



Lord Grey Academy

BEHAVIOUR FOR LEARNING POLICY

Mission Statement

'Lord Grey Academy is a future-driven, aspirational and inclusive academy offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving academy with an ambition to become an outstanding first choice local academy'.

Motto: **Aspire, Learn, Achieve**

POLICY MANAGER:	Nigel Handyside
COMMITTEE:	Community Committee
REVIEW DATE:	Summer 2018
NEXT REVIEW DATE:	Summer 2019

1. Rationale

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The keys to the successful implementation of an effective behaviour management for learning policy are simplicity, clarity and consistency. Everyone within the school community has a responsibility for implementing this policy and maintaining high standards of behaviour. There will be no differential application of this policy and the school's behaviour procedures on any grounds; all students will be treated the same in terms of expectations of good behaviour and in terms of the issuing of fair and consistently applied sanctions. Concerns of students and parents, in terms of behaviour management, will be listened to and addressed appropriately.

This policy should be read in conjunction with the following policies or protocols:

- Inclusion, SEND and EAL policy
- Restrictive Physical Intervention policy
- Anti-Bullying policy
- Isolated Learning Room protocols
- Learning Support Unit protocols
- Eden Centre protocols
- Child Protection and Safeguarding Policy
- Equality Duties.

2. Introduction

- At Lord Grey Academy it is believed that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching.
- The fundamental principle underpinning this behaviour policy is unconditional respect. This, combined with rights, responsibilities and routines, will produce good behaviour conducive to good learning.
- Inclusion features strongly in this policy as it goes to the heart of Lord Grey Academy as an organisation. For vulnerable students Lord Grey Academy will strive to achieve a balance between avoiding exclusion for gross disobedience, at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.
- Lord Grey Academy believes in following good national advice on behaviour management; for advice and guidance on behaviour and discipline in schools please refer to the following link: www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- In determining this behaviour management strategy the school has taken into account: The National Strategy for School Improvement: Behaviour and Attendance Strand Toolkit: www.standards.dcsf.gov.uk/secondary/keystage3 .

3. Aims

The aims of this policy are to:

- emphasise Lord Grey Academy's commitment to encouraging and rewarding good behaviour;
- explain the law and guidance on 'disciplinary penalties' (sanctions); and
- set out the various responsibilities of stakeholders.

4. Responsibilities

The Vice Principal Pastoral will make and amend this central policy and agree key concepts with the school's governors.

4.1. The Governors

The governors have designed this policy to promote good behaviour and discipline and this Behaviour for Learning Policy is a central pillar of their duty.

4.2. The Principal

The Principal's role is to implement this Behaviour for Learning Policy on behalf of the governors, and to establish and maintain a behaviour ethos that promotes learning, self-discipline, respect for others and proper regard for authority. Lord Grey Academy expects the emphasis to be on encouraging and rewarding good behaviour. The Principal must determine measures to be taken on behaviour management, with a view to:

- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
- securing that the school wide standard of behaviour is acceptable; and
- regulating the conduct of students.

The Principal must determine the standard of behaviour regarded as acceptable. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the school staff. This includes rules governing behaviour when travelling to and from the school and on work experience placements. Students can be disciplined for their behaviour outside the school gates if: they could have repercussions for the orderly running of the school; pose a threat to another student or member of the public; or could adversely affect the reputation of the school.

The Principal is required to set out the Behaviour for Learning Policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

The Principal oversees that the policy should:

- define the standards of behaviour the school requires;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and

- ensure that any sanctions are reasonable and proportionate to the offence, and enable students to make reparation where possible.

5. Rights and Responsibilities

5.1. The school has the right:

- to expect students and parents to co-operate with the school in maintaining an orderly climate for learning;
- to expect students to respect the rights of other students and adults in the school;
- to enforce the behaviour for learning protocols, including rules and disciplinary measures;
- not to tolerate violence, threatening behaviour or abuse by students or parents;
- to take firm action against students who harass or denigrate teachers or other school staff, or other students, on or off premises;
- to engage external support services as appropriate.

5.2. The school recognises its responsibility:

- to support, praise and, as appropriate, reward students' good behaviour;
- 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 ensure the whole school community is consulted about the principles of this Behaviour for Learning Policy and the school's Code of Conduct;
- to establish, and communicate clearly, measures to ensure good order, respect and discipline;
- to ensure the school's Behaviour for Learning Policy does not discriminate against any student, e.g. on the grounds of race, gender, disability or sexual orientation (etc), and that it promotes good relations between different communities;
- to ensure that teachers' roles in school discipline matters are consistent with the teachers' workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff, so that not all behavioural responsibilities are focused on teachers;
- to ensure staff are clear about the extent of their disciplinary authority and receive the necessary professional development on behaviour strategies;
- to apply sanctions fairly, consistently, proportionately and reasonably – taking account of Special Educational Needs, disability and the needs of vulnerable children, and offering support as appropriate;
- to take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- to keep parents informed of their child's behaviour - good as well as bad – and use appropriate methods of engaging them and, where necessary, supporting them in meeting their parental responsibilities;
- to work with other agencies to promote community cohesion and safety.

5.3. The school respects the rights of the students:

- to be taught in environments that are safe, conducive to learning and free from disruption;
- to expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- to be able to appeal to the Principal and governors, if they believe the school has exercised its disciplinary authority unreasonably.

5.4. The school expects students:

- to follow reasonable instructions given by school staff, to abide by school rules and accept sanctions in an appropriate way;
- to act as positive ambassadors for the school when off the school premises;
- not to bring inappropriate or unlawful items to the school;
- to show respect to school staff, fellow students, school property and the school environment;
- never to denigrate, harm or bully other students or staff;
- to co-operate with, and abide by, any arrangements put in place to support their behaviour.

5.5. The school recognises the rights of parents:

- to contribute to the development of this policy by Parent Governors contributing to this policy on behalf of the parent body;
- 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 school;
- to have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary;
- to be able to appeal to the Principal, governors, and beyond that to an Independent Review Board (IRB), if they believe the school has exercised its disciplinary authority unreasonably;
- to be able to appeal against a decision to exclude their child, first to the governors and then, in cases of permanent exclusion, to an Independent Review Board.

5.6. The school expects parents:

- to respect the school's Behaviour for Learning Policy and the disciplinary authority of school staff;
- to help ensure that their child follows reasonable instructions given by school staff and adheres to school rules;
- to send their child to the school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;

- to ensure school 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 school to support their child's positive behaviour;
- to attend meetings with the Principal or other school staff, if requested, to discuss their child's behaviour;
- to adhere to the terms of any parenting contract relating to their child's behaviour;
- to ensure their child is not found in a public place during school hours in the first five days of exclusion if excluded, and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

6. Disciplinary Sanctions (Disciplinary Penalties)

The Education and Inspections Act 2006 gives all schools the power to impose 'disciplinary penalties', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow a school rule or an instruction by a member of staff. The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff - but only to the extent that it is 'reasonable' for the school to impose the penalty. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for Lord Grey Academy to impose a penalty (other than exclusion):

- if it is not in breach of any statutory requirement or prohibition;
- if it is reasonable;
- if it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Principal has decided they may not impose it;
- if it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Principal, and it was reasonable for the Principal to do so, and the penalty and the action taken were on the school premises or elsewhere when the student was under the lawful control of a member of staff.

In determining whether a disciplinary penalty is 'reasonable' the following must be taken into account:

- whether the penalty was a proportionate punishment in the circumstances;
- any special circumstances which are known to the person imposing the penalty, including:
 - the student's age;
 - any special educational needs;
 - any disability; and
 - any religious requirement affecting him/her.

The Principal will take account of the following principles in determining and implementing the Behaviour for Learning Policy:

- none of the school's punishments must be degrading or humiliating;

- all rewards and sanctions must be applied fairly and consistently;
- All paid staff at the school have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- The Principal has the power to withdraw the authority from individual staff or classes of paid staff;
- The Principal has the power to authorise any unpaid staff to impose disciplinary penalties.

7. Specific Sanctions (Disciplinary Penalties)

The governors have agreed that the following Disciplinary Penalties may be used in the school:

- removal from the group/class or particular lesson, C3/C4
- withdrawal of break or lunchtime privileges
- detention; Tiers 1-4 including a three hour Saturday detention (Tier 4)
- withholding participation in educational visits or sports events
- completion of work or extra work
- placed in the Isolation Room for any period up to five days
- placed in an Isolation Room at a partner school
- carrying out a useful task in the school; e.g. litter picking with appropriate tools
- fixed term exclusion
- permanent exclusion.

For details of the school's specific disciplinary procedures see Appendix 1.

8. Detention

Members of staff who have the right to hand out detentions include:

- teachers who work at the school, and in addition, any other person who works at the school, who with the authority of the Principal, has lawful control or charge of the students for whom education is being provided at the school.

A detention may only be given to students under 18 if the Principal has determined and made known within the school and to parents that detention of students outside school sessions is one of the sanctions that can be applied with a view to regulating student behaviour. It must also be on a permitted day of detention. The parent of the student must be given at least 24 hours notice if the detention is beyond ten minutes duration.

The Education and Inspections Act (2006) defines what the 'permitted day of detention' means:

- a school day, other than one on which the student has authorised leave of absence;
- a Saturday or Sunday during a school term, which is not a Saturday or Sunday during or at a weekend immediately preceding or following, a half term break;
- a day (whether or not during a school term) which is set aside for the performance of duties by the staff other than teaching, except where such a day has been excluded by the Secretary of State in England.

In determining whether a detention outside school hours is reasonable the Principal must also take into account whether suitable travel arrangements can be reasonably made by the student's parents. The school can give parents the required 24 hours notice by any effective method.

This does not apply to detention in normal school hours i.e. breaktimes/lunchtimes. Detentions within normal school hours, e.g. loss of breaktime or half of lunchtime, do not require parental permission.

9. MOBILE PHONES and 4G DEVICES.

As from 07.01.19 all mobile phones and 4G devices will need to be switched off and placed in student bags before arrival at school. They will not be allowed access to the devices until after 3:15 each day. Failure to adhere to this will result in student's phones being confiscated. This policy change is the result of a safeguarding review based on the fact that we are unable to monitor 4g activity within school and as such this represents a safeguarding concern. Please see the Safeguarding and Child Protection Policy.

10. Powers of Members of Staff to Detain Students by Use of Force

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

An example of reasonable force would be leading a student by the arm to enforce an instruction to leave the class. Staff will be given annual training on what is considered to be reasonable force within a school setting.

However, nothing in the law concerning the use of reasonable force legitimises corporal punishment and Lord Grey Academy does not allow or condone the use of corporal punishment.

11. The Right to Search Students

The Violent Crime Reduction Act 2006 gives the Principal, and any member of the school staff authorised by the Principal, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, the right to search that student.

The Principal must ensure that the person carrying out the search is of the same gender as the student and the search must be carried out in the presence of another adult, also the same gender as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power. The Principal delegates this task to members of the Safeguarding/Inclusion Team who have the relevant training, confidence and more detailed knowledge of students' personal situations.

If a search reveals any offensive weapons or knives, or evidence in relation to an offence the school MUST call the Police in. The school has no discretion in this, not even if the Principal wishes to resort solely to internal disciplinary procedures.

Lord Grey also has a Search of Students and Confiscation Policy.

12. Exclusions

The school will use exclusion (fixed term or permanent) only as a last resort.

- in discharging their duties the Principal and the Local Governing Board will have regard to the Secretary of State's guidance on exclusions (currently DfE July 2013 guidance).
- exclusions may be for a fixed period or permanent.

12.1. The Decision to Exclude:

- only the Principal can exclude a student, (or the person in charge on the day, if the Principal is absent from the school).
- students should only be excluded in cases of a serious breach of the school's Behaviour for Learning Policy and if the continued presence of the excluded student in the school would seriously damage the education or the welfare of other students or the well-being of staff.

Before deciding to exclude a student the Principal will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Principal will make a decision based on the balance of probability, having regard to any current guidance from the DfE.

12.2. Inappropriate Exclusion

Lord Grey Academy considers that any exclusion will normally be inappropriate in cases of:

- minor breaches of discipline;
- poor academic performance;

- truancy or lateness, unless regular or persistent;
- pregnancy;
- non-compliance with uniform regulations, except where this amounts to a regular defiance of the school's authority; and
- in response to the unacceptable behaviour/attitude/conduct of a student's parent(s).

12.3. Fixed Term Exclusion

The Principal is permitted to exclude a student for one or more fixed term periods not exceeding 45 school days in any one school year. The school will continue to provide education for an excluded student (whilst he/she remains on roll). The Principal in consultation with the relevant members of staff will consider the following:

- Ensuring work is sent home for five days or fewer;
- making alternative provision arrangements from day six for fixed-period excluded students;
- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion, as good practice;
- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion, of six days or more, as mandatory; and
- consider how the student's education can otherwise continue.

12.4. Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional one-off offence has been committed: e.g

- serious violence, actual or threatened, against a student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.

Or any other one-off offence considered by the Principal to be an exceptionally serious one.

The procedure for excluding a student is set out in Appendix 2.

13. Equal Opportunities

In making and implementing this policy account must be taken of the school's Equal Opportunity Policies.

13.1. Students with Disabilities

The school aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has

been caused directly or indirectly by the student's disability. Any exclusion of a student with a disability will be closely monitored both within the school and by the Governors' Student Discipline Committee.

13.2. Students with Special Educational Needs

The school will pay due regard to the guidance in the 'Special Educational Needs Code of Practice' and the 'Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a Special Educational Need'. The school will endeavour not to exclude students with special educational needs and will aim to find alternative strategies that keep students with special educational needs who have behaviour problems in the school.

14. Amendments and Revisions

Before making any amendments or revisions of this policy Lord Grey Academy will consult with stakeholders as appropriate.

15. Monitoring and Review

The working of the policy will be monitored by the Principal and a report made to the Governors' Community Committee each term. All exclusions will be reported to the Committee in the termly report.

This policy will be reviewed at least every two years by the Policies Committee. Any proposed revisions will be reported to the governors for review and ratification.

16. Classroom Learning and Praise/Rewards

This Behaviour for Learning Policy favours praise over sanctions, whenever possible within the life of the school, in order to create an ethos of good behaviour.

The ideal opportunity for students to receive praise will be through the formative feedback students receive regarding their classwork, based around the school's Teaching and Learning Policy. Students should receive regular feedback through marking, classroom interaction and teacher reports.

At classroom level, across all the year groups, there is a requirement to have a coherent, progressive and easily understood rewards system in place.

In the classroom, the teacher may wish to praise achievement quickly and easily to show instant recognition of good work. This can be done by giving the student House Points using

SIMS in the class register. Form Tutors will regularly check SIMS, student planners and exercise books and award House Points for appropriate good work and behaviour.

Additionally, a teacher may wish to recognise learning at a higher level and give a student a Principal's Award, contact parents to give praise or send a faculty praise postcard. This may be for a learning achievement that has taken place within a subject area (for example: outstanding homework, good contribution to discussion or group work or the student may have really excelled in a piece of work, above their usual level of performance).

Form Tutors are central to the celebration of achievement and high levels of effort within the Tutor Group. Form Tutors should use House Point rewards to celebrate positive contributions and they will contact parents to praise students.

Students can keep track of their House Points through SIMS with their tutor in tutor time.

Additional rewards for punctuality and attendance will be issued within the House system, with weekly rewards for the best attending Tutor Group presented in assembly each week.

If a student is performing particularly well within a subject, the faculty staff can send home a faculty postcard which celebrates particular success in a subject. Each faculty will have a distinctive postcard. Success will also be celebrated at official school celebration events and in whole school assemblies at the end of each term.

17. Celebrating Learning in the Wider School and Community

Should students achieve at local, team or school level, their achievements should be celebrated through the assembly rota, the weekly newsletter and through celebration events held throughout the year. Such events are already well established at Lord Grey Academy, though may change from year to year. House Points can be awarded for community work. Thus an ethos of praise and celebration is encouraged, over sanctions and punitive action.

To sum up this policy, praise and celebration and rewards are encouraged to create a positive ethos. However, for students who cannot live up to the school rules, firm sanctions are in place. Punitive action will be taken for those students who do not abide by the school rules.

Appendix 1 - Behaviour for Learning – Consequences System for Lord Grey Academy.

LORD GREY ACADEMY - WHOLE SCHOOL BEHAVIOUR POLICY

CONSEQUENCES SYSTEM C1-C5

THE FOLLOWING TABLE OUTLINES CLEARLY THE CONSEQUENCES FOR STUDENTS WHO DO NOT FOLLOW THE THREE CORE EXPECTATIONS

The following consequences are based on three key principles:

1. Do as you are asked on the first asking
2. Complete an appropriate amount of work in the lesson.
3. Have the right equipment for the lesson.

Warning	Types of Behaviour	Consequences/Actions
C1 Verbal Warning 1	<ul style="list-style-type: none"> The student has not done as they were asked by the teacher on the first asking. This may include: not stopping talking, turning around, wandering around the class, not getting on with work when asked, shouting out or any low level disruption of the class. 	<ul style="list-style-type: none"> Student heeds warning – no further action Teacher notifies the Form Tutor via SIMS who may place the student on report and contact parent(s) regarding the concerns if the student gains multiple C1s.
C2 Verbal Warning 2	<ul style="list-style-type: none"> The student has been warned once and issued with a C1 warning, but they have not improved their behaviour and the teacher is issuing a final warning that unless there is an immediate improvement the student will be issued with a C3 and asked to leave the class The student does not have their target card with them at the start of the lesson when they are on report card. 	<ul style="list-style-type: none"> Student heeds warning 2 and remains in class Teacher informs Form Tutor of C2 via SIMS Persistent C2s, the Form Tutor may place the student on Target Card and inform parents Assistant Head of House will be notified and will want to speak to the student. A Tier 2 Detention will be issued if felt it is appropriate and repeated C2s are issued.
C3 Lesson Removal	<ul style="list-style-type: none"> Student fails to heed C1 and C2 warnings and is issued with a C3 slip and sent to the Faculty Remove Room (shadow classroom on rota) Student's behaviour warrants a C3 with no prior warnings (verbally abusive, fighting etc.) Student found wandering out of class without permission. 	<ul style="list-style-type: none"> Teacher notifies Form Tutor via SIMS Head of House informed and will issue a Tier 2 Detention, parent(s) informed Student's parent(s) will be informed and may be invited into school to discuss the issue with the Form Tutor and the Head of House Immediate C3 no warnings – student placed in Isolated Learning Room – may or may not be allowed to continue with lessons that day might be moved up to C4 actions.
C4 Lesson Removal via Hot Spots	<ul style="list-style-type: none"> Student has been issued with a C3 but refuses to leave the classroom. Hot Spots called and student collected from class and taken to Isolated Learning Room/Remove Room where they spend the rest of the school day If a student disrupts the learning in the Faculty Remove Room then Hot Spots will be called to collect the student from the class and place them in the Isolated Learning Room Student truanting. 	<ul style="list-style-type: none"> Teacher informs Form Tutor via SIMS Head of House contact parent(s) immediately. Student will not go back into lessons until a re-integration meeting with parent(s) has taken place Head of House issues Tier 2 Detention and places to student in Isolated Learning Room for 1-4 days depending on the seriousness of the incident.
C5 Fixed Term Exclusion	<ul style="list-style-type: none"> Any incident inside or outside the classroom that through its seriousness warrants an immediate Fixed Term Exclusion. 	<ul style="list-style-type: none"> Student collected and placed in Isolated Learning Room Collected by parents as soon as possible Fixed Term Exclusion, which may be for 1 or more days, depending on the seriousness of the incident Re-integration with Head of House, Form Tutor and parent(s) before resuming school.

Appendix 2 - Procedure for Excluding a Student

Informing Parents about the Exclusion

The Principal or a designated member of staff will inform parents of the exclusion without delay (by telephone, with a follow-up letter within one school day) and will give the following information:

- in cases of fixed term exclusion, the length of the exclusion;
- in cases of permanent exclusion, that it is a permanent exclusion;
- the reasons for the exclusion; outlining any relevant previous history;
- their right to make representations to the Governors' Student Discipline Committee;
- the name of the person to be contacted, if they wish to make representations.

The letter to parents will also state:

- the latest date by which the Student Discipline Committee must meet to consider the case;
- the parent's right of access to the student's school record;
- the date and time when the student should return to the school (with a fixed term exclusion);
- with a permanent exclusion, its immediate effect and any relevant previous history;
- arrangements for the setting and marking of work (it is the parent's responsibility to ensure that work sent home is completed and returned to school);
- the name and telephone numbers of outside agencies who can be contacted for advice.

Appendix 3 Learning Support Unit, Isolated Learning Room and Eden Centre protocols.

The Eden Centre

The Eden Centre aims to support students who are struggling in mainstream school for a variety of reasons: behaviour, medical, school refusing, anxiety. The amount of time that students spend in the Centre varies, but the aim is always to reintegrate students into mainstream school. However, it is recognised that this might not always be possible, and that some students may be referred to alternatives, such as The Bridge Academy, Stephenson Academy (if the student has an EHCP), College, or Milton Keynes Christian Foundation.

The Eden Centre is staffed full-time by Jen Machon, the Eden Centre Team Leader, and Amy Rodriguez, Learning Support Advisor. Staffing is supported at busy times by the LSA team, Heads and Assistant Heads of House, and members of SLT.

Students are referred to the centre by Heads of House and through Inclusion Panel. Sally Cass (Director of Inclusive Learning) and Nigel Handyside (Vice-Principal) are the gatekeepers for all referrals.

Two lower school behaviour groups are run on a daily basis, during periods one and two. The groups consist of up to six students who have been identified as causing low level disruption in class. Students focus on self-regulation, the importance of learning and working with others. Students spend one lesson per day in the Centre, and then are monitored in mainstream lessons through the use of an Eden Centre target card. Parents are informed of student progress weekly via emails, telephone calls or meetings. Discussion with parents is more frequent if the student is having difficulties

Two Year 7 nurture groups of up to six students take place on two afternoons a week. The groups consist of up to six students who are highly vulnerable and who have been identified as needing supported transition. The groups work together and are using the Living Life to the Full programme, which has been rolled out to schools by the Educational Psychology Service.

A year 9 girls' protective behaviours group will begin in January 2019. This is a group of five girls who have been identified as being at risk of exploitation by gangs.

Students who are refusing to come to school are supported to attend the Eden Centre as a way of improving attendance initially. They are then supported to attend mainstream lessons, and time in class is increased at the pace of the student. . Students with high anxiety may continue their links with the Centre throughout their time in school.

The Eden Centre also provides a service for students who, for whatever reason, are temporarily unable to access the main school.

Isolated Learning Room and Learning Support.

LEARNING SUPPORT UNIT

The Learning Support Unit is staffed by Learning Support Advisors; Alex Harrison, Anna Smith and Sheraden Kilbane. They are supported by Judith Kirby, Linda Bowen and the LSA team.

The LSU provides support for any student who needs help with learning. This can be on a short or long term basis. Examples of this are students who are new to the school, students returning after an extended absence, students who need emotional support, or those who need help with coursework. The LSU also provides supervision for students who have been withdrawn from a subject for a specific reason.

Students are referred to the LSU through Heads of Faculty and Heads of House. Some students may have exit cards which give them access to the LSU.

When students are in the LSU they are supported to complete curriculum work. Subject teachers will be asked to provide work for students to complete in the LSU. Students in Year 10 and 11 may also complete the Asdan CoPE qualification during their time in the LSU.

Groups which work on social skills or anger management are run by LSU staff. Referral to these groups is through the Head of House.

Learning Support Advisors also provide one to one mentoring for students in the LSU. Referral for this is through Head of House.

The LSU also provides support before and after school and at break or lunch time. Any student is welcome to attend the LSU at these times. If teachers think a student would benefit from attending at these times then please contact the LSU team.

ISOLATED LEARNING ROOM

The ILR is based within the Inclusive Learning Faculty. The ILR is managed by senior staff (SLT, HoH, HoF) on a rota and is co-ordinated by Alex Harrison. Students are placed in the ILR if they receive a C4 (withdrawal from a lesson for serious disruption). Staff should call Hotspots to collect the student and s/he will then spend the remainder of the day in the ILR.

A sanction of one or two days in the ILR is used by Heads of House for other serious misdemeanours and as a direct alternative to fixed term exclusion.

Once students have been referred to the ILR, they work in silence. Subject teachers will be asked to provide work for students to complete, ideally on Moodle as all students will have access to ICT. However, there is also a large bank of differentiated work within the room covering the core subjects of Maths, English and Science. There is also PSHE work available. Students remain in the ILR at break and lunchtime. They are supervised while reading quietly or completing puzzles at these times. Students in the ILR remain at school until 4:00pm. Students are not allowed to be released from the ILR until a parent/guardian/carer has been in to discuss the student's behaviour with the HoH or AHoH, and a contract of good behaviour has been agreed with targets.

Informing the Student Discipline Committee (of the Governors)

The Principal will inform the Chair of Governors and the Local Authority's relevant department within one school day of:

- a permanent exclusion;
- exclusions totalling more than five school days;
- an exclusion necessitating a student missing a public examination.

The Principal will inform the Chair of Governors and Community Committee of fixed term exclusions amounting to five or fewer school days in total per term on a termly basis.

The Principal must include the following in his/her exclusion report;

- the name of the student;
- the duration of the exclusion;
- the reason(s) for the exclusion;
- the student's age, gender and ethnicity;
- whether the student is statemented or with an Education, Health and Care plan;
- whether he/she is in Local Authority care.

The Responsibilities of the Student Discipline Committee

The Student Discipline Committee

The Governors will appoint a Student Discipline Committee (SDC) at the beginning of each academic year, and, at the time of the SDC meeting, appoint a Chair and a Clerk.

- the Student Discipline Committee will review all permanent exclusions or contested fixed term exclusions and consider any representations from parents;
- the Committee will consider whether reinstatement is a practical option;
- the Committee may consider more than one exclusion at any one meeting where appropriate;

- in cases where a student will miss a public examination as a result of exclusion, the Student Discipline Committee should endeavour to meet before the date of the examination.
- in extreme cases with fixed term exclusions, the Chair of Governors may consider the exclusion on his/her own and may reinstate under Chairs' Actions.

Student Discipline Committee meetings regarding exclusions

On being informed of an exclusion warranting a panel, by the Principal, the Clerk or Chair must:

- with fixed term exclusions totalling fewer than six school days in one term, convene a meeting of the Student Discipline Committee (PDC) to consider representations from the parents (if these have been made), but the student cannot be reinstated; if no request is made then the PDC does not need to meet.
- in the case of fixed term exclusions totalling more than five, but not more than 15 school days, in any one term, convene a meeting to review the exclusion if the parents have asked to make representations between the 6th and the 50th school day after being notified of the exclusion.
- in cases of permanent exclusion or where one or more fixed term exclusions add up to more than 15 days in any one term, arrange a meeting to review the exclusion between the sixth and the 15th school day after being notified of the exclusion.
- invite the parent(s) and Principal (and, where appropriate a representative of the Local Authority) to attend at a mutually convenient time and place; and request written statements before the meeting;
- circulate any such written statements (including any statements from witnesses) and a list of those due to attend in advance to all interested parties.

The parent may be accompanied by a friend or a liaison representative (e.g. Parent Partnership). The excluded student will usually be allowed to attend and to speak if the parent requests this. A student aged 18 or over is allowed to attend and to make representations in his/her own right.

The Committee will inform the parent of its decision as soon as possible but not later than one school day from the hearing, stating the reasons.

- if the exclusion is not upheld, the student will be readmitted to the school and the exclusions will be expunged from the student's record;
- if the exclusion is upheld, the parent will be informed of the right to appeal to an Independent Appeal Panel
- where the letter is one in which the Student Discipline Committee upholds the decision of the Principal to exclude the student, that letter will set out some sources of external advice.

Independent appeal panels:

If parents are unhappy with the decision of the Governors' Student Discipline Panel, they have the right to launch an appeal to an independent appeal panel and they should use the

guidance given in DfE documentation if they wish to take this course of action. Further information for this can be found by parents on the internet.

Changes Log

Section Changed	Changed by	When change made
Re-write throughout	Nigel Handyside	24/10/14
Grammar throughout	Tracey Jones	12.5.15
Section on who can search clarified	Tracey Jones	30.5.16
Update in rewards terminology	Nigel Handyside	20.4.17
Grammatical changes	Jane Kenyon	24.05.17
LG School to LG Academy	Jane Kenyon	11.04.18
5.4 Minor changes	NHA	19.04.18
Minor changes throughout	JKN	17.05.18
Minor grammar changes	Tracey Jones	28.05.18
9. Mobile phone and 4g device ban added.	Nigel Handyside	15.12.18
Appendix 3 added	Nigel Handyside	16.12.18