohol
- Carrying an offensive weapon
- Unfounded, malicious allegations against students, staff and stakeholders of the academy

Suspension can also be used where one of the following is evident:

- Parental breach of contract with the academy
- Parents causing serious or repeated nuisance on the academy premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the academy into disrepute
- Serious disagreement (on the part of the parents or the pupil) with, or
- contravention of, the academy's policies on social inclusion, diversity or equality

**The behaviour of a student outside of the academy can be considered grounds for an exclusion.**

Where a criminal offence has taken place, the academy will liaise with the Police to consider the appropriate course of action.

The decision to exclude a child permanently is a serious one and is only taken where the basic facts are established on the balance of probabilities. It is usually the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with that student.

For the first five days of the permanent exclusion the academy will provide and mark work for the student as per the Suspensions & Permanent Exclusions guidance.

From and including the sixth day of the suspension it is the Local Authority who are responsible for ensuring that suitable full-time education is provided for the student.

### **Review & Appeal**

The Local Advisory Board (LAB) and Local Authority (LA) must be informed within one day of:

- Permanent suspensions
- Suspensions of more than five days
- Suspensions that would result in a public examination being missed

All suspensions are reported for monitoring purposes to the LAB and the LA once a term. Suspensions are monitored and analysed to consider any over-representation of any particular groups. All permanent suspensions and suspensions of over 15 days in any one term must be reviewed by the LAB. Where the LAB upholds the Principal's decision to exclude the LA must make arrangements for Independent Appeals Panels to hear appeals against permanent suspensions.

### **Removing a student from the academy site**

There may be occasions when a student will need to be removed from the academy site, other than for those which would usually result in a fixed term or permanent suspension. These may include:

- A student is accused of a serious criminal offence, which may have taken place outside of the academy's jurisdiction.
- A student, for medical reasons, represents a serious risk to the health or safety of other students or academy staff
- A student, for mental health and/or social, emotional reasons, represents a serious risk to the health or safety of other students or academy staff
- A student needs to leave the academy site for a short period of time to remedy breaches of the academy's rules on appearance or uniform

## 8. Behaviour Management Support

At TKAW we support all our students including those who are experiencing behavioural, emotional, mental health, social, personal or other difficulties that might prevent effective learning. Where students are having difficulty conforming to the expected standards of behaviour, several early intervention strategies are available;

**Report Cards** - an effective way of recording students' progress towards targets both lesson by lesson and day by day.

**Pastoral Support Plans (PSPs)** – used to set key measurable targets to improve behaviour, can form part of a student's re-integration into the academy following a fixed term suspension to try and prevent a permanent suspension. Student's will play a key part in defining how they manage their behaviour and the level of support required.

**Reduced Timetables** - students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the SWO and an individual programme established which might include a reduction in mainstream lessons for a fixed period.

**Mentoring** - students who have been identified as struggling to manage their behaviour may be referred to the SWO. They will work with the SWO for an hour a week over an agreed period, focusing on the particular difficulties they are facing and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

**Pupil Passports** - students with a statement of special educational needs will have an individual Pupil Passport. The academy SENDCO will create Pupil Passports and provide these for staff who teach that student to enable them to set and review targets. These plans will also suggest teaching strategies, which will help students, make progress and demonstrate required behaviours for learning. Where appropriate, specialist support will be provided on a one to one basis or in small groups, this could take the form of mentoring, therapy, anger management or social skills work.

**Behaviour Contracts** - a support programme offered to students who are at risk of permanent suspension. It will be agreed with students and/or parents, as an outcome of a meeting held with them to which a suspension officer may be invited. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the academy will, in discussion with others:

- review any learning difficulties and put in place a programme of support
- where necessary consider changes to the student's timetable including form/set changes
- consider referral to a PRU for joint registration or another appropriate institution
- consider with the agreement of the student's parents and the LA a managed move to another school
- consider offering specialist support and therapy

The Behaviour Contract will have a pre-established time frame and will be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the Behaviour Contract may;

- be reduced or removed
- be continued for a further period of with or without amendments
- or where there has been no improvement at all, there may be a move to permanent suspension.

## 9. Prevent Duty

We are aware of the Prevent Duty and are committed to fulfilling this duty. Our Designated Safeguarding Lead has undertaken training in order to offer advice and support to other members of staff.

Staff receive inhouse and external Prevent training and are required to complete a Prevent/Channel Awareness module.

## 10. Liaising with the Police

TKAW has a close working partnership with the Police. As part of our co-operation with them:

- We will provide them with information when requested (subject to receipt of any required documentation such as the Wa170 DPA). This is on condition that a badge number and name is provided and the understanding that we will inform parents/carers
- They will come in to see students if we request them to do so
- They will keep TKAW informed about investigations involving our students
- They will support the academy with assemblies and other workshops
- In extremely rare cases the academy may need support to deal with incidents relating to the carrying of weapons or possession of/dealing in drugs
- It is good practice to contact the Police for all weapon/drugs related incidents that may lead to permanent suspensions

## 11. Malicious Allegations

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the LA safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action may be appropriate against the student(s) involved. Permanent suspension may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

## 12. Confiscation & Search

Although consent will usually be sought, the law says that the Principal and staff whom they authorise, has the authority to search for items without consent and where necessary confiscate items as a disciplinary action or precaution.

A search without consent can be conducted for:

- Knives or weapons
- Alcohol
- Illegal drugs in any form
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Principal and authorised staff can also search for any item banned by the academy

In addition, staff may lawfully search for mobile phones, electronic devices or any other item, without consent or parental permission, if there is a suspicion that the student has an item or substance prohibited by the Values & Rewards Policy, or the member of staff has good reason to suspect the device/item may be used:

- Cause harm, threaten or upset
- Disrupt learning
- Break academy rules
- Commit an offence
- Cause personal injury
- Damage property

Any item that the member of staff/Principal reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the student)

Any items, data, files or images that are believed to be illegal will be passed to the Police as soon as practicable.

Any items, data, files or images that are not believed to be unlawful may be deleted or kept as evidence of the academy's policy.

Searches of students should take place with a minimum of two members of staff present, including one that is the same gender as the student being searched. The academy may also invite the Police to conduct the search if appropriate. If a student refuses to allow a search for such items, further action will be taken.

### **Weapons**

It is a criminal offence to bring a knife or offensive weapon into an academy. If a student is found with a knife, it is likely that they will be questioned by the Police. If a student is found in possession of a knife, weapon or any item that could be used to harm others they will be permanently excluded from the academy.

## 13. Communication & Policy Evaluation

This policy and standards of behaviour in general are reviewed:

- Every three years with the LAB
- Every term when considering the Behaviour and Attendance Report
- Regularly as part of Student Voice to systematically gather student views on attitudes to learning, feeling safe and behaviour support systems. This may be in the form of Academy Council, focus groups or wider scale surveys such as the Health-Related Behaviour Survey.

## 14. Monitoring & Review

The policy will be reviewed annually by the Principal, Senior Leader for Behaviour & Attitudes and the Executive Policy Committee annually or as required to ensure it remains compliant with Equality legislation and the law. At every review, the policy will be reviewed and approved by the Trust Board and the implementation will be monitored by the Local Advisory Board.