

Nottingham University Academy of Science and Technology

Student Behaviour Policy

Responsible officer: Principal
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Approved by: NUASt Board of Directors

NOTTINGHAM UNIVERSITY ACADEMY OF SCIENCE AND TECHNOLOGY

Student Behaviour Policy

‘Consistent experience of good teaching promotes good behaviour.... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach students how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with students.’

The Steer Report 2005.

1. Introduction

- 1.1 Nottingham University Academy of Science and Technology (NUAST) is committed to providing high quality education. This means promoting positive attitudes and behaviour so that students can develop their abilities and interests and achieve their full potential.
- 1.2 **There is an inextricable link between behaviour and achievement.** It is, therefore, essential that the academy promotes **good behaviour and challenges unacceptable behaviour.** This is a basic expectation that must underpin the daily work of the NUAST.
- 1.3 High expectations, shared values, fair and consistent application of rewards and sanctions; combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.
- 1.4 **The values and principles that underlie our behaviour policy are clearly stated in Appendix 1,** together with appropriate rights and responsibilities.

2. Legal powers – The Power to discipline

- 2.1 Sections 90 and 91 of the Education and Inspections Act 2006 provides Academies with a statutory power to discipline students for breaches of Academy rules, failure to follow instructions or other unacceptable conduct. Department for Education guidance to academies clearly indicates that teachers can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction Academy staff can impose a sanction.
- 2.2 This includes a statutory power to regulate the behaviour of students off the Academy site, e.g. on Academy trips, and in situations when off the Academy site and not supervised by Academy staff, to such an extent as is reasonable. In the latter case the following objectives will guide the Academy’s use of this

power:

- a. Maintaining good order on transport, on the journey to and from the Academy, on educational visits, or other placements such as work experience
- b. Securing behaviour that does not threaten the health or safety of students when linked to Academy issues
- c. Providing protection to individual staff from harmful conduct by students of the Academy when not on the Academy site
- d. Protecting the public reputation of the Academy.

- 2.3 As such teachers may discipline students for misbehaviour when the student is:
- a. Taking part in any Academy-organised or Academy related activity or
 - b. Travelling to or from the Academy
 - c. Wearing Academy uniform or
 - d. In some other ways identifiable as a student at the Academy.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- a. Could have repercussions for the orderly running of the Academy or
- b. Poses a threat to another student or member of staff or member of the public
- c. Could adversely affect the reputation of the Academy.

- 2.4 In such circumstances sanctions may be applied in line with the indicative sanctions outlined in this policy.

- 2.5 To be lawful the decision to sanction a student must satisfy the following conditions:

- a. The decision to sanction must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
- b. The decision to sanction the student and the sanction itself must be made on the Academy premises or while the student is under the charge of the member of staff;

And

- c. The sanction must not breach any other legislation and it must be reasonable in all the circumstances.

- 2.6 A sanction must be reasonable and proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable in all the circumstances and that

account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

2.7 Any form of corporal punishment is illegal.

3. The Use of Detention

3.1 Teachers have the legal power to impose detention outside Academy hours and NUAST reserves the right to make use of this power. In the use of this sanction the following guidelines apply.

- a. NUAST will make clear to students and parents/carers that detention is used as a sanction
- b. The times outside normal academy hours when detention can be given include:
 - i. Any Academy day where the student does not have permission to be absent;
 - ii. Weekends – except the weekend preceding or following the half-term; and
 - iii. INSET or other non-contact days.
- c. Parental consent is not required for detentions
- d. Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside NUAST hours is reasonable, staff issuing the detention are required to consider the following points:
 - e. Whether the detention is likely to place the student at risk
 - f. Whether the student has any known caring responsibilities which mean the detention is unreasonable
 - g. Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.
 - h. The Principal of the academy will decide which members of staff can put students in to detention.

4. Direction to off-site provision

4.1 NUAST has, and reserves the right to use, the statutory power to direct a student to off-site "alternative provision" for disciplinary offences.

5. Power to Search and confiscate

- 5.1 NUAST reserves the right to use teachers' powers to search without consent, in accordance with current DfE guidance.
- 5.2 The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 5.3 The principal will outline arrangements for handling confiscated items.
- 5.4 Staff may use the power to search without consent for 'prohibited items' including but not restricted to:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco, lighters and cigarette papers
 - f. Fireworks
 - g. Pornographic images
 - h. Any item or article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- 5.5 Staff may confiscate any item that is banned or restricted by academy rules, for example mobile phones, I-Pods, tablet computers, jewellery and similar electronic devices. This list is not exhaustive.
- 5.6 The Academy reserves the right to involve the police if there are grounds for believing that a criminal offence has been committed and to assist with investigations regarding bullying and anti-social behaviours.

6. Power to use reasonable force

- 6.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 6.2 The principal and other authorised staff (usually members of the academy SLT) may also use such force as is reasonable given the circumstances when conducting a search without consent for the 'prohibited items' outlined above or articles that have been or could be used to commit a criminal offence.

7. Isolation Rooms

- 7.1 The Academy may use isolation rooms as a disciplinary penalty. The principal or other member of the SLT will decide how long a student should be

kept in isolation, and for the member of staff in charge to determine what students may or may not do during the time they are there.

- 7.2 Time in isolation should be constructive, with work set that is appropriate to individual student needs.

8. Malicious Allegations

- 8.1 Disciplinary action will be taken against students who are found to have made unfounded malicious accusations against Academy staff. Indicative sanctions for this type of offence are outlined later in this policy.

9. Uniform Infringements

- 9.1 NUASt has clear uniform codes and expectations, set out in individual Academy uniform policies. Parents/carers and students are expected to comply with NUASt uniform expectations at all times. Persistent non-cooperation may result in sanctions, as indicated in the indicative sanctions table.

10. Safeguarding and Special Educational Needs

- 10.1 NUASt has legal duties under the Equality Act 2010 and in respect of students with SEND. As such each case will be considered individually, this includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, which may require multi-agency assessment. In any such cases NUASt reserves the right to refer students to multi-agency meetings.

11. Drugs and Illegal Substances

- 11.1 NUASt will provide guidelines to staff about signs of possible drug, substance and alcohol misuse and operational procedures to follow when dealing with suspected incidents.
- 11.2 Under the Misuse of Drugs Act 1971 it is illegal to possess or supply certain types of drug unless they have been prescribed for personal medical use. The Intoxicating Substances (Supply) Act 1985 makes it illegal to supply any intoxicating substances (e.g. alcohol) to anyone under the age of 18 knowing that it will be misused.
- 11.3 Smoking is strictly prohibited in in the Academy (including the grounds).
- 11.4 There will always be a need for professional judgement in determining the exact nature of a particular incident, assessing the available evidence and an appropriate response. It is recognised that the imposition of sanctions may deter future use. The academy takes all incidents relating to drugs and illegal substances extremely seriously and has the moral duty to protect individuals and the wider academy community from the potentially dangerous and

harmful effects of any such misuse.

- 11.5 Indicative sanctions for such offences are attached to the policy.
- 11.6 'Supplying drugs' will be taken to include instances where a drug/illegal substance is passed from one person to another, irrespective of the change of money.
- 11.7 On advice from the police, if parties involved in a drug/illegal substance transaction believe that the substance exchanged is an illegal substance, then the substance is deemed to be an illegal substance. This effectively means that it does not need physical evidence of an illegal substance being supplied, if the intent is clear.

12. Links with the Police

- 12.1 NUAST reserves the right to involve the Police in investigations relating to any alleged illegal, bullying or criminal activity.

13. General Considerations

- 13.1 Staff need to carefully consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Academy's safeguarding policy.
- 13.2 Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is necessary.

14. Exclusion from the Academy

- 14.1 NUAST reserves the right to use exclusion from the Academy on either a fixed-term or permanent basis. Decisions to apply this sanction rest with the Principal. Exclusion is a serious sanction and must be reasonable and proportionate. Careful consideration must be given to the nature of the incident and full account taken of the student's age, any special educational needs or disability they may have and any religious requirements affecting them. The indicative sanctions table indicates the type of incident that might warrant exclusion, but the list within the table is not exhaustive. Re-integration meetings should always follow a period of fixed term-exclusion.

Appendix 1

Rights and responsibilities – Statement of principles

THE ACADEMY	
Rights	Responsibilities
<ul style="list-style-type: none"> • The Academy has a statutory power to discipline students. Students and parents will need to respect this. • This includes the right to use and apply disciplinary sanctions off the academy site, including but not restricted to Academy trips, journeys to and from Academy, and on Academy transport. • To enforce the academy-behaviour policy – including rules and disciplinary measures. • To expect students' and parents' cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the Academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent/carer does not conduct himself/herself properly, the Academy may ban them from the Academy premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. 	<ul style="list-style-type: none"> • To ensure the whole Academy community is consulted about the principles and operation of the Academy Behaviour Policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure the Academy-behaviour policy does not discriminate against any student, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure teachers' roles in Academy discipline matters are clearly understood • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and, as appropriate, reward students' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.

<ul style="list-style-type: none"> • To take firm action against students who harass or denigrate teachers or other academy staff on or off the academy site – including engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To make educational provision on the sixth day of exclusion for fixed-period excluded students • To arrange reintegration interviews for parents at the end of a fixed-period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour through active development of students' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy Behaviour Policy, with students involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Principal/Directors, if they believe the Academy has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by academy staff, obey Academy rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the Academy when off Academy premises. • Not to bring inappropriate, offensive or unlawful items to the Academy. • To show respect to Academy staff, fellow students, Academy property and the Academy environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programme, Behavioural Contracts or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Academy Behaviour Policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in the Academy. • To have any complaint they make about their child being bullied, harassed or discriminated against on ground of race, gender or disability taken seriously by the Academy and investigated/resolved as necessary. • To make representations to the Principal/Directors, if they believe the Academy has exercised its disciplinary authority unreasonably. • To appeal against a decision to permanently exclude their child, first to the Board of Directors of the Academy and then to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the Academy's Behaviour Policy and the disciplinary authority of Academy staff. • To help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules. • To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the Academy to support their child's positive behaviour. • To attend meetings with the Principal of the Academy or other Academy staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the Academy, to ensure the child is not found in a public place during Academy hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion

NUAST ACADEMY RULES

A ACCESS

- **DURING BREAKS** you are expected to remain within the Academy in specified areas e.g. dining room
- **AT LUNCHTIMES** you may use your designated area, but do not go into any classroom unless you have had permission.

B MOVEMENT

- Keep to the left when walking to and from lessons and while inside Academy buildings especially on stairs.
- Give priority to those leaving the building.
- Cycles should be left locked in the designated area.

C ATTENDANCE

- You must ensure that you are registered during morning and afternoon registration time and in every lesson
- If you arrive after the end of tutor session or if you leave or return to the Academy during the day then you must report to the appropriate referral point
- If you feel ill or have an accident during lesson time or break you must inform a teacher or a member of the support staff. During lunchtime inform a teacher or a lunchtime supervisor.
- During lunchtime you are expected to remain on Academy premises unless you have a letter from your parents for that day signed by a pastoral or Academy leader, or unless you have made arrangements to go home for lunch, with permission from the Academy

D ACADEMY DRESS

- You must wear Academy dress at all times during the day. All items of clothing should be marked with your name, for identification reasons. You should remain in Academy uniform during break. You may change your footwear at lunchtime only, if you are on the Academy sports area. Failure to comply with Academy dress codes will be regarded as non-cooperation and sanctions may follow.

E PROPERTY

- You should respect other people's property. The Academy will expect that anyone damaging or removing any person's or the Academy's property should reimburse the owner.
- Books are expensive and easily damaged and should, therefore, be treated with care and respect
- Students may not sell any goods in the Academy without written permission from a senior member of staff.

Academy bags should be of a size, style and material suitable for carrying books and personal equipment to and from academy in all weathers. When not needed, bags should be left in lockers.

Bags should not be left lying around Academy.

F EATING

- You may use the dining rooms and designated areas to eat your packed lunch. It is important that any food purchased from the academy cafeteria must be eaten in that area.
- You may not chew gum in the Academy. Used gum damages clothing and carpets and is unpleasant and difficult to dispose of.

G MAKE-UP	<i>is not allowed, unless there are medical reasons.</i>
HAIRSTYLES	should be in good taste – no outrageous designs or colours. The Academy will be the final judge on this issue
JEWELLERY	for reasons of safety and security, the wearing of any type of jewellery is forbidden, with the exception of a watch or a single pair of stud earrings.

H MOBILE PHONES, I-PODS AND PERSONAL STEREO

- These must not be used for personal reasons during lesson times. If they are used in lesson times they will be confiscated. They can be collected by the student at the end of the academy day. In the event of a second incident, a responsible adult family member will be required to collect the confiscated item at the end of the Academy day.
- The Academy accepts no liability for any of these items brought in to Academy

I AVOID UNACCEPTABLE BEHAVIOUR

- Your speech should reflect respect for one another. Bad language, abusive remarks, verbal bullying, and name calling are not acceptable.

- Violence and/or physical or emotional bullying is not acceptable.
- Whilst travelling to and from the Academy, whilst on the Academy site and whilst on Academy organised activities students should neither have, nor use cigarettes, alcohol or other illegal substances.

- The Academy has jurisdiction over behaviour that relates to the Academy, to the safety and welfare of Academy students or to the reputation of the Academy.

Strict disciplinary proceedings will be taken in all such incidents.

Remember The Three Key Words:

PRIDE

RESPECT

RESPONSIBILITY

Appendix 2

A shared responsibility

Promoting good behaviour and discipline in students should be a partnership between home and the Academy.

We share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would expect to give. Parents are a major influence on their children's behaviour and we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim, therefore, to ensure:

- that positive behaviour is rewarded.
- that inappropriate behaviour is dealt with promptly, firmly, fairly and consistently
- that parents/careers are kept informed and their co-operation and support sought.

Parents are asked to sign the Home-NUAST agreement.

We want our students' education to be enjoyable, disciplined, challenging and motivating. We wish to develop independent learners, with the attitudes, skills and motivation to achieve their full potential, both at the academy and in their life beyond academy. In order to achieve this we place particular emphasis on the following key words: **Pride, Respect and Responsibility**.

Pride

Students are expected to show pride by:

- Never settling for less than your best
- Working hard towards your goals and targets
- Recognising your success and that of others
- Valuing your own and others progress and contribution to learning
- Being prepared to participate in activities beyond the normal curriculum
- Welcoming visitors to NUAST

Respect and Responsibility

For students:

- Attend Academy regularly and on time
- Keep safe (do not taking part in dangerous, illegal or anti-social behaviour)
- Follow the academy dress code
- Arrive on time for lessons and registration, with a positive attitude
- Be prepared for lessons with correct books, pens and other materials
- Work to the best of your ability
- Make a positive contribution
- Tell a member of staff if you are unhappy

For others:

- Speak reasonably and politely to other students, staff and visitors
- Recognise the right of other students to learn
- Carry out the reasonable instructions of all members of staff
- Treat others well: Do not engage in verbal or physical abuse, or bullying
- Tell a member of staff if someone else is unhappy
- Look after property that belongs to others

For the Academy environment:

- Take care of all academy property and buildings
- Keep the academy free of litter
- Eat only in the areas designated

Rewards and Sanctions

Students who consistently display good behaviour and respect for the rights of others should be recognised and rewarded.

A variety of rewards will be used. These include verbal and written praise, merits, commendations, certificates, year group competitions, nominations for awards, achievement evenings, postcards home and further contact with home.

Class teachers and tutors are primarily responsible for issuing rewards on a daily basis.

A range of sanctions exists to support effective behaviour management and compliance to academy expectations and operating procedures. The indicative sanctions table details the range of sanctions that are available. This table offers guidance about the type of sanction that might apply. However each case needs to be considered in context and individual circumstances considered. The principal in consultation with the governing body will determine what is appropriate.

Sanctions may include the use of fixed term or permanent exclusion. In the case of exclusions from the academy will follow the appropriate DFE guidelines.

All members of staff have a responsibility for promoting positive behaviour.

Social Inclusion

Appendix 1 demonstrates the Academy's' values in promoting respect, fairness and social inclusion. NUASt is committed to improving outcomes for all students and eliminating all forms of discrimination.

NUAST is committed to working to 'include' vulnerable students in terms of behaviour management. Additional support aims to offer specific and planned behavioural intervention support to promote inclusion. Inclusion programmes are individual and planned according to need. It may also be appropriate to seek the support and involvement of external agencies in such situations, e.g. the behavioural support service and to discuss students with appropriate multi-agencies.

Pastoral Support

Students whose behaviour is giving cause for concern will be monitored by the designated pastoral team. Incidents will be recorded in the student's personal file and on our electronic systems. Students may be placed on report to monitor targets and behaviour in class. There are different levels of report, depending on the level of intervention/monitoring required. If required, a Pastoral Support Programme (PSP) will be drawn up by the Pastoral Leader or SENDCo, as appropriate.

The Academy may request that parents attend a formal meeting at the Academy to discuss behavioural concerns about their child. Following a period of fixed term exclusion from the academy parents will be invited to attend a re-integration interview. In addition, if deemed appropriate, students may be required to sign a behavioural contract, specifying specific targets that need to be met.

The appropriate Pastoral Leader will communicate any concerns to parents/carers and may liaise with appropriate members of staff, SENDCo and other agencies including but not limited to Educational Psychologist, Targeted Support, Academy Nurse, to enlist support for the student. In addition referrals may be made for counselling support.

Individual students causing concern may be discussed at the regular multi-agency meetings or Joint Assessment Team meeting, or other appropriate forum. Parental consent will be sought prior to discussion of a student at such forums.

Certain measures contained in the Education and Inspection Act 2006 require the cooperation of parents/carers, e.g. attendance, interviews for reintegration following fixed term exclusion, supervision of students whilst excluded. Failure to co-operate may result in an application for a parenting order by the Academy. The Academy reserves its right to issue penalty notices to parents when entitled to do so.

Promoting positive behaviour

All staff are responsible for maintaining good discipline in class and applying rewards and sanctions as and when needed. Staff are responsible for maintaining good discipline and high standards, supporting Academy expectations at all times – in corridors, between lessons, during break and lunch time and so on.

Staff Development

Behavioural management will be regularly covered in the CPD programme. Staff will be offered induction training about our expectations and procedures and all staff will receive update and refresher training through our CPD programme.

Behaviour Management – Indicative sanctions

This table acts as guidance in applying appropriate sanctions. Staff are instructed to act in a way which is reasonable and proportionate to the circumstances, taking account of the Equalities Act 2010 and the individual student’s age, any special educational needs and/or disability and any religious requirements they may have. This includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require multi-agency assessment. Staff should seek further guidance from their line leader, if required. The severity of sanction may increase if behaviour is repeated or persistent. All sanctions must be reasonable and proportionate in the circumstances.

SANCTIONS	INAPPROPRIATE BEHAVIOUR
Verbal challenge – saying no	One-off minor offences e.g. talking in class, inappropriate comments and remarks; running along corridors; rudeness; poor manners; chewing gum
Non-verbal gestures or expressions	As above
A verbal telling off in private	Rudeness; more extreme misconduct; persistent minor offences; poor manners; rudeness; inappropriate language (e.g. sexist, racist – these should be reported to the Senior Pastoral Leader to ensure they are formally recorded)
A verbal telling off in public	As above, if not done to humiliate
Move Student within classroom	Continued minor offences; disruption to learning of others in vicinity
A short “cooling off” period (5 minutes max.) outside the classroom. Ensure there is only 1 student outside at any time	Continued misbehaviour following a verbal warning; resolving conflict between students.
Note in Student Planner (if appropriate) or message home to parents/carers	Continued misbehaviour following a verbal warning, threat to challenge minor disruption

Incident Report to Subject Leader/Tutor/Class teacher	All misdemeanours in the classroom and corridors that are worthy of record (NOT minor infringements).
Removal to another classroom/area (Departmental ICE); Contact with home (Letter home should follow from teacher)	Persistent misbehaviour; refusal to follow instructions;
Letters to parents (Check with Principal of Academy/Tutor/Subject Leader before sending)	Failure to attend detentions; failure to complete homework; persistent infringement of uniform rules; damage to property; poor behaviour on buses / in public; notification of exclusions; concern about homework; concern about academic progress.
Telephone calls to parents (Check with Principal of Academy/Tutor/Subject Leader before calling & always complete a record sheet)	As above;
An invitation for parents to come into academy	Regular bouts of misconduct; Levels 2 and 3 of report; bullying; poor attendance; readmission after fixed term exclusion
Incident slip to Pastoral Leader/SLT	More serious offences: verbal abuse; rudeness; physical assault; vandalism; truancy; bullying etc.
Teacher/Departmental based detentions – which may range from 5 minutes after a lesson to a period during break, lunchtime or after academy. (After academy departmental detentions need to be applied by the Subject Leader)	Persistent misbehaviour; persistent lateness; rudeness; any conduct that goes against the academy's expectations;
Academy Detention (After Academy – Friday) Referred by Subject Leader/Pastoral Leader/SLT	Persistent non-conforming to academy rules, e.g. regular failure to attend Dept. detentions; rudeness to staff; bullying; smoking; uniform etc.

Community Service e.g. litter duty or helping younger students (Organise through Pastoral Leader or Academy Leaders)	Dropping of litter; vandalism; graffiti; bullying (in some situations); off site during lunch break
Reference to Subject Leader, PASTORAL LEADER or other Academy Leader	When sanctions imposed by staff are being flaunted and disregarded; serious incidents; regular non-compliance e.g. over uniform and equipment; repeated refusal to follow instructions; verbal or physical abuse
Withdrawal of privileges e.g. Discos, visits, etc. (only by SLT/Pastoral Leader)	Behaviour that is unsafe and highly inappropriate; behaviour that reflects badly on the Academy.
Confiscation of property (Envelopes in staff room, complete the front, hand in to office, item placed in safe, parents to collect)	Mobile phones, I-Pods, jewellery etc.
Physical Search(Only by SLT/Pastoral Leader)	Concern over drugs, offensive weapons etc.
Placement on Behaviour Report: e.g. Levels 1 (Blue), 2 (Yellow) and 3(Pink)	Persistent poor behaviour. Level 1 monitored by tutor; level 2 by Pastoral Leader; level 3 by Academy Leader
ICE (Isolated Classroom Experience) (Departmental or Academy) (only sanctioned by Pastoral Leader /SLT/Staff conducting climate walks)	Persistent disruptive behaviour; extreme misbehaviour that does not warrant exclusion; non-cooperation e.g. uniform; One off serious disruption; cooling off period; misuse of technology.
Direction to off-site educational provision	Persistent disruptive behaviour; extreme misbehaviour; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; dangerous conduct; bullying; racist conduct; sexual misconduct; malicious allegations against academy staff; non-cooperation;

<p>Fixed term exclusion – followed by re-integration meeting, which could lead to permanent exclusion (only by Principal of Academy)</p>	<p>The academy reserves the right to use fixed term exclusion in any circumstances where it is deemed by the Head of Academy to be warranted. This may include: verbal abuse at adults or students; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; non-cooperation; dangerous conduct; bullying; misuse of technology; racist conduct; sexual misconduct; malicious allegations against academy staff and other students; persistent defiance etc.</p>
<p>Behavioural Contract – Supervised by Academy Leader. Failure to meet targets leads to escalating sanctions. Most commonly used following fixed term exclusion/ICE</p>	<p>On-going and persistent misbehaviour; repeated failure to follow instructions, meet academy expectations etc.</p>
<p>Permanent Exclusion (only by Principal of Academy)</p>	<p>The academy reserves the right to use Permanent Exclusion in any circumstances where it is deemed by the Head of Academy to be warranted. This may include: physical assault; threatening behaviour; verbal abuse; theft; possessing, dealing in or supplying prohibited and/or illegal substances; bringing offensive weapons on to academy site; persistent and disruptive misbehaviour; dangerous conduct; endangering the health and safety of self or others; malicious allegations against academy staff and other students; bullying; racist conduct; sexual misconduct, etc.</p>

Academy staff will not discuss sanctions applied to students with third parties.

Incidents relating to Drugs and Illegal Substances

There will always be need for professional judgement in determining the exact nature of a particular incident, assessing the available evidence and an appropriate response. However the table below indicates likely indicative responses.

Type of misconduct	Indicative Response
Smoking to and from academy	After academy detention
Smoking on academy premises	
Possession of alcohol	Fixed term exclusion
Drinking Alcohol	
Distribution of alcohol	
Substance abuse	
Possession of Category B or C drugs	Fixed term or Permanent Exclusion
Repeated possession of Category B or C drugs (second occasion)	Permanent exclusion
Repeated possession of and/or distribution of alcohol or other intoxicating substances	
Possession of category A Drugs	
Supplying Category A,B and C Drugs	

Equality Duty

This policy has been reviewed in the context of Equality Impact and assessed as: Neutral.