

# Positive Learning and Behaviour Policy

**January 2018**



ARCHBISHOP  
SENTAMU  
ACADEMY

*Church of England*

**Approved by Archbishop Sentamu Academy, Local Governing Committee on 4<sup>th</sup> May 2018.**

**New review due: January 2021**

# Archbishop Sentamu Academy

## Christian Aims and Values

### Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

### Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

# Archbishop Sentamu Academy

## Positive Learning and Behaviour

### Statement of Policy

The behaviour policy is rooted in the Christian principles of forgiveness linked to agreed changes of behaviour, with students given the opportunity at all times to make positive choices and repair damaged relationships. Achievement and faculty-based teams of staff will systematically reflect on barriers to learning and will take responsibility for developing innovative ways of better matching learning arrangements to students' individual needs. However, students who persistently refuse to abide by the agreed standards of expected behaviour will be subject to procedures detailed in the relevant Academy policies which will include fixed term and, in exceptional circumstances, permanent exclusion from the Academy.

### Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on a three yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **January 2021**.

### Introduction

Archbishop Sentamu Academy is committed to removing barriers to learning by providing an environment in which every student can safely access all the learning opportunities provided by the Academy and in which effective teaching and learning can take place.

Archbishop Sentamu Academy is also committed to improving opportunity in and for the wider community by encouraging students to develop the skills and behaviour that will allow them to take a positive, pro-active role outside as well as in school. This policy determines the boundaries of what is acceptable behaviour, outlines how those boundaries will be fairly and consistently applied and describes the system of rewards and sanctions related to acceptable and unacceptable behaviour.

### Acceptable Behaviour

Acceptable behaviour is defined in the Archbishop Sentamu Academy Behaviour Code provided to all students and parents/carers.

### Positive Learning

Archbishop Sentamu Academy wants its students to be ready to take up the challenge of being excellent citizens and workers, able to adapt and apply their skills in ways that will make them truly useful members of society.

Positive Learning is about personal development, with a focus on individual learners and their ability to develop the kinds of behaviour and skills that will allow them to respond effectively to the ever-changing world in which they live.

Positive Learning is the fulcrum for all teaching and learning within the Academy and involves a commitment to developing the following attributes in students: respect, resourcefulness, and self-reflection.

To support respect, staff will start and end every lesson with the “lesson ready” routine. They will model appropriate behaviour, showing what it means to be an effective learner, rewarding achievement and encouraging the removal of barriers to learning. They will, wherever possible, use the language of ‘choice’ to de-escalate and depersonalise potential conflicts, emphasising positive messages about learning, rather than having negative discussions about behaviour.

To support resourcefulness, teachers will select activities and arrange the learning environment to provide an interesting, stimulating, engaging and exciting curriculum experience, with a range of levels, learning styles and pathways to choose from. A commitment to planning for this must be evident in every lesson (see Teaching and Learning Policy).

To support self-reflection, staff will encourage students to learn about learning; helping them understand how their learning habits can change, and supporting them to do so. They will routinely convey messages about learning through formal and informal language during everyday activities and interactions. They will use the language of learning to aid students’ understanding of the links between behaviour and learning.

### **Barriers to Learning**

Barriers to learning include:

- Entering the learning environment unready to learn;
- Preventing others from managing distractions;
- Allowing frustrations to damage learning;
- Adopting ideas, attitudes and behaviour inappropriate for a learning environment, in particular, contempt or disrespect for others’ opinions, beliefs, background, race, religion, gender or sexual orientation; and
- Spoiling or regularly detracting from team learning.

### **Dealing with Barriers to Learning – using the language of “choice”**

On identifying a barrier to learning, the staff member present will use exact language with the student concerned to describe the specific behaviour or poor choice made, and will advise about the good choice that should now be made. This will be reinforced by a visible ‘phase recording system’ on display in the classroom.

If that advice is acted upon within a reasonable time and a good choice is made, the member of staff will praise the student appropriately. At this stage, students should be made aware of the consequences for not co-operating. This will include a short conversation outside of the classroom on how to “Build Learning Power” (BLP) at the earliest possible opportunity, delivered by the classroom teacher. The aim of the session will be to help the student focus on how to make positive choices in the future, rather than to ‘harp on’ about the incident itself. (Refusal to comply would be dealt with as a serious incident). Non- attendance to this ten minute BLP will result in a full 30 minute Departmental Detention.

If that advice is not acted upon within a reasonable time or it is not appropriate for the student to be offered further opportunities to modify their behaviour, the member of staff should make a relevant note in the student's planner, and send them to the Named Removal Teacher along with relevant learning materials for that session.

The Named Removal Teacher will not challenge the student in question but will invite them to sit at an appropriate desk and complete the work with which they have been provided. Should the student respond positively, a "good choice" conversation will take place with a view to their adopting effective strategies for learning and rebuilding positive relationships.

If the student can articulate how their behaviour will change and show a willingness to put matters right, the Named Removal Teacher will make a judgement about returning the student to their proper lesson. At the end of the lesson or earliest possible opportunity, the teacher will reinforce the message about positive choices with the student in a "Building Learning Power" (BLP) conversation, during which s/he will ensure that the student has understood the relevant work.

Where the student refuses to go to the Named Removal Teacher (NRT) or, having gone there, continues to maintain barriers to learning, a member of the Senior Staff will be called to remove them. This will lead to the Named Removal Teacher completing a red 'behaviour slip', which would be given to Student Services and Student Liaison Officers (SLOs) at the earliest opportunity, so that decisions about how best to deal with the incident can be made by the end of the day at the latest. Details of the incident will also be entered onto SIMS by office staff. The senior member of staff will inform the NRT of the outcome.

If a student has had to be so removed, the Head of House will consider the need to convene a parental interview and the student will be required to attend a departmental "Building Learning Power" session after school, or will be isolated. Should this happen more than twice in a week, the matter will be referred to the Assistant Vice Principal and a further isolation or fixed-term exclusion will be considered. Work will be provided in both cases, which will enable the student to focus on how to make positive choices in the future.

Any student who has been removed from a "Named Removal Teacher's" learning session will automatically be referred by the member of Senior Staff to the relevant Team Leader to consider the appropriateness of additional interventions outside the departmental "Building Learning Power" session.

If a student continues to put up barriers to learning whilst in such a session, they will be referred to the Assistant Vice Principal to consider fixed term exclusion.

Where a student is alleged to be responsible for serious misconduct, whether inside or outside the Academy in circumstances where Archbishop Sentamu Academy may be brought into disrepute, the misconduct will be brought immediately to the attention of the Assistant Vice Principal to consider what action should be taken. Whether or not the reported circumstances amount to serious misconduct will be a matter for the Principal's professional judgement, as will the relevance of any sanction to be imposed.

Serious Misconduct includes, but is not limited to:

- Physical violence or assault against a fellow student or staff member;
- Threats of violence or assault against a fellow student or staff member
- Foul or abusive language towards a staff member
- Bullying against a fellow student
- Theft on school premises

- Serious damage to school property
- Racist behaviour
- Refusing school discipline; and
- Deliberately presenting a Health and Safety risk, whether to themselves, fellow students or staff members.

## Parental Involvement

No student will be excluded from the school without prior arrangements for their safe conduct being agreed with the relevant parent or carer. Contact Form are available to be filled in following parental contact. In our Academy it is EVERYONE'S responsibility to make contact with home. We encourage this to be done at the first instance of concerning behaviour (i.e: repeated disruption/phases/) by Tutors or 'in-department' in the first instance. This reinforces our zero-tolerance approach as an Academy.

Parental interviews to implement a Pastoral Support Plan will be convened in every case of exclusion *before* the student is allowed to return to the School.

Where appropriate, Parenting Contracts may form part of a Pastoral Support Plan, whether or not a student has been excluded from the School. Parenting Contracts will only be implemented with the approval of the Vice Principal and after consultation with the relevant Team Leader. All such contracts will be set up, monitored and reviewed through the Inclusion Team

## Isolation room

If a student continues to misbehave in spite of other interventions tried, a senior member of staff may decide to take him or her to the isolation part of the inclusion centre.

**Individual members of staff may not send students to the room.**

## Monitoring, Evaluation and Review

A behaviour log on SIMS is to be filled in for all students causing lower-level disruptions, and this will be picked up by both admin and pastoral staff at the earliest opportunity for monitoring purposes. Form tutors pick up on this through their computers at morning registration each day, enabling them to play a pro-active role in encouraging their tutees to make positive choices. Critical incident forms (the red 'behaviour slips') are also logged onto the system.

The Assistant Vice Principal will monitor adherence to this behaviour policy through regular Team Leader meetings, reviewing individual cases with Senior Staff members and each term, with the Principal, evaluate its effectiveness in supporting organisational strategy and objectives.

## Key Message:

The Positive Discipline Policy is only one aspect of increasing student motivation. High quality teaching and learning, a relevant curriculum, an inclusive and supportive pastoral system and effective communication with parents are also essential.

The success of the Positive Discipline Policy relies on:

### **Professionalism**

The school has equal expectations of all students. Well planned, interesting and challenging lessons engage students. Good classroom management and a calm and sensitive approach to students who are known to be 'challenging' or who have difficult home circumstances will help to minimise problems.

### **Consistency**

Everyone must use rewards and sanctions consistently.

Members of staff who fail to do so will make things difficult for themselves and their colleagues. This will be monitored regularly as part of the system.

### **Good record keeping**

Staff must keep records of written warnings they have given in their own 'Mark Book / Planner,' and follow up any repetitive departmental behaviour in the form of parental contact. Staff may also record parental contact on 'Contact' forms in order to show that all steps have been taken to intervene with regards to a student's behaviour.

Positive Discipline is intended to build on existing good practice and by having a clearer and more consistent approach, minimise the problems that can and do occur.

## **Expectations of Student Behaviour**

An effective behaviour management policy must have clear expectations.

**The expectations must be made explicit to all students by all staff.**

Students are expected to arrive at school on time, in correct uniform and with their planner and equipment.

### **Uniform**

- Students who are not in uniform at registration should be sent to their Head of House. They should have a note in their planner, in the 'permission to leave the lesson' section with the time they left the form room.
- The Head of House or Student Services will contact home. Parents will be told that their child is out of uniform and should come home and change. Alternatively the parent could bring the correct item of clothing to the school office.
- If it is not possible to contact home the student will be removed from lessons and will work either with their tutor or under the supervision of a senior member of staff.
- Only in exceptional circumstances will students be allowed into lessons if they are incorrectly dressed. If this is the case they will be provided with a note from the Head of House. It is at the Head of House's discretion whether or not a **U** should be put in the student's planner.

### **Planners**

- Students who do not have their planner should be issued with a BLP by HOH/Pastoral Staff.
- All homework must be monitored and lack of homework dealt with in departments.

- The planner must be signed by the parents and the form tutor each week. Sufficient stamp collection in planners from years 7-10 should be evident and if not, addressed with HOH.
- Form tutors must check all of these actions have been taken and if not, a note should be put in the planner.

### Punctuality

- Students who arrive late to school will register at the student services office where a member of staff will record the reason for the student lateness.
- All students who arrive late will have a record put in their planner or on their planner report and be issued with a late slip.
- The office staff will record this on the school system. House BLPS will be awarded.

Although this procedure seems time consuming it should only apply to a small number of students and it is essential to have a full list of students for whom the sanctions listed above will need to be used.

- **First late in a week = loss of Form Tutor stamp**
- **Second and Third occasion in a week = contact home via Head of House and School BLP.**
- **Fourth occasion in a week = Isolation**

### Classroom Expectations

Expectations of behaviour are in the student planner and displayed in classrooms. Staff should use these to explain to students at the beginning of term what is expected of them and as reminders when students are failing to adhere to the rules.

- Arrive to lessons on time, every time
- Stand quietly at the start and end of lessons showing that you are ready
- Sit down quietly and be ready to work at the start of each lesson
- Bring the correct equipment to lessons every time
- Do as you are told by staff **first time, every time**
- Always listen attentively to the teacher or student who is speaking
- Respect the learning of others
- Always put your hand up and wait to be asked to speak
- Ensure deadlines for work are met
- When homework is set, complete it on time
- Respect yourself
- Use appropriate language
- You are responsible for your safety and the safety of others

### Around School Expectations

- Keep to the left, walk quietly
- Keep yourself to yourself
- Do as you are told by staff **first time, every time**
- Be polite and respect other people's feelings
- Wear your school uniform **properly** at all times
- Respect others and their property
- Use respectful, appropriate language

- Eat and drink only in the designated places
- Put litter into bins and respect the environment

## Recognition and Rewards

The Positive Discipline Policy is based on the belief that the majority of students behave well most of the time.

- All staff should have high expectations in terms of work and behaviour.
- When students meet staff expectations this should be recognised and rewarded.
- Through the **consistent** application of rewards good behaviour is reinforced and inappropriate behaviour marginalized.
- Staff should approach each lesson in a positive frame of mind.
- Lessons should be varied, interesting and challenging.
- Students should be told when they are doing well.
- Praises should be used frequently and consistently.
- Criticism should be constructive and include advice on how to improve.

The Rewards System within the Positive Discipline Policy reinforces the informal praise and rewards that all staff use as part of the teaching process.

### Positive Referral **Stamps (smilies)**

- All teaching and support staff will have access to PARS IT system and can award virtual positive referral stamps when they see fit. Relevant staff are informed automatically on PARS regarding positive and negative incidents. PARS can be accessed via mobile phones or mobile devices.

### In lessons

- Every lesson staff should award a maximum of two virtual stamps to students who have displayed excellent behaviour and progress. Students who fail to adhere to academy rules, will receive Demerits. This means virtual stamps are taken away.
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- Positive virtual stamps are collected and go towards Sentamu Stock purchases, certificates and positive letters home from Pastoral Management staff.
- There are also additional value virtual stamps to be awarded by HOH, STLS, Directors, SLT. A Chubb Cheque is worth Ten Sentamus and is awarded for outstanding work.

Year 11 will receive recognition towards a 'Prom Package' and will gain Love To Shop Vouchers, provided they have fulfilled the criteria - full attendance, good behaviour and acceptable work.

**At the beginning of each term students make a fresh start. All negative comments and BLPs from the previous half term are wiped off.**

### Postcards

- Each department will have its own design of postcard.
- At the end of each half-term teachers will choose two students from each teaching group to whom they wish to award postcards. This should be based on the student's credit record.

- Postcards should have the student's name and form on them and be handed in to the office for posting.
- Teachers should keep a record of who has been sent a postcard. At the end of the Spring and Summer term at least one different student should be chosen to receive a postcard.

### Leadership Team Link

All members of the Leadership team will be allocated to a House. This allows direct involvement with students in all year groups in a positive way. It also enables students to get to know staff who may be rather shadowy figures to some of them.

### Sanctions for Misdemeanours in Lessons

All lessons should start promptly. It should be made clear to students by subject staff that they must be on time for lessons.

It is expected that ALL lessons should start on time. This is the formal start to the lesson and MUST be followed in all classrooms.

- Students should sit in the seating plan drawn up by the teacher.
- They should have their planner open on the desk.
- They must sit in silence while the register is taken.

If a student arrives after this, unless they have a note giving an acceptable reason for their lateness an **L** put in their planner and recorded in the staff register.

Any student who is without the equipment needed for the lesson should have an **E** put in their planner and lack of, or unsatisfactory homework should be recorded as **H**.

**If student's behaviour is unacceptable after this point the sanctions begin.**

### Phase One – Written Warning

Following a warning:

Any student who continues to behave in an unacceptable manner must be given a written warning. Again it needs to be made explicit why this is happening.

Suggested dialogue:

***'X this is the second time I have had to speak to you. I am going to put a written warning in your planner'***

The comment should be explicit but brief e.g. 'shouting across the classroom' rather than 'disruptive behaviour'.

The incident should be recorded on PARS and demerits awarded.

### Phase Two– Time out / Relocation within the classroom and 10 min BLP

Occasionally students will continue to behave in an unsatisfactory manner, despite being given a verbal and a written warning. If this happens they move to Level 2. Teachers can

either move a student to another seat within the room or be placed outside for a short time depending on the class and/or the behaviour of the students.

Certain students are better dealt with outside the room so there is no audience for them to show off to or to allow them time to calm down. If a student is sent out it should be made clear that this will only be for a brief period for example: ***'X, you are continuing to disrupt the lesson, will you stand outside and I will speak to you in a couple of minutes.'***

Students **SHOULD NOT** be out of the room for longer than **2** minutes.

Once this has happened seat them in another allocated place within the room.

Alternatively students can be moved within the room:

***'X I would like you to move and sit over there'.***

In either case they should be told:

***'This is your final chance in the classroom/lesson. If you choose to disrupt further you will be moved to another room and you will have a school BLP.'***

A further note should be put in the planner, again brief, explicit and initialled by the teacher. The student should be kept at the end of the lesson for individual counselling and for them to apologise for their behaviour.

The subject teacher needs to keep a record in their 'Mark Book' or staff planner of Level 2 and 3 warnings as 3 negative in one curriculum area in one half term leads to a school BLP. **This includes** the coded comments homework **H**, late to lesson **L**, lack of the correct equipment **E** and incorrect uniform **U**.

The incident should be recorded on PARS and demerits awarded.

### **Phase Three – Move Classroom and 30 min Dept BLP**

If the classroom teacher comes to the decision that a student is persisting in disrupting the lesson despite three clear warnings they should be sent to the Head of Department or to another designated member staff nearby, who has a class which is well behaved and accommodating.

Students who are sent out should be told why they have to leave and where they have to go: ***'X you have made your choice. I want you to take all your things and go to Miss Y in Room Z.'***

- Any student who has reached Phase 3 has already caused considerable disruption and inconvenience so they should be received in an appropriately severe manner.
- The referred student **should have brought work with them**. They should be told where to sit and to work in silence.
- A debriefing about the incident should be done as soon as possible after the lesson with **both members of staff present**.
- The subject teacher, via the Subject Team Leader, refers the student onto a school BLP by logging the incident on PARS. A text will be sent home to parents giving them detail of the BLP and the incident/s leading up to it and the incident will be recorded on the student's record on PARS.

Teaching staff and Pastoral Leaders only are permitted to log phase three incidents. This is to avoid incident log duplication. All staff can log basic infractions. These are listed on PARS

Although most misdemeanours which reach this level **will have been cumulative** and have been dealt with by working through the levels step by step, there may be occasions when the teacher moves straight to level 3.

**Examples of misdemeanours in lessons that move straight to school BLP include:**

- Failure to attend the Level 2 BLP session
- Four negative comments in a curriculum area in a half term
- Defiance to staff. Students should be warned of the consequences:  
**‘X if you refuse to do as you are told you will move up to level 4, you will have to move to another room and you will receive a school BLP. Do you understand?’**  
Hopefully the student will then do as they have been asked. If not, the HOD or another member of staff should be sent for to remove them. This can then be followed up later at **Level 4**.
- If the student refuses to go where they have been told this escalates immediately to level 4. At this stage **an SLO** should be summoned.
- Dangerous or unruly behaviour
- Minor bullying or verbal abuse to other students
- Minor theft
- Use of the mobile phone
- Minor fights

**All the above incidents should be recorded on an incident slip, which is then passed onto the KS3 KS4 admin office to be recorded on SIMS with a copy passed onto the appropriate Head of House.** A BLP letter will be sent home and the incident will be recorded on the student’s record on PARS.

Heads of Houses will see any students who fail to attend BLPs. Students will be expected to stay on the next day that school BLP is running. They will also do an additional BLP. Absentees stay for the next calendared BLP session.

**Phase Four – Isolation/RED unit**

Students can be placed directly into isolation by the House Heads for:

- Serious fighting that was unprovoked.
- Persistent bullying
- Racial or sexual harassment
- Handling stolen goods
- Deliberate damage to property
- Violent behaviour
- Grossly offensive language
- Defiance to a second member of staff in one incident (see above)

**All the above incidents must be reported on PARS**

Students will do a minimum of one day and a maximum of five days in isolation/RED combines. Students will be informed the day before that they are going into isolation. It will be explained to them why they are being sanctioned in this way, expectations of behaviour in the isolation room and the maximum number of days they may be in there. The length of time will depend on the severity of the misdemeanour and their previous record. Students would normally do a longer period on their second and subsequent periods in there.

**ALL RED booking must be recorded on a referral form and must be authorised by N.Mulqueen, ASSISTANT VICE PRINCIPAL**

Their parents will also be informed before the punishment takes place, by telephone and letter and asked to come in for a meeting with the appropriate Head of House / SLO

**Isolation is meant to be an unpleasant experience. It will be run in the following way.**

Students will report to the isolation room at 8.45am.

- During the time they are in there they will not communicate with any other student.
- They will work in silence.
- Either members of staff will provide work or students will be set tasks from the bank of work covering their key stage.
- They will sit in the allocated work booth.
- The work for the day will be placed in the booth by the allocated TA
- At lunchtime students will have a sandwich and drink brought to them from the dining room by the student receptionists which will be eaten in silence.
- At no time will they be allowed to socialise with other students.
- Whilst in isolation students will be on report
- They will be allowed **one verbal warning** each lesson
- If the day is unsatisfactory they will continue to work in isolation.
- If there have been serious problems a fixed term exclusion may be more appropriate.

During the day the isolation rooms should be as quiet as possible.

Members of staff who are supervising should not discuss anything except the work with students and it is not appropriate to make phone calls or have discussions with colleagues.

**It has to be a mind numbingly boring experience for the students!**

### **Phase Six – Out of hours**

Out of Hours Education is given for persistent defiance and disruption including failing to stick to the terms of the contract or serious offences.

### **Phase Seven – Fixed term and permanent exclusions**

Fixed term exclusions will be used for students who have completed all of the other levels of punishment and still continue to disrupt the learning of other students. This is meant as the last punishment before possible permanent exclusion. Students who are given fixed term exclusions **MUST** complete a period of isolation prior to them attending mainstream lessons. Some student depending on the nature of the incident may miss out on other punishments and have Fixed Term or a Permanent exclusion. These incidents may include:

- Threatening or intimidating behaviour to staff
- Unprovoked serious assault on a student
- Possession of or being under the influence of illegal substances
- Possession of a weapon on school premises
- Throwing item(s) off a balcony or down a stair well
- Sexual harassment

The length of the fixed term exclusion will depend on two factors:

1. The seriousness of the offence
2. The number of previous exclusions. Students will be given a longer exclusion on their second and third offences.

The Student Liaison Officers and Leadership link member dealing with the incident should do all investigations. A decision about how to proceed is then taken. The decision to exclude is the Principal's or the member of staff to whom this role has been delegated.

Once this decision has been taken parents should be contacted, and if possible, the student should be collected immediately.

Confirmation in writing, giving details of the incident and the length of the exclusion should be sent as soon as possible. Parents must be informed of their legal rights. Copies of the documentation must be sent to the LEA. The Principal's P.A. is responsible for the letter production and circulation.

**Work must be sent home and a Home Tutor provided for all exclusions of more than one day.** The office will organise a student receptionist to collect suitable work from all teaching staff which will in turn be collected by the parents. A re-admission meeting involving the student, parent or carer and the leadership link should take place before the student returns to school.

- Details of the timing of the meeting will be contained in the exclusion letter.
- Prior to the meeting the office will produce a pack of information (attendance certificate, conduct log, most recent teacher assessments and what AEN stage the student is on as well as the PSP form).
- The meeting should review the reasons for the exclusion, set targets for behaviour and a contract will be drawn up and signed.
- The targets will be recorded on the sheet and handed back into the office.
- After 2 weeks all teaching staff will be asked to review the targets.
- The office will collate the information and send a copy to the parents, carers as well as relevant staff in school. One copy will be placed in the students file.
- On their return to school students will complete at least 1 day in isolation.

Permanent exclusions from school is a last resort when all attempts to modify a students' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies.

Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Bringing drug-related paraphernalia onto academy premises
- Assault on a member of staff
- Bringing a weapon onto school premises.
- Verbal abuse towards staff
- Sexual harassment towards staff
- Racist incidents

This decision can only be made by the Head teacher and then has to be ratified by the Governor's Discipline Committee.

## Sanctions for Misdemeanours out of lessons

Students need to have it made clear to them how they are expected to behave around school – on the corridors, around the CLC, in the dining room, outside in the yard and on the field.

This should be done at the beginning of the year in Form Tutor time and assemblies.

There should be regular reminders throughout the year.

### Phase Two – Written warning

Any student who is deliberately behaving in an unacceptable way must be asked for their planner.

- Staff should make a brief but explicit comment and initial it.
- If a student does not have their planner they should be asked to go with the teacher to the Head of House or to a senior member of staff who will deal with it.
- If the student refuses to accompany the member of staff then it should be reported on an incident slip to the Head of House who will deal with it as Level Three offence (House BLP).
- If the student's name is not known every effort must be made to identify them. Copies of the students form pictures will be available at Student Services/ Attendance Office to aid this process.

Students must learn quickly that they **will not get away with defiance** and that the punishment escalates.

### Phase Three- SLT BLP

Students will be placed in **SLT\_BLP** if they receive 3 negative comments in a week, or fail to attend house sanctions.

The sanction of school BLP will also be used for:

- Smoking
- Refusal to follow staff instructions – see above
- Truancy from lessons
- Being picked up by Truancy Patrol out of school
- Minor fights which ended quickly and where both students were equally to blame
- Dangerous or unruly behaviour including offensive language
- Gambling or selling goods of any sort in school
- Using a mobile phone in school
- Minor theft
- Minor bullying or verbal abuse to students

The Head of House will arrange for the BLP letter to be sent home. For procedure for dealing with absentees or non-attendees see *Sanctions for misdemeanours in Lessons*.

### Phase Four – Isolation

All misdemeanours listed under 'isolation' in the previous section apply here. In addition deliberate damage to property such as setting off the fire extinguisher will be punished with at least one day in isolation for the first offence and longer for subsequent offences.

## Phases Five, Six and Seven

These operate in the same way as they do in the ‘*Sanctions for Misdemeanours in Lessons*’ section.

### Peer on Peer Abuse

At Archbishop Sentamu Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- All forms of bullying
- Being coerced in sending sexual images (sexting)
- Physical or sexual assaults
- Child sexual exploitation
- Sexual harassments

**These behaviours should never be tolerated, passed off as ‘banter or horseplay’ or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice will be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the Academy’s policies.
- Where there is no risk of significant harm, parents of all children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in these policies, will be applied.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges 2017)*

## Appendix A

The following is only a guide as each incident may have slightly different circumstances. The numbers of days' exclusions should be used as a minimum guide.

| Incident Type   | Sanction Guidelines  |
|---|--|
| Verbal aggression towards staff or students                                       | Isolation  |
| Swearing at a member of staff   | 5 days exclusion   |
| Swearing in front of a member of staff  | Isolation / contact home   |
| Prolonged verbal abuse of another pupil (verbal bullying)                         | Graded response / Contact home / if repeated - exclusion                         |
| Peer on peer abuse  | Sanction Dependent on nature of incident – up to permanent exclusion             |
| <b>Verbal Abuse</b>   |  |
| Verbal or written racial abuse directed at another student.                       | Isolation / letter home (if repeated = exclusion)                                |
| Verbal or written racial abuse directed at member of staff                        | 5 days exclusion   |
| Making racially abusive comments in general                                       | Detention / Isolation / letter home (if repeated = exclusion)                    |
| <b>Physical Abuse</b>   |  |
| Hitting / injuring a member of staff  | Exclusion - probably permanent   |
| Deliberately pushing a member of staff  | Exclusion - probably permanent   |
| Unprovoked attack on another student including objects thrown on Academy premises | 5 days exclusion / PEx and possible police referral by parents of injured party. |
| Retaliation involving physical aggression following verbal provocation            | 5 days exclusion   |
| Persistent low level pushing / tripping causing distress to another student       | Detention / Isolation / AOP / (if repeated = exclusion)                          |
| Pre-meditated fighting with / bullying of another student                         | 5 days exclusion / possibly permanent  |
| Fighting (spontaneously) with another pupil                                       | Isolation / AOP (possible exclusion)   |
| Bringing in an offensive weapon   | Isolation / contact home / police referral (assess intent - possible exclusion)  |
| Throwing object(s) over balcony/down stair well                                   | 5 days exclusion / possibly permanent  |
| <b>Theft</b>  |  |
| Theft of staff / school property  | Contact home / Isolation / police referral                                       |
| Theft of another student's property   | Contact home / Isolation / police referral                                       |
| <b>Damage</b>   |  |
| Deliberate vandalism of school fabric / property                                  | financial payment / Isolation / community detention / contact home               |
| Damage to students' property  | Contact home / reparation / detention  |
| Setting off fire alarm  | Contact home / isolation / cost of repair  |
| Malicious use of fire extinguisher  | Contact home / detention / associated cost                                       |
| <b>Truancy</b>  |  |
| Truancy out of school   | Contact home / Isolation / SLO/HOH   |
| Internal truancy  | Contact home / Isolation / SLO/HOH   |
| <b>Other</b>  |  |
| Sexual harassment   | Exclusion - probably permanent   |
| Use of mobile phone / MP3 in classroom  | Detention / Isolation / SLO/HOH  |
| Smoking on site / outside school  | Contact home / Isolation / SLO/HOH   |
| Leaving Academy without permission  | Contact home / Isolation / SLO/HOH   |
| <b>Lateness</b>   | See attendance policy  |
| <b>Drugs or Alcohol related incidents</b>   | See drugs policy   |