SHERWOOD CHURCH ACADEMY

DIOCESE OF SOUTHWELL & NOTTINGHAM MULTI ACADEMY TRUST

STUDENT BEHAVIOUR POLICY

Policy:	Student Behaviour Policy
Reviewers:	AAB/Local Governing Body
Approved by:	Local Governing Body
Date:	13th October 2021
Review cycle:	2 Years

VERSION CONTROL		
DATE	**AUTHOR**	**CHANGES**
Sep 2021	David Broomhead	Reference to tutor time and tutors removed and planner replaced with journal. 3.1 a) Last two sentences referring to commendations removed. 3.1 b) Values card replaced by recording of positive and negatives values using Satchel One. 3.1 c) Satchel One added. 3.1 d) Postcard replaced with badges. 3.1 e) Progress and Effort Certificates - Deleted. 4.2 c) Alternative Provision replaced with extended school. 4.2 e) Addition of Year Group Recovery Leaders. 5.2 In the detention section of the table, two new bullet points added to include lateness to lessons and equipment. 5.4 Late time removed and replaced with start of day, planner warning replaced with negative value and addition of punctuality to lessons. 5.6 Addition of being ready to learn and equipment list updated. 6.1 Planner replaced with journal and reference to positive values and Satchel One added. In the Matrix Room section of the table, different classroom replaced with 'until the end of lesson'. Grammar correction in final paragraph. 6.3 Tutor Period - Deleted. 9.1 Length of detention updated and last sentence deleted. 13.2 Grammar correction.
March 2022	David Broomhead	5.6 Core equipment to include knowledge organiser.
Nov 2024	Carl Bennett	Reference to Satchel One replaced with Bromcom and My Child at School. Exclusion replaced with suspension throughout. Consequence system replaced with behaviour system. Section 3 References to commendations, values card and student badges removed. Section 4 Removal of Reset Room and addition of Onsite Alternative Provision. Assertive Mentors replaced with Behaviour Mentors. Section 5 Significant changes to behaviour system and sanctions. 5.4 & 5.5 Minor changes. Section 6 Significant changes with reference to new behaviour pathway and expectations. Section 7, 8, 9, 10, 11 & 14 Updated to reflect new behaviour system. Addition of new Appendix 1 – Behaviour Points and Appendix 2 - Corridor Behaviour Expectations and Classroom Behaviour Pathway.
July 2026	APA	Updated Samworth to Sherwood following academy name change

Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

1 Principles

1.1 The Samworth Church Academy is committed to helping our students to be the best that they can be. We believe in putting the needs of the students first in order to promote an environment that is conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

1.2 Our behaviour policy is underpinned and driven by our five Christian values; respect, positivity, vocation, service and forgiveness. Students are expected to make an overall positive contribution to academy life, supported by a behaviour system which promotes positive behaviour and a no grudges culture. We fully believe that appropriate verbal praise and reward can be very powerful in developing a happy and purposeful school environment.

1.3 This behaviour policy in many ways is a document of last resort. In the main we expect all members of the academy community to behave reasonably and seek to resolve differences in a positive and cooperative manner in which a common-sense approach prevails. However, this policy clearly spells out our expectations and may be used as a point of reference when opinions differ.

2 Policy Aims

- For all students to learn and make progress whilst demonstrating our Christian values (particularly positivity, forgiveness and respect).
- For all students to respect one another, the staff and our academy building. To promote our no grudges culture where students feel comfortable to make mistakes and demonstrate resilience and positivity in order to overcome their personal barriers.
- To promote and embed purposeful working relationships with our parents/carers and any other stakeholders.
- To build high aspirations for 70 or more fantastic years after school life.
- To promote high expectations and preserve the good reputation of the academy.
- To secure behaviour which does not threaten the health and safety of students. Staff or members of the public.
- To acknowledge the Academy's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with Special Educational Needs.

3 Positivity, Reward and Praise

3.1 Good behaviour is expected whether or not rewards are given for it. However, within a nurturing and caring environment, we feel that positivity and acknowledgement of good conduct is vital. At the Samworth Church Academy, we define good behaviour as that which reflects one or more of our five key Christian Values and we reward and acknowledge students in the following ways:

a) Positive verbal praise

Around the Academy and in lessons staff use descriptive praise to signal to students that they are demonstrating our values. Learning Managers also ring home regularly; this is an

opportunity to provide parents/carers with positive feedback about their child so they can reinforce and reward at home.

b) Positive points on MyChildAtSchool App
All students accumulate positive and negative value points via an online system and mobile phone App (Bromcom - My Child at School). This is how the academy monitors, sanctions and rewards students for their conduct around the academy during social times and also positive behaviour during lessons. Bromcom is used to log points earned and calculate weekly and ongoing totals. At the end of each week, students with a positive points balance will be praised and entered into a termly prize draw.

c) Reward Events
Each term students who have demonstrated good values are rewarded with an invitation to our reward event. The Principal, along with members of the Executive Team will decide which students receive an invitation based on a range of information we hold about each student (e.g. Bromcom data, conduct data, attendance and punctuality).

4 Supporting Students to get it right

4.1 Students who are struggling to access the curriculum or who need extra support to maintain good standards of behaviour and conduct may benefit from a range of interventions we have in place to support. A key aim is to ensure all students can learn and flourish without having their education disrupted by poor behaviour. However, compassion and forgiveness are important to us as an academy and we seek to acknowledge that adolescence is sometimes difficult and turbulent for individual students for a variety of reasons. Support, care, opportunities for learning about self-awareness and also strong boundaries offer a secure platform from which students can develop into resilient, positive, reflective and responsible members of the communities they go on to live in as adults.

4.2 Although each student will receive a tailored package as required, examples of interventions we can use to help ensure this happens for all students as far as possible are listed below:

a) The Progress Learning Centre (PLC)
The PLC is a caring and nurturing environment staffed by specialists who can provide tailored interventions for students struggling with a range of factors (for example, they could be new to the school need support with a special educational need or with learning to manage their behaviour, or need to complete some catch-up work for particular subjects).

b) Onsite Alternative Provision
Our onsite provision is held in the legacy building and is completely self-sufficient. It is staffed completely by our own teachers and support staff to enable relationships to flourish and to promote a sense of belonging. This provision provides opportunities for students to access a more vocational curriculum and to be taught in smaller groups with smaller, more consistent staff numbers.

c) Heatherdene
Heatherdene is part of The Samworth Church Academy based in a building within the Oak Tree estate, Mansfield. It is our own extended school centre designed to reengage and support students who are struggling to cope, for a variety of reasons, in our mainstream setting on Sherwood Hall Road. The staff there are highly skilled and work directly for the academy and in conjunction with key staff on the main site in order to provide bespoke, usually temporary

packages of high-quality intervention, always with a focus on achievement. Parents and students will always be fully involved in any referrals made to Heatherdene.

d) Restorative Justice

Where poor behaviour occurs as a result of conflict between students, we will usually organise a Restorative Justice meeting. These meetings are conducted by trained and experienced staff and are an essential part of establishing sustainable, forgiving and positive relationships between students.

e) Counselling and support in school

There are a range of staff available in school who can provide support and encouragement to students who are struggling with managing their behaviour in school. These include our mental health champions and mental health first aiders, our full-time chaplain, the team of learning managers, year group recovery leaders and the attendance team. We will ensure each student has a place to go when they need support which may include use of a pre-arranged and agreed 'time-out card' for students to use when necessary.

f) Behaviour Mentors

For students who require a more intensive approach to behaviour support we may assign a member of our behaviour mentor team to act as their assertive mentor. This may involve putting a student 'on report' to closely monitor their conduct around the academy and provide opportunities to praise efforts to improve behaviour. Assertive mentoring is supportive, compassionate and positive but will also be 'firm but fair' in order to reinforce boundaries for students who may particularly require this approach.

g) Governor's welfare meetings

A governors' welfare meeting may be arranged where there are concerns about a student's attendance or behaviour. The purpose of this meeting is to find out what support and intervention has been offered up to that point and to identify any further strategies that may help to improve the areas of concern. Parents/carers are invited to attend governor welfare meetings but where this isn't possible they will meet with the student and any key staff that are involved with the student, such as their Learning Manager.

h) Other agencies or external providers as necessary

The Academy works closely with a number of other agencies that may be able to provide specialist support as necessary for individual or small groups of students. As with Heatherdene, parents and students will be involved in any related referral processes.

5 General Academy Expectations

5.1 All staff and students are expected to strive to promote all academy values and meet expectations at all times. The first responsibility for good behaviour lies with the child and with the requirement to listen and respond appropriately to adults and to each other. Parents have a responsibility to prepare their children appropriately for school and to support the school's behaviour policies and actions. They have the right to expect the school to behave fairly and reasonably when dealing with all issues related to behaviour. All school staff have a responsibility to promote and encourage good conduct, good manners and all of our Academy values and to respond professionally and impartially to any problems or concerns that arise.

5.2 Sanctions

Where students chose poor behaviour, we will use a range of sanctions. We operate a points system whereby each negative behaviour will carry a set number of negative points, the

number of negative points that are accumulated will determine the extent of the sanction which will be served the following day, wherever possible. The list if sanctions and the points they carry can be seen in appendix 1. We have two published charters (Corridor Behaviour Expectations and Classroom Behaviour Pathway) that are displayed around the academy and these are referred to by staff members in order to remind students what the expectations are both in the classroom and around the site, generally. These can be found in appendix 2. Any decisions, particularly to do with more serious incidents, will be made on a case by case basis and at the discretion of the Executive Team member dealing with the concern. Once each sanction is served, we will adopt a 'no grudges' approach in line with our key Christian value of forgiveness.

5.3 **Respecting Personal Space**

In order to promote safety and the wellbeing of our school community, The Samworth Church Academy has an expectation that all staff and students will not engage in inappropriate or disrespectful physical contact with other members of the academy community. We expect that this will be adhered to at all times but appropriate sanctions will be decided where necessary.

5.4 **Punctuality**

We expect all members of our school community to be ready to learn at the beginning of the school day. Failure to arrive on time on the first occasion will result in a late sanction being issued. We also expect students to be punctual to lesson. Time keeping and punctuality are vital skills in the workplace; we believe that our high expectations around punctuality will promote success by developing good habits.

5.5 **Mobile phones**

If a student chooses to bring a mobile phone into the Academy they must ensure that it is not seen or heard. A member of staff will have no other choice but to confiscate a mobile phone (if seen or heard) and hand it in to reception. All mobile phones can be collected by the student at the end of the school day. There are a few reasons for this. Whilst we know that mobile technology is a pivotal part of modern society, in preparation for working life, we expect students to not allow them to become a distraction and to learn how to use phones discretely in professional/work related environments. We also value the ability to converse and socialise well during social times and mealtimes and have a responsibility to support students in terms of overuse/misuse of social media from a safeguarding perspective.

5.6 **Equipment and belongings**

Students are encouraged to bring the right equipment to the Academy each day to demonstrate that they are ready to learn. We wish to develop our students' organisation skills for success in future life but, in a spirit of forgiveness, will also support our students when they forget an item by providing them with a replacement. Students are able to request replacements, without sanction, first thing in the morning only.

Students are expected to bring the following items to school as a minimum but are welcome to bring other stationary and items helpful for their learning:

- Core equipment items:
    - School bag into which the academy journal and A4 workbooks will fit
    - Pencil
    - Pen
    - Ruler

- A reading book of their choice

- Optional
  - Eraser
  - Calculator

Extra equipment may be required for specific lessons such as PE or cooking.

Outside coats and jackets (including hoodies and sweaters) cannot be worn in the school building at any time. If they are brought into the Academy, they should be stored in either a locker or carried. Staff will not store coats for students. Information on full uniform expectations can be found on the academy website.

6 Behaviour in the Classroom

6.1 Overview

Behaviour in the classroom is managed by the classroom teacher and any other adults in the room. Positive behaviour is acknowledged through verbal praise and positive value points that are added to the student profile on Bromcom. Students can earn positive points that are visible to their parent/ carer via the My Child at School mobile phone app.

6.2 All staff will be planning highly tailored lessons in order to capture the audience and engage students in their learning. If students choose not to meet academy expectations and behave in a way that is not in keeping with our values, they may be issued with a verbal warning and the Behaviour Pathway that is displayed in the classroom will be referred to. If the same student is seen to be in breach of any other behaviour expectation during that same lesson, they will be removed from the lesson and will complete the rest of the lesson in the matrix room.

7 Behaviour During Social Time

7.1 At the Samworth Church Academy we take pride in our behaviour both within and beyond the classroom setting. Positive behaviour points can be awarded during social times by staff members on duty. Positives will be logged to students for behaviours such as supporting others, displaying good manners, helping staff or anything that clearly displays our Christian values. Poor behaviour during social time will also carry a sanction (see Corridor Behaviour Expectation in appendix 2).

8 Detention

8.1 Detentions range from 20 minutes to 1 hour in duration depending on the number of negative behaviour points that have been accumulated during the previous school day. Detentions are supervised by Executive Team members. All detentions are completed in silence.

9 Isolation

9.1 Students will be issued with an isolation, only when they have demonstrated a more extreme behaviour. Students are, **where possible**, provided with a warning where they can choose to modify their behaviour and therefore avoid an isolation (also see section 5).

9.2 On some occasions, students will be issued with a partner suspension. This is where a period of isolation is served at a partner school within the local area. This sanction is typically issued

when a student is failing to comply with the behaviour system and a resistance to sit sanctions is displayed. The period of time is usually between 1 and 5 days.

10 Fixed Term Suspension (external)

10.1 The table below highlights a guide that the academy may use when issuing a fixed term exclusion. Days of fixed term exclusion may differ depending on individual cases.

Fixed Term Exclusion	Number of days exclusion	Fixed Term Exclusion	Number of days exclusion
First	1	Ninth	3
Second	1	Tenth	4
Third	1	Eleventh	4
Fourth	2	Twelfth	4
Fifth	2	Thirteenth	5
Sixth	2	Fourteenth	5
Seventh	3	Fifteenth	5
Eighth	3	Total	45

10.2 The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017).

10.3 All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. In particular circumstances the academy may decide to use internal suspension as an alternative. The following are examples of behaviour that may lead to suspension (internal or external);

a) Persistent failure to comply with a reasonable request from a staff member.
b) Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
c) Breaches of health and safety rules.
d) Verbal abuse of staff, other adults or students.
e) Possession of drugs and/or alcohol related offences.
f) Persistent failure to meet academy behavioural expectations either in lessons or around the site during social times.
g) Wilful damage to property.
h) Homophobic or racist bullying.
i) Bullying.
j) Sexual misconduct.
k) Theft.
l) Making a false allegation against a member of staff.
m) Persistent defiance or disruption.
n) Minor assaults or fighting.
o) Other serious breaches of Academy rules.

11 Permanent Exclusion

11.1 After 45 days of exclusion in any one academic year, the Governing Body recognises that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Governing Body recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017).

11.2 The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

a) serious actual or threatened violence against another student or a member of staff;
b) sexual abuse or assault;
c) persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying);
d) making a malicious serious false allegation against a member of staff;
e) supplying an illegal drug;
f) carrying an offensive weapon**;
g) repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

11.3 These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

11.4 In addition, the Governing Body also considers the following to be serious incidents which could result in the permanent exclusion of a student:

a) Deliberate activation of the fire alarm without good intent.
b) Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
c) Repeated verbal abuse of staff.
d) Persistent defiance and disruption.

**The Governing Body's Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Governing Body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

12 Investigation

12.1 We will always conduct an impartial fact-finding investigation surrounding incidents where the facts do not readily present themselves. Usually this will be undertaken by a learning manager. In potentially more serious cases a member if the Executive team will lead the investigation. Where an exclusion is a possibly outcome, statements will be taken from students involved and any witnesses.

12.2 Whilst we will do all we can to ensure natural justice is served and common sense prevails. We are not required to match standard of evidence in criminal law. We will seek to demonstrate that, on balance of probabilities, our expectations have not been met and to ascertain who is responsible.

12.3 Our investigations may lead to a judgement that suggest a child has not been truthful. It is not unusual for children to do this occasionally or even habitually whilst growing up. We would ask parents to remember that, despite their best efforts, and for a number of reasons, their child may decide to lie about an incident or situation. There will be no long-term implications on anyone involved in such a scenario which would be viewed as a learning experience in which the child will be taught that you are more likely to be believed if you tell the truth.

13 Screening, Searching and Confiscation

13.1 Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'. In addition to the practice identified in the DfE guidance, The Samworth Church Academy also bans any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion, will cause disruption to the Academy or be detrimental to Academy practice. A list of banned items is below but this is non-exhaustive and a common sense approach will be used in all cases:

- Alcohol, cigarettes and vapes
- Illegal substances
- Dangerous substances (e.g. solvents, lighters, so called 'legal highs')
- Fireworks or bangers
- Illegal items (e.g. any form of weapon or knife) see additional definition above**
- Material which is racist, pornographic or likely to incite violence

13.2 The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Staff can seize any item, however found, which they consider harmful or detrimental to school discipline. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result. Any item which staff considers to be dangerous or criminal i.e. drugs must be brought to the attention of a member of the Executive Group immediately.

13.3 Staff should hand the confiscated item to the relevant member of support staff (Reception, Learning Manager etc.) as soon as possible and notify parents/carers. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

13.4 Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol. Any expensive items that are confiscated will be held by the Academy for a maximum period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy it.

13.5 Where alcohol, tobacco, cigarettes or cigarette papers have been confiscated, the Academy will retain it or it will be disposed of. This means that the Academy can dispose of such items as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

13.6 Where the Academy finds controlled drugs or what it suspects are controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so. Where the Academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.

13.7 Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.

13.8 Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

13.9 If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child abuse), in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.

13.10 Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

13.11 Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

14 CCTV

14.1 The Samworth Church Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety and to inform investigations. A separate policy exists which covers the use of CCTV.

15 Use of Reasonable Force

15.1 Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

15.2 All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

16 Discipline beyond the Academy gate

16.1 Direct from the DfE Guidance, the Academy may choose to discipline students for misbehaviour outside of school if:

a) it may have repercussions for the orderly running of the Academy or;

b) it poses a threat to another student or member of the public or;
c) it could adversely affect the reputation of the Academy.

16.2 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the police as soon as possible.

16.3 If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff, the Principal or Director of Student Support must be informed. In the vast majority of cases they will involve the police, who will then follow agreed police and Academy procedures. In addition, if the Principal/Director of Student Support considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the Academy's child protection policy will be followed.

16.4 Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.
Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. Sanctions mentioned in this policy may be invoked for any related refusals to follow reasonable request.

16.5 For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

17 Police

17.1 The Samworth Church Academy will usually involve the Police in matters where criminal activity has taken place or is suspected of having taken place. In addition, the Academy will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity. A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

18 Discipline Committee of the Governing Body

18.1 A meeting of the Governors' Discipline Committee will be convened by the Governing Body Discipline Committee Clerk when:

a) a student has received over 15 days' exclusion in one term;
b) recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the behaviour system.

18.2 The Discipline Committee will comprise of 3 members, at least 1 of which will be a member of the Governing Body, who can hear the case impartially. This governor(s) should not have any connections with the student or prior knowledge of the incident which led to this exclusion. Staff and parent governors should not be involved in these hearings. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

18.3 The Discipline Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date. The meeting must be convened between the 6th

and 15th school day after the date of receipt of notice to consider the exclusion. The Clerk will circulate the paperwork for the Governors' Discipline Committee meeting to all parties invited to attend at least 5 days in advance of the meeting. The Principal or a member of the Executive Group and the student's Learning Manager may be invited to attend the meeting. The parent/carer has the right to attend the meeting, and/or make written representations. Parents/carers also have the right to invite the Local Authority Exclusions Team Manager to attend the meeting. The parent/carer may bring a friend or a legal representative if they wish. Detail of who will be attending should be submitted to the Clerk as soon as possible before the meeting.

18.4 Within one school day of the meeting, a letter will be sent detailing the decision of the Discipline Committee. Following a permanent exclusion, the letter will also detail the procedure to request an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Discipline Committee's decision.

19 Independent Review Panel

19.1 The Samworth Church Academy will arrange an Independent Review Panel if requested following a permanent exclusion being upheld by the Governing Body. The Samworth Church Academy will, at its own expense, arrange for this Independent Review Panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.

19.2 The legal time frame for an application to arrange an Independent Review Panel is set out in the DfE Suspension and Permanent Exclusion guidance.

Appendix 1
Behaviour Points

The academy reserves the right to alter the points tarriff without notice.

Event	Points
Positives	
Positivity	1
Respect	1
Forgiveness	1
Vocation	1
Respect	1
	Negatives
Physical assault adult	-10 (likely to result in a suspension, either internal or external.
Physical Assault pupil	-10 (likely to result in a suspension, either internal or external
Verbal assault adult	-10 (likely to result in a suspension, either internal or external
Verbal assault pupil	-10 (likely to result in a suspension, either internal or external
Vandalism	-10 (likely to result in a suspension, either internal or external
3+ mins late to lesson	-1
Chewing gum	-1
Corridor behaviour	-1
Uniform worn incorrectly	-1
Graffiti on work	-2
Lack of work	-2
Late gate (8:30 – 8:45)	-2
Late homework after extension	-2
Missing equipment	-2
Mobile phone misuse	-2
Late after register completed	-3
Inappropriate use of toilets	-4
Late to school after 15mins	-4
Matrix removal from lesson	-4

Out of bounds	-4
Failure to attend P6	-6
Refusal to follow a reasonable request	-6
Truancy	-6
Truancy (more than once in a day)	-9
Caught with vape or smoking materials	-9

Daily Points Total	**Results**	**Notes**
-2 points up to –6 points	20 minutes to 60 minutes detention	Each negative point after –2 adds 10 minutes to the detention length
-7	60 minutes detention +isolation stage 1	9am until after break
-8	60 minutes detention +isolation stage 2	9am until after their lunch
-9	60 minutes detention +isolation stage 3	9am until the end of the day

Appendix 2
Classroom Behaviour Pathway and Corridor Behaviour Expectations

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Classroom Behaviour Pathway

- Follow our way.
- Wear your uniform correctly.
- Arrive on time to lesson.
- Bring the necessary equipment/kit/ingredients.
- Bags and coats to be under the table or on the back of the chair.
- Sit up straight on chairs (four legs on the floor, face the front, knees under the table).
- Follow all instructions and complete your work to a good standard whilst taking pride in your presentation.
- Be polite and respectful to your peers and staff members.
- Contribute positively to all aspects of the lesson.

You will receive positive points and verbal praise for demonstrating good conduct.

These points contribute to the termly rewards event.

1st warning - verbal with clear instructions around how to rectify behaviour.

2nd warning for the same or any other behaviour - a **matrix removal** and –4 points.

- Little or no work produced.
- Getting out of your seat without permission.
- Shouting out/not putting your hand up when contributing to the lesson.
- Talking when other people are.
- Off task behaviour or causing a distraction to other students or the teacher.
- Not sitting up straight on your chair properly.
- Chewing gum.
- Uniform not worn properly.
- Swearing or inappropriate language, not directed at another person.

The following behaviours carry specific sanctions but are not part of the matrix removal protocol.

3+ minutes late to lesson.	-1 points
Late after register is finished.	-2 points
Lack of equipment/kit/ingredients.	-2 points missing equipment.
Jewellery worn and refusal to remove.	On call team contacted to confiscate.
Use of phone or electrical equipment.	-2 points and confiscation of phone or electronic equipment.

- Persistent failure to correct behaviour.
- Throwing items in the classroom.
- Leaving the class without permission.
- Threatening/dangerous behaviour or aggression.
- Verbal abuse.
- Damage to Academy property including books.
- Refusing to follow a sanction or total refusal to comply.
- Online safety offence.
- Truancy of a lesson.
- Refusal to hand over phone or electrical device.

Consequences may include:

- Immediate matrix removal.
- Time in isolation the next day.
- Behaviour meeting with parents and staff.
- Managed move/alternative provision.

Sanctions issued by the Principal only:

- Suspension
- Permanent exclusion

SAMWORTH CHURCH ACADEMY

Corridor Behaviour Expectations

- Move around the building in a polite and calm manner showing respect to others.
- Follow the one-way system.
- Go straight to lessons and be punctual.
- Wear correct uniform and 'wear it well'.
- Do not congregate in toilets or on landings.
- Follow all instructions, first time.
- Be quiet and well mannered, for example demonstrate Service by holding the doors or helping your peers.

You will receive positive points and verbal praise for demonstrating good conduct.

These points contribute to the termly rewards event.

- More than one reminder given about the academy expectations.
- Not correcting uniform when asked.
- Jewellery worn.
- Still wearing trainers or hoodies when entering the academy building.
- Unnecessary loud noise.
- Dropping litter.
- Loitering or waiting for others before class.
- Gathering in toilets.
- Not following one way system.
- Running, pushing or boisterous behaviour.
- Using phones or electronic devices, including headphones.
- Swearing or use of inappropriate language.
- Eating or drinking in the corridors.

Consequences may include:

- A verbal warning
- Negative behaviour points
- Confiscation of phone or electronic equipment
- Phone call home
- Removal to Matrix

- Persistent failure to correct your behaviour.
- Truancy from lessons.
- Out of bounds during break/lunch.
- Toilet cubicle sharing.
- Tampering with or setting off the fire alarm.
- Vandalism, including graffiti or damage to academy property.
- Throwing, food, drink or any other objects.
- Walking away and refusing to return to a member of staff
- Threatening or aggressive behaviour towards staff or peers.
- Shouting at or arguing with a member of staff.
- Verbal abuse.

Consequences may include:

- Negative behaviour points
- Time in isolation
- Supervised break and lunch times
- Behaviour meeting with parents and staff
- Police referral
- Another school placement/alternative provision
- Managed move

Sanctions issued by the Principal only:

- Suspension
- Permanent exclusion