



Swindon Academy

The best in everyone™

Part of United Learning

Secondary Phase

Behaviour for Learning Policy (L04a)

2021-22



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Appendix 1 – Intensive Support Plan (ISP)

1. Aims of the Policy

- 1.1 This policy sets out how Swindon Academy will promote good behaviour, self-discipline and respect. It will help to ensure that pupils complete assigned work and help to regulate the conduct of pupils. In applying this policy, Swindon Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also account for the requirements of pupils with special educational needs. Swindon Academy will also have regard to its Safeguarding Policy where appropriate.
- 1.2 At Swindon Academy, we believe that a consistent and clear approach to behaviour management is needed to foster a positive climate for learning. This policy is intended to provide clarity on the expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.
- 1.3 This policy aims to:
- promote positive behaviour
 - promote self-esteem, self-discipline and positive relationships
 - provide a safe environment where learning is disruption-free
 - ensure a consistent approach to tackling poor behaviour
 - make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis and/or who have an Education Health Care Plan (EHCP) in place, as well as pupils with identified additional needs who may require additional SEND / pastoral support.
- 1.4 The Behaviour for Learning Policy, along with the Code of Conduct, sets out the academy's expectations very clearly so that students can learn and make progress without being disturbed by low-level disruption or poor behaviour.

2. Swindon Academy SA5: Code of Conduct

Expectations for behaviour in class and around the academy are set out in the code of conduct. It is displayed in every classroom and on every corridor. The code of conduct consists of five expectations for behaviour that state how students are to behave at all times. The code of conduct has been developed to enable teachers to teach without disruption and to ensure the academy is calm and orderly.

The SA Five Code of Conduct



At Swindon Academy we arrive on time to school and lessons, are ready to learn, and we wear our uniform correctly.

- 1 **We work hard**
- 2 **We are kind**
- 3 **We show respect**
- 4 **We follow adult instruction**
- 5 **We accept see it, hear it, loose it**

We take responsibility for all our decisions and actions.

See It, Hear It, Lose It

Turn off and put away all electronic devices and earphones before entering the building at the start of the day. Any non-uniform items of clothing must be put away in bags until the end of the school day. *

*details can be found in the Behaviour Policy and Parents' Handbook

2.1 Removal from Class

When a student doesn't meet the expectations set out on the Code of Conduct the following will happen:

- 2.1.1 For the 1st misdemeanour, the pupil will receive a verbal warning (W1) from the class teacher, which will be recorded on the whiteboard in the classroom.
- 2.1.2 If a 2nd misdemeanour occurs, the student will be issued with a removal (R2). The teacher will ask the pupil to make their way to 'Check In'. The student will be expected to leave the classroom and walk directly to Check In. Pupils are allowed five minutes to make their own way there. The teacher will be required to complete an R2 log on the Behaviour for Learning system as soon as the R2 has been issued.
- 2.1.3 At the 'Check In' pupils will be met by a College Manager who will complete the registration process. This will involve a discussion with the pupil about the reasons that they were issued with an R2. The College Manager will help the pupil to take responsibility for the incident and support them as they come to terms with the consequence. Parents will be informed that their child has been sent to the RZone by epraise message.
- 2.1.4 The pupil will then be escorted to the RZone where they will remain until 4.35pm. In the RZone, pupils will always be expected to work independently and in silence. Before the end of the day, a reconciliation discussion will take place between the pupil and the member of staff whose lesson they disrupted facilitated by a member of the Student Support Team.
- 2.1.5 The Code of Conduct applies at all times in the RZone. If a pupil is unable to comply with the expectations in the RZone, a range of support and interventions will be put in place to try and help them to succeed. If they are still unable to comply with the expectations in the RZone, they will be given the opportunity to repeat the RZone sanction the following day. If a pupil is unable to follow the Code of Conduct during their second day in the RZone, this will result in a one-day Fixed Term Exclusion (FTE).
- 2.1.6 In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making reasonable adjustments for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as for pupils who have identified additional or mental health needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.
- 2.1.7 For those identified pupils a number of strategies may be employed to try and ensure ongoing success at the academy. For pupils who find it difficult to complete a day in the RZone, reasonable adjustments will be used. This may include actions from the list below, which is neither prescriptive or exhaustive
 - A range of short and well-planned activities and a clear timetable structure will be in place in the RZone. These materials will be suitably differentiated at different levels
 - A fidget toy may be offered to a pupil to help them concentrate
 - A period of time-out in the MyZone might be offered. This could be before or during the RZone session
 - Rest break/s may be offered when a member of the pastoral/SEN team takes a pupil on a walking/talking break
 - Leaders/pastoral staff may call parents to give parents the chance to speak to their child and help them to complete the day successfully

- Parents may be called and asked to come into school to support their child and help them to complete the day
- If needed, pupils may be offered food/drink or a chance to rest.
- The pupil may be sent home to process the event and regulate their mood and then return later to complete the RZone
- Senior staff may be asked to support, oversee or help with a pupil who is struggling to complete the day.
- Pupils who have received a number of RZone Referrals may be identified for additional interventions e.g. Boxing Intervention or Drumming Lessons
- If a pupil has received a number of RZone referrals, leaders may consider whether a catch-up session needs to be put in place for core subjects if the pupil is falling behind.

2.2 The Removal Zone

2.2.1 The Removal Zone (RZone) timetable has been designed to help pupils complete the day successfully. Most of the day is split into 30-minute blocks of time, and a new activity/lesson is undertaken every 30 minutes. Carefully differentiated packs of work based on the national curriculum have been prepared. These are specific to Key Stage 3 and 4.

Pupils who are placed in the RZone have their break and lunch times after the main school. They are taken to the canteen to have their break and lunch.

8.20 – 9.20	Session 1
9.20 – 9.50	Session 2
9.50 – 10.20	Session 3
10.20 – 10.45	Session 4
10.45 – 11.05	Break in Canteen
11.05 – 11.35	Session 5
11.35 – 12.05	Session 6
12.05 – 12.35	Session 7
12.35 – 13.05	Session 8
13.05 – 13.35	Session 9
13.35 – 14.00	Lunch in Canteen
14.00 – 14.35	Session 10
14.35 – 15.05	Session 11
15.05 – 15.35	Detention

2.2.2 RZone B4L Policy

If a student in the RZone does not meet the Code of Conduct expectations, they will be issued with a warning. The warning system in the RZone has been carefully designed to support pupils and give them every opportunity to complete the day successfully.

2.2.3 RZone Day 1

Warnings in the RZone

W1 College Manager Warning. The warning is issued by the College Manager who is on duty in the RZone. They will remind the pupil of the expectations in the RZone and offer encouragement to complete a successful day.

W2 The second warning is issued by the College Manager who is on duty in the RZone. They will remind the pupil of the expectations in the RZone and offer encouragement to complete a successful day

- W3 The pupil will be taken out of the RZone and a College Manager Intervention (CMI) will take place. The pupil will be supported to understand the importance of completing the day successfully. At this point, parents will be called. They will be asked to speak to their child and encourage them to complete the day successfully.
- W4 A member of SLT will be called to the RZone. They will take the pupil out of the RZone and have a conversation with them. They will discuss what is happening with the pupil, listen to them and offer encouragement and support. They will help the pupil to understand the importance of completing their day in the RZone successfully, set clear targets and go through the expectations. They will escort them back into the RZone and settle them.
- W5 If a pupil is still unable to comply with the code of conduct, they will leave the RZone. They will be expected to repeat the RZone sanction the following day. (Repeat RZone)

NB: Any pupils who have identified special needs may have reasonable adjustments made to the timetable in order to make every effort to help them complete the day successfully.

2.2.4 Repeat RZone Day 2

The Repeat Day starts at 08.45 with a meeting between the pupil and a College Manager. The parent is expected to attend. The parents and College Manager will support the pupil to understand the importance of completing the Repeat Day successfully. They will be reminded of the behaviour that is expected of them.

If it is deemed appropriate, the parent may be asked to escort their child to the RZone to settle them in and wait to make sure that the day starts well.

For some pupils, leaders may decide that the Repeat RZone Day can be carried out at Nova Hreod – a United Learning Academy which is part of the Swindon Cluster.

During the Repeat RZone Day, the Day 1 warning system will be in place. If, despite the support and encouragement offered, the pupils is unable to complete the Repeat RZone Day, they will be issued with a Fixed Term Exclusion (FTE). On return from the Fixed Term Exclusion, there will be a reintegration meeting with the parent and College Manager. The pupil will repeat the RZone Day. Reasonable adjustments may be applied to help them be successful.

2.3 Non-Arrival at 'Check In'/Refusal to attend the RZone

- 2.3.1 If a pupil does not arrive at 'Check In' within five minutes of the R2 being issued, a College Manager or member of SLT will be sent to find the pupil. If the pupil is located but refuses to attend check-in, a parent/carer will be called. They will be expected to come into the Academy and escort their child to check-in and to The RZone. They may also be given the opportunity to take the pupil home and return them to the Academy before 11.50am in order to complete the day in the RZone. If this happens, and the pupil completes the day successfully, there will be no fixed term exclusion. If, despite encouragement and support, a pupil refuses to attend check-in or the RZone, a one-day fixed term exclusion for defiance will be issued. This is so that the good order and discipline of the school can be maintained. If a pupil goes home with a parent and then fails to return to the school to complete the RZone this will be recorded as an unauthorised absence.

The parents will be expected to attend the academy with their child the next day and support them to enter the RZone and complete the day successfully. If, despite support, the pupil is unable to complete the repeat day successfully, a fixed term exclusion for defiance will be issued.

- 2.3.2 If a pupil has received a FTE for refusing to attend the RZone, on their return to school, a meeting will be arranged. The pupil will attend the reintegration meeting with their parent (if possible) and a College Manager. If it is deemed appropriate, the parent may be asked to escort their child to the RZone to settle them in and wait to make sure that the day starts well.

2.4 **Equipment Expectations**

We expect every student to bring the following to school every day:

- Knowledge Organiser
- A large clear pencil case which contains the following items:
 - 2 green pens
 - 2 black pens
 - 2 pencils
 - a 30cm clear plastic ruler
 - a pencil eraser
 - a highlighter pen
 - a protractor
 - a pencil sharpener
 - a scientific calculator
 - black whiteboard marker (dry wipe)
 - Knowledge Organiser for the correct term
 - Accelerated Reader Book
- Resource Pack (to include a whiteboard, black drywipe marker pen, a pair of round ended scissors, a whiteboard rubber and a glue stick).

All stationary items are available for students to purchase from the E-praise shop. Equipment checks take place every day during Roll Call by tutors.

2.5 **Initial Intervention Programmes**

- 2.5.1 Leaders will regularly review the Removal Record to identify any pupil who has been removed from lessons or excluded from school regularly. These pupils will be supported using personalised support packages. If these are not successful, the pupil will be placed onto the three-day short-term support programme. The objective is to support the pupil to break the cycle of behaviour. The pupil's usual timetable will be suspended for this period of time.
- 2.5.2 If a pupil continues to get referrals to the RZone or receives further FTE's then the pupil will be referred to the Thrive programme. This programme may last up to three weeks, depending on the needs of the pupil. The pupil will be placed onto the programme following a TAC meeting which will be used to identify their strengths and difficulties. The meeting will also be used to inform the personalised pupil centered planning for the programme they will undertake. Pupils will follow an Alternative Curriculum Programme and will also be assessed for additional needs through the Early Help Multi Agency Teams (EP, TAMHS, School Nurse). The pupil will return to lessons with a Student Support Record and, where possible, a PSP in conjunction with the Local Authority.

3. Around Academy Expectations.

3.1 We have high expectations of our students whilst they transition between lessons and at break times.

3.2 There are a range of sanctions used when a student breaks one of these rules. These include:

- Conversation with a college manager
- Parents being informed
- An apology
- Phone being confiscated
- Community service
- Detention after school
- Fixed term exclusion

This is not an exhaustive list. Each case is considered on its merits, and previous incidents of poor behaviour may be taken into account. (NB: some of these behaviours are classed as 'serious incidents' and are covered in the serious incident section of the policy.

4. Mobile Phones

4.1 Students are permitted to bring mobile phones and electrical devices to school but do so at their own risk.

4.2 While students are in the building during the academy day, from 8.20am - 3.35pm, (including during detention) there is a "See it, Hear it, Lose it" policy. All students are expected to turn off and put away all electrical devices and accessories. If a teacher sees or hears a device, it will be confiscated and stored in main reception. Parents / carers can collect these daily from main reception or students can collect these on a Friday at the end of the school day.

4.3 Failure to hand over a mobile phone within 10 minutes of the initial request will result in the pupil being sent to the RZone. If the pupil refuses to attend the RZone, the 'Refusal to Attend RZone' sanctions will be applied.

4.4 Students are only allowed to use their phones at break and lunch times in the canteen and the covered area outside. If a student decides to bring one of these items into school, then it is their responsibility to look after them.

5. Punctuality

A 30-minute detention will be issued for a pupil who arrives late to school (i.e. after 08.23 am). A 30-minute detention will be issued for any student who is late to a lesson after the 3-minute time limit.

6. Homework

A 60 -minute detention will be issued to a pupil who does fails to hand in a piece of PREP on the 'due date' or who fails to complete a piece of PREP to an acceptable standard.

7. Bringing the School's Name into Disrepute

The Academy expects pupils to maintain high standards of behaviour and respect whenever they are representing the school. This includes when they are on school trips, or when they are in uniform on their journey to and from school. It also includes any situation where a student can be identified as a member of the school community and situations that may compromise the smooth-running of the school. If an incident occurs outside of the school day whilst the pupil is in uniform, it will be investigated, and the usual sanctions will be applied.

8. Serious Incidents

8.1 There are a number of behaviours that are entirely unacceptable in the school community. Serious incidents are dealt with on a case by case basis. They are investigated by a College Manager and / or a member of the SLT. The following behaviours are categorised as serious incidents:

Category A (Most serious)	Possible sanctions
Direct verbal abuse towards a member of staff	<ul style="list-style-type: none"> • 1 day FTE • 2 day FTE • 3 day FTE • 4 day FTE • 5 day FTE • PEX
Physical assault on a member of staff	
Unprovoked physical assault on another pupil	
Persistent bullying	
Homophobic abuse	
Racist abuse	
Arson	
Possession and/or use of illegal drugs or alcohol	
Extremist behaviour or views	
Refusal to leave the lesson after R2 has been issued (resulting in SLT intervention or class being moved) or returning to the lesson after leaving	
Refusal to attend the Rzone after support has been offered	
Failure to meet expectations in the Rzone despite support	

Category B	Possible sanctions
Use of offensive (hurtful, derogatory, obscene), threatening or indecent language towards or in the presence of a member of staff	<ul style="list-style-type: none"> ▪ Extended detention ▪ Community service ▪ SLT detention ▪ Parental meeting ▪ Restorative justice ▪ Verbal apology ▪ Referral to RZone ▪ 1-day FTE ▪ 2-day FTE ▪ 3-day FTE ▪ 4-day FTE ▪ 5-day FTE
Use of offensive (hurtful, derogatory, obscene), threatening or indecent language towards another pupil	
Refusal to cooperate with SLT or College managers after R2 has been issued	
Around academy disruption: <ul style="list-style-type: none"> ▪ Running corridors ▪ Banging on doors / windows ▪ Shouting in a way that disrupts learning 	
Physical altercation with another pupil	
Isolated incident of bullying	
Persistent truancy	
Deliberate vandalism of property or premises	
Possession and/or use of cigarettes and tobacco	
Bringing the schools name into disrepute	
Deliberately throwing an item or equipment across the classroom	
Leaving site without permission	
Failure to attend detention or community service	
Disposing of litter inappropriately: <ul style="list-style-type: none"> ▪ Throwing food ▪ Dropping / leaving litter ▪ Stamping on drinks 	
Theft: <ul style="list-style-type: none"> ▪ From a member of staff ▪ Another pupil ▪ Canteen ▪ Academy property 	
Refusal to hand over mobile phone or wear appropriate shoes within 10-minute time limit	

Category C	
Speaking disrespectfully to a member of staff	<ul style="list-style-type: none"> ▪ Parents informed ▪ Discussion with the pupil ▪ Written apology ▪ Replacing property ▪ 30-minute detention ▪ Exam re-sit
Truancy	
Uniform defiance (tie, blazer sleeves, shirt out) not rectified after first time of asking	
Taking another pupils tie	
Failure to bring PE kit	
Play fighting	
Damaging / breaking equipment or stationery	
Late to lesson (after 3 minutes)	
Using main reception without permission	
Out of bounds	
Cheating in an exam or classroom-based test	

9. Intensive Support Programme

- 9.1 Every year, there are a small number of pupils who struggle to comply with the Behaviour for Learning Strategy. Leaders go out of their way to ensure that pupils are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the pupil and their family to identify triggers, personalise provision, offer support and find solutions
- 9.2 The academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.
- 9.3 Initially, when it becomes clear that a pupil is being removed regularly from class or is being sanctioned for their behaviour around the academy, the pupil will be monitored and supported closely by their College Manager. Other interventions may be used, including our Initial Intervention Programmes (IIP), My Zone and programmes provided in conjunction with our Early Help Partners. The aim of this early intervention is to address the cause of the problem and help the pupil to regulate and improve their behaviour,
- 9.4 If this Initial Support Package is not successful and the pupil continues to receive exclusions or referrals to the RZone, they may be placed on the Intensive Support Programme (ISP). This will trigger a period of assessment and intensive support which is personalised to the student and designed to help them to address the cause of their problems and to understand the behaviours expected of the as a member of the school community. During the time that a pupil is part of the ISP, close contact will be maintained with the family, and pupils will be monitored closely by the College Managers and by members of SLT.
- 9.5 At each stage of the Intensive Support Programme, personalised approaches and solutions will be sought.

Details of the ISP can be found in Appendix A

10. Prohibited Items / Screening / Searching Pupils

The following items are banned from the Academy premises and school visits:

- any item that could be used with the intention of causing harm
- alcohol / recreational drugs
- fireworks
- cigarettes or any smoking paraphernalia including e-cigarettes or shisha-type devices

- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.
- Laser pens

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

10.1 Screening

What the law allows:

- The Academy has the statutory power to make rules on pupil behaviour. Leaders also have a duty as an employer to manage the safety of staff, pupils and visitors. This means that leaders can impose a requirement that pupils undergo screening.
- The Academy can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand).

The school has purchased several hand-held scanners in order to screen pupils. Pupils can be screened even if they are not suspected of having a weapon and without the consent of the pupil or parent. Only members of staff officially authorised by the Executive Principal will screen pupils.

If a pupil refuses to be screened, the Secondary Headteacher or Senior Vice Principal will be consulted, which may result in the pupil being refused admission into the school building, or the pupil being sent home. If a pupil refuses to be screened and is denied entry, then the absence should be recorded as unauthorised.

10.2 The law relating to searches

- 10.2.1 Swindon Academy has the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DFE's **Behaviour and Discipline in Schools Guidance**, with more detailed information provided in **Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies**.
- 10.2.2 Only the Executive Principal, Headteacher or a member of academy staff officially authorised by the Executive Principal, can undertake the search of a pupil, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Executive Principal, Headteacher or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 10.2.3 Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the Academy's Safeguarding policy, United Learning staff-pupil relations guidance, and the Academy's own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme

situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

- 10.2.4 There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. In such circumstance, the school would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

10.3 Searches without Consent

- 10.3.1 Pupils may be searched for the following items without their consent and without the consent of their parents/carers:
- knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
- 10.3.2 Members of staff at the Academy can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a pupil to a search for those latter items can itself be subject to behavioural sanctions.
- 10.3.3 Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.
- 10.3.4 Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the academy rules. The Academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the academy rules. Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

10.3.5 At the discretion of senior leaders, police may be called to support with a search.

10.4 Searches with consent

The Academy may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

10.5 Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the academy that the pupil gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the Academy's latest complaints policy.

10.6 Confiscation of articles

Academy staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

10.7 Disposal or retention of articles confiscated from pupils

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation –advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

11 Drugs

11.1 The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

11.2 The Academy will take into account guidance issued by the Department for Education. The Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

11.3 Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the Academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that pupil's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary.

11.4 Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may

carry out searches for drugs in accordance with this policy. Usually the Academy will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

12 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. Pupils who feel they are being bullied either in or outside the Academy can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy where a thorough investigation will take place. Any pupil seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the Academy.

13 Social Media

13.1 This applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academy, pupils or staff in any way. All staff are aware of the dangers of social media and pupils; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the Academy.

13.2 Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate pupil sanctions:

- damage to the academy or its reputation even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks.

13.3 In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

13.4 The Academy has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

14 Use of Reasonable Force

14.1 The Academy will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

14.2 Members of staff at the Academy have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

14.3 Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

15 Rewards

Epraise Points – Epraise points are worth 4p each. Every pupil has an Epraise account – they can spend their points in the academy shop, which is open everyday. Students can suggest shop items on Epraise or through the Student Voice.

Weekly Rewards

Every teacher and TA have 25 e-praise points to award to pupils who 'live' and display our academy values. In addition students will be awarded weekly points automatically for handing in all of their prep on time, wearing their uniform correctly, having the correct equipment, exhibited perfect behaviour, have 100% attendance, and have been 100% punctual.

Termly Rewards

Students will have 1 point automatically awarded for every outstanding grade on progress checks for, meeting expectations, attitude to learning, homework and behaviour. Students who are in the Top 10 Rank order for progress or attainment will receive 10 e-praise points.

Praise Postcards

Staff can award postcards to students who 'live' and display our core values of hard work, kindness and responsibility. All students who receive a postcard will be entered into a termly college prize draw for a voucher worth £25.

Reward Events and Trips

Students have 2 opportunities a year to qualify for the Reward Event / Trip. First one runs from September to December and those who qualify will get to participate in a Reward Event. The second runs from January to April and student who qualify will be invited on a Reward Trip. In order to qualify for a Reward Trip, students must meet the specified criteria within the published dates. Dates are published in tutor time, assemblies, and advertised throughout the academy.

16 Exclusions

At Swindon Academy we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider exclusion when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

Sections

1. Guidance framework
2. Links to other policies
3. Principles
4. The decision to exclude
5. Fixed-term exclusion
6. Permanent exclusion
7. Investigation
8. The Principal's Decision
9. Notification
10. The Governors' Behaviour Committee and the Appeal Process
11. Informing parents / carers
12. Behaviour Outside the Academy Gates

16.1 Guidance framework

The Academy Exclusion Policy is written in line with the following areas of guidance:

- Exclusions – DfE Guidance
- United Learning Exclusions Policy
- 2010 Equalities Act

- SEND Code of Practice: 0 to 25

16.2 Links to other policies

This policy should be read in conjunction with the Special Educational Needs, Disability and Inclusion Policy and the anti-bullying policy.

16.3 Principles

The Academy is a learning institution which aims to provide positive life chances for all of its pupils.

- 16.3.1 We view fixed term and permanent exclusion as a last resort when all other possible methods of managing pupil behaviour have been exhausted and all reasonable adjustments made. There are some exceptions to this which include incidents which are deemed serious enough to warrant an exclusion, and where other alternatives or adjustments are not appropriate. The decision to exclude is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to exclude.
- 16.3.2 We recognise the detrimental impact on both the education and well-being of pupils and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a pupil and will try hard to avoid this.
- 16.3.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a pupil to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate
- 16.3.4 We take account of the Equality Act and our duty not to discriminate against pupils for any reason.
- 16.3.5 We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all pupils' needs are met to the best of the academy's ability.
- 16.3.6 We aim to ensure parents and carers are kept up to date and suitably informed at all times.

16.4 Fixed-term Exclusion

- 16.4.1 The decision to exclude a pupil for a fixed term may be taken in response to breaches of the academy's behaviour for learning policy. Then decision to issue a fixed term exclusion will be made by the Headteacher or, in her absence, the most senior leader present in school.
- 16.4.2 Examples of behaviour that may lead to a fixed-term exclusion include the following:
 - verbal abuse of staff or pupils
 - physical abuse of staff or pupils
 - indecent behaviour
 - damage to property
 - misuse of illegal drugs or other substances
 - theft
 - serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - carrying and / or supplying an illegal substance
 - carrying an offensive weapon* or banned item
 - arson

- persistent poor behaviour contrary to acceptable behaviour outlined in the school behaviour policy
- bullying, including cyber-bullying.

*A weapon is defined as any item made or adapted for causing injury.

- 16.4.3 This is not an exhaustive list and there may be other examples of behaviour where the Headteacher or Vice Principal judges that exclusion is an appropriate sanction. Exclusion will always be applied for the shortest time deemed possible as the academy recognises the impact missed days has on the long-term educational progress of the pupil/s involved.
- 16.4.4 Fixed Term Exclusions will not be used as a consequence for the following:
- minor incidents such as a failure to complete homework
 - poor academic performance
 - lateness or truancy
 - breaches of academy rules on uniform or appearance except where these are persistent or in open defiance of such rules
 - as a punishment for the behaviour of a parent / carer.
- 16.4.5 The Headteacher may exclude a pupil for one or more fixed periods which do not exceed a total of 45 school days in any one school year.
- 16.4.6 Once the decision has been made to exclude, a pupil will only be sent home once contact has been made with parents/carers and where it is clear that the pupil will be returning to a place of safety. Work will be provided and either sent with the pupil or arrangements made for collection. In circumstances where there have been difficulties contacting the parent/carer of a persistently disruptive pupil, and where the pupil remaining in school would compromise the safe and efficient running of the school, an agreement may be reached whereby a text being sent home will be regarded as sufficient consent for a pupil to be sent home.
- 16.4.7 During a fixed-term exclusion of 5 or fewer days, work will be set by the academy for the pupil to complete at home. This work should be returned completed at the end of the exclusion for marking.
- 16.4.8 For an exclusion of longer than 5 days, the academy will arrange full-time alternative educational provision from the sixth day of exclusion.
- 16.4.9 Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration meeting at the academy with their son/daughter. The purpose of the meeting is to ensure that the pupil understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The academy will consider all further support if needed to help the pupil, including referral to the behavioural/pastoral support team within the academy for a behaviour support programme / positive intervention or to external agencies if appropriate.
- 16.4.10 During the first five days of any exclusion, the parents of an excluded pupil must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- 16.4.11 Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The Academy will ensure the Vice Principal and/or SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

16.5 Permanent Exclusions

- 16.5.1 The decision issue a permanent exclusion is made solely by the Executive Principal.
- 16.5.2 Permanent exclusion is an extremely rare sanction at the academy and always avoided wherever possible. The decision to permanently exclude is taken only:
- (a) in response to serious breaches to the academy behaviour for learning policy
 - and**
 - (b) if allowing the pupil to remain would seriously harm the education or welfare of that pupil or others at the academy.
- 16.5.3 A pupil may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the academy has exhausted all available strategies for dealing with the pupil and is a last resort.
- 16.5.4 There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These might include:
- serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - serious bullying, including cyber-bullying
 - possession of an illegal substance and/or supplying an illegal substance
 - carrying an offensive weapon.
- This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.**
- 16.5.5 The Academy operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to pupils in assemblies and in the pupil planner. Any pupil who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site may be permanently excluded. A pupil found in possession of these items on site also runs the risk of permanent exclusion.

16.6 Investigation prior to a PEX

- 16.6.1 Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible.
- 16.6.2 Each case will be judged on the facts and the context taking into account:
- The degree of severity of the offence
 - The likelihood of re-occurrence
 - The student's previous behavioural record (for a PEX related to ongoing disruptive behaviour)
 - Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
 - Support provided
 - The wider Behaviour Policy, SEND Policy and Equality Law obligations

- 16.6.3 The decision to permanently exclude a pupil is not taken lightly and the Executive Principal will:
- ensure that a thorough investigation has been carried out
 - consider all the evidence available to support the allegations
 - allow and encourage the pupil to give their version of events (with appropriate support to do so when needed)
 - keep a written record of the actions taken including the signed statements of witnesses
 - ensure SEND expert advice has been taken into account
 - ensure that parents/carers have been kept informed throughout the process.

The standard of proof applied when deciding to exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

16.7 **Principal's Decision**

The decision to issue a permanent exclusion will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

16.8 **Governors' Behaviour Committee and the Appeal Process**

- 16.8.1 The academy has a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB.
- 16.8.2 The governing board will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
- the exclusion is permanent;
 - it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; **or**
 - it would result in a pupil missing a public examination or national curriculum test.
- 16.8.3 If a pupil has been permanently excluded, the governing board will meet to consider reinstating the excluded pupil. They will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The governing board will also consider any representations made by or on behalf of parents and the head teacher. In the light of its consideration, the governing board will either:
- decline to reinstate the pupil; **or**
 - direct reinstatement of the pupil immediately or on a particular date.
- 16.8.4 For fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term, if the parents make representations, the governing board will consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.
- 16.8.5 Where an exclusion would result in a pupil missing a public examination or national curriculum test, the board will make every effort to consider the exclusion before the date of the examination or test. In such cases, parents still

have the right to make representations to the governing board and will be made aware of this right.

16.8.6 Parents / carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of exclusion.

16.8.7 In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board will notify parents of the fact that the exclusion is permanent. They will inform parents of their right to ask for the decision to be reviewed by an independent review panel and explain the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents), where and to whom an application for review (and any written evidence) should be submitted.

16.9 Informing parents / carers

16.9.1 Following any decision to exclude, the Principal will inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect.

The letter will also explain:

- the circumstances leading up to the decision to exclude
- why the Principal decided to exclude the pupil
- the arrangements for enabling the pupil to continue his/her education including setting and marking the pupil's work
- the parent's right to see and have a copy of their child's record
- the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion
- if the exclusion is for a fixed period, the length of the exclusion and the date and the time the pupil should return to the academy
- the arrangements for a parent interview at the end of the exclusion to discuss the process of reintegration
- where relevant, the parent's right to appeal to the Governors' Behaviour Committee and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision

16.10 Behaviour outside the Academy gates

16.10.1 Our exclusion and behaviour policies cover behaviour not only within the Academy but outside the Academy. We will sanction pupils, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a pupil is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing our academy uniform, or in some other way identifiable as a Swindon Academy pupil
- or for behaviour which at any time:
 - could have repercussions for the running of the Academy, or
 - poses a threat to another pupil or member of the public, or
 - could bring the Academy into disrepute.

16.10.2 Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of

the academy, pose a threat to another pupil, or member of the public or could bring the Academy into disrepute.

16.11 Leaving the Site

16.11.1 There are five circumstances where a pupil may be required to leave the Academy site with the authorisation of the Secondary Headteacher / Vice Principal:

- where a decision has been made to exclude.
- where a pupil has committed a serious criminal offence outside the jurisdiction of the academy, and it is determined by the Headteacher or Vice Principal that it is in the interests of the community for the pupil to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term exclusion may be deemed appropriate by the Headteacher in such circumstances.)
- where, for medical reasons (such as contagion, risk to an unborn child), the presence of a pupil represents a serious risk to the health or safety of other pupils or staff. This not an exclusion.
- if a pupil is given permission by the Headteacher or Vice Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
- where there is good reason to believe that a pupil is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the pupil can be refused entry. This is not an exclusion but an unauthorised absence in the first instance, which could lead to exclusion following a full investigation.

Appendix A - Intensive Support Programme (ISP)

Every year, there are a small number of pupils who struggle to comply with the Behaviour for Learning Strategy. Leaders go out of their way to ensure that pupils are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the pupil and their family to identify triggers, personalise provision, offer support and find solutions

The academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

Initially, when it becomes clear that a pupil is being removed regularly from class or is being sanctioned for their behaviour around the academy, the pupil will be monitored and supported closely by their College Manager. Other interventions may be used, including our Initial Intervention Programmes (IIP), My Zone and programmes provided in conjunction with our Early Help Partners. The aim of this early intervention is to address the cause of the problem and help the pupil to regulate and improve their behaviour,

If this Initial Support Package is not successful and the pupil continues to receive exclusions or referrals to the RZone, they may be placed on the Intensive Support Programme (ISP). This will trigger a period of assessment and intensive support which is personalised to the student and designed to help them to address the cause of their problems and to understand the behaviours expected of the as a member of the school community. During the time that a pupil is part of the ISP, close contact will be maintained with the family, and pupils will be monitored closely by the College Managers and by members of SLT.

At each stage of the Intensive Support Programme, personalised approaches and solutions will be sought.

Intensive Support Programme: Stage 1

- The Senior Vice Principal and the Senior Assistant Principal (Student Support & Development) meet regularly to review the B4L records of the most challenging students.
- If a student is displaying defiant and/or aggressive behaviour and is not responding to the early interventions provided, they will be considered for the 'Intensive Support Programme'.
- Once a placement has been agreed, the student and parent will be invited to a meeting to discuss the justification for placement on to the Intensive Support Programme

When a pupil is placed on Stage 1 of the Intensive Support Programme, there are a range of possible actions to support them. These will be discussed at the Placement meeting and used as appropriate. All actions will be recorded on the Stage 1 Meeting Record using Microsoft FORMS.

The following will be discussed and actioned:

1	Referral to FAP for Managed Move
2	<p>The following points will be checked:</p> <ul style="list-style-type: none"> • Attendance – agree any actions needed • Punctuality – agree any actions needed • Timetable – RAG each lesson, identify issues and consider set or tutor group change • Break and lunch time arrangements – offer alternatives where appropriate • Detentions – discuss strategies to ensure attendance and completion • Medication requirements – check times and dosage • Uniform • Equipment • Literacy and Numeracy Levels – additional testing to be arranged if necessary and support implemented depending on results from tests
3	<p>Supportive Interventions: The following options will be discussed to determine what is most appropriate:</p> <ul style="list-style-type: none"> • Breakfast Club • MyZone • Ed Psych • TAMHS • Trailblazers • PSP
4	<p>Early Help:</p> <ul style="list-style-type: none"> • E.H.R – ensure an E.H.R has been completed or updated within the last 6 12 months • TAC – check all actions appropriate to the school are in place • Consent – ensure data consent sharing form has been signed within last 12 months giving permission to the school to share information and to have discussions with Early Help Partners within Swindon
5	<p>Review:</p> <ul style="list-style-type: none"> • Review all actions from the meeting • Set deadlines for completion on all new actions • Confirm Key Worker (this will usually be the College Manager) • Contract – parent/carer and pupils to sign the contract confirming placement on ISP and attendance at the meeting

Following the meeting, all of the information will be summarised into a My Plan and saved to Provision Map for all staff to access. The Assistant Principal will feedback to the Senior Vice Principal

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period without an RZone referral or a Category A or B Serious Incident, they may be removed from the Intensive Support Programme and their parents would be informed.

Intensive Support Programme: Stage 2

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They will receive a two-day Fixed Term Exclusion.
- The re-integration meeting will be conducted by the Senior Assistant Principal and the relevant College Manager.
- A Stage 2 re-integration meeting template will be completed and added to the pupil's file.

The following actions will be carried out at Stage 2 and discussed during the reintegration meeting:

<ul style="list-style-type: none">• Re-visit actions from Stage 1• Referral to CARE provision (If this is agreed by the parent / carer the pupil will remain on ISP. If there is a need to place the pupil on to a FTE then this will be issued outside of ISP until the outcome of the referral is known.) *• Identify and agree in-class support where appropriate• Discuss further amendments to timetable if appropriate• Identify and agree peer support if appropriate• Arrange careers meeting• Meet with teachers to discuss needs (Project 8 format and processes)• Senior Vice Principal to seek advice from the TAF Panel (from September 2021) for recommendations on targeted external support• Student to meet with Senior Vice Principal

*If a referral to the CARE provision is agreed and attended the pupil will return to the academy following their period of intervention at ISP 2.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period on Stage 2 without an RZone referral or a Category A or B Serious Incident, they may be moved back down to Stage 1 of the ISP and their parents would be informed.

Intensive Support Programme: Stage 3

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 3 of the ISP. They will receive a three-day Fixed Term Exclusion.
- The re-integration meeting will be conducted by the Senior Assistant Principal and the Senior College Manager.

The following actions will be carried out at Stage 3 and discussed during the reintegration meeting:

1	<ul style="list-style-type: none">• Re-visit actions from Stage 2• SLT Mentor allocated• Arrange visit to College / training provider or similar to identify possible support for aspirations• Analyse and assess the pupil's hobbies and interests to see if an extra-curricular club can be arranged, boxing coach or accompanied visit to Army Cadets• Consider adjustments to timetable if needed (review every two weeks and form to be signed)• Present student case at 'Team Around the School' Meeting• Student to meet with Head teacher
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At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

If the pupil goes through a six-week period on Stage 3 without an RZone referral or a Category A or B Serious Incident, they may be moved back down to Stage 2 of the ISP and their parents would be informed.

Intensive Support Programme: Stage 4

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 4 of the ISP. They will receive a four-day Fixed Term Exclusion.
- The re-integration meeting will be conducted by the Senior Assistant Principal, the Senior Vice Principal and a Governor.
- The meeting will be formally minuted.

The following actions will be carried out at Stage 4:

1	<ul style="list-style-type: none"> • Consider adjustments to timetable if needed (review every two weeks) • Meeting 1:1 with all teachers where pupil has identified issues to discuss how best the teacher can support the pupil to be successful • Analyse and assess the pupil's hobbies and interests to see if an extra-curricular club can be arranged, boxing coach or accompanied visit to Army Cadets • Review of engagement with SLT Mentor • Review engagement and success on all interventions offered – consider what else can be offered depending on academy partnerships and Local Authority initiatives • Pupil to meet with Executive Principal
2	Senior Vice Principal to meet with the Headteacher to discuss all stages and actions
3	Contact Exclusion and Reintegration Team to inform them that the student has reached ISP4
4	Send ISP4 statement to Regional Director

Following the meeting the Senior Vice Principal will meet with the Headteacher and Executive Principal to review all stages of the ISP and actions to date. In addition, the Senior Vice Principal will make contact with the Exclusion and Reintegration team to discuss the pupil. The Regional Director will also be informed.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a six-week period on Stage 4 without an RZone referral or a Category A or B Serious Incident, they may be moved back down to Stage 3 of the ISP and their parents would be informed.

Intensive Support Programme: Stage 5

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 5 of the ISP. They will receive a five-day Fixed Term Exclusion.
- A Stage 5 ISP Hearing will be held with the Secondary Head teacher and Senior Vice Principal. A governor will attend. At the meeting, a Final Warning will be given – both verbally and in writing. The student will be told that a further serious incident may lead to a Permanent Exclusion.
- The meeting will be formally minuted.
- The Senior Vice Principal will contact the Exclusion and Reintegration Team to pre-warn them that an academy student is at risk of Permanent Exclusion (PEX).
- A pre-meeting will be held between the Senior Vice Principal, Head teacher and Senior Vice Principal to review paperwork. This will also be sent to the Governor attending the meeting.

The following actions will be carried out at Stage 5:

1	The meeting will follow the same format as an ISP 4 meeting. Consideration will also be given to the possibility of a placement with the schools AZone*
2	Senior Vice Principal to meet with the headteacher and Executive Principal to discuss all stages and actions.
3	Contact Exclusion and Reintegration Team to inform them that the student has reached ISP5 and received a final warning
4	Send ISP5 evidence pack to the Regional Director

*This is a KS4 only provision and can only be offered to pupil in years 9 and 10 during terms 5 and 6 as long as places are available.

Pupils will be given an initial 3-week period to enable all of the actions to be implemented and for behaviour to improve. During this time if there is a need to place a pupil on to a FTE then this will be issued outside of the graduated response. Following this period and if there is no improvement in behaviour and there is a need to issue a FTE then this will be issued under the ISP protocol and the pupil will move up to the next stage of the ISP.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a six-week period on Stage 5 without an RZone referral or a Category A or B Serious Incident, they may be moved back down to Stage 4 of the ISP and their parents would be informed.

Intensive Support Programme: Stage 6 (Permanent Exclusion)

- If an incident of serious disruption or defiance reoccurs, the Headteacher and Executive Principal will meet to discuss a possible permanent exclusion.
- A discussion will take place with the Regional Director.
- The Local Authority will be consulted to discuss if any alternative to permanent exclusion can be found. For pupils in Y11 only this could mean being directed off site to an Alternative Provision.