



### BEHAVIOUR FOR LEARNING POLICY

Date:	Autumn Term 2018	Governing Body
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## **1. Ethos**

Accepting a place at Tile Cross Academy and the high expectations that we have is acceptance of our behaviour policy and procedures that promote Behaviour for Learning.

At Tile Cross Academy we want students to grow and develop academically, socially and personally so that they leave us able to move into adulthood as confident, qualified people with a strong sense of self-discipline, proper regard for authority and able to establish and maintain positive relationship with others from all walks of life.

We want all of our students to go on to lead happy, healthy and successful lives, with a career and continuing drive to be the best that they can be and to always make a positive contribution to their community.

Good behaviour and discipline are key foundations of successful education at Tile Cross Academy. Without an orderly atmosphere, effective teaching and learning cannot take place. We believe that this can be achieved by reinforcing positive behaviour rather than highlighting negative behaviour. We aim to ensure that every student reaches their learning potential in a healthy safe environment through an enjoyable, stimulating and challenging curriculum which responds to individual needs.

Tile Cross Academy operates a whole academy approach to behaviour. This aims to:

- Promote and improve academic achievement
- Promote consistent, positive behaviour
- Minimise disruption in the classroom
- Reduce and manage bullying
- Promote leadership and develop a self-regulating community

Poor behaviour of students can be changed through the concerted actions of all students, staff and parents involved within the academy. Prevention of unacceptable behaviour is far better than merely seeking a cure. We have a proactive approach and intervene to reduce the occurrence of poor behaviour rather than being reactive to it.

On very rare occasions staff may need to physically intervene in a situation where another person might be at risk of hurting themselves, others or damaging property. In extreme cases, a member of staff may need to intervene where the behaviour of a student prejudices the maintenance of good order and discipline at the school. On such occasions it may be necessary to make physical contact with a student. In these circumstances staff will follow the School's policy on the use of reasonable force and DfE guidelines (Use of Reasonable Force - advice for headteachers, staff and governing bodies). A copy of these documents is available from the Academy.

Tile Cross Academy recognises its legal duties under the Equality Act 2010. Acceptable behaviour will be taught as appropriate for students' age and level of understanding and SEND need. Positive behaviour will be noticed, acknowledged and rewarded. Students' efforts and achievements will be recognised via various reward systems and celebrations.

## **Learning and Achievement**

Outstanding behaviour is a foundation for good learning and behaviour and learning is everyone's responsibility. At Tile Cross Academy we expect students and staff to strive for their best at all times. Students should

experience challenging lessons designed to deepen their understanding and allow them to reach and exceed their capabilities and potential.

Exciting and stimulating lessons promote good behaviour. Teachers will praise and reward students using our **Positive Discipline for Learning (PDfL)** system (Appendix 1) and give regular feedback in accordance with our teaching and learning policy.

Parents play a vital role in their child's education and the Academy seeks to actively encourage parental engagement in all aspects of school life

Tile Cross Academy expects its students to adhere all aspects of the Behaviour for Learning policy at all times.

## **Objectives**

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Tile Cross Academy to show care, courtesy and consideration to other members of the school and to the wider community.

## **2. Principles**

The school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

- An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
- The Behaviour for Learning Policy is a partnership between all members of the school.
- A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than reaction.
- Self-discipline should be the ultimate aim for all members of the school.
- Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
- Punishments must be administered fairly and be appropriate to the breach of conduct.
- Effective behaviour management seeks to avoid aggressive confrontation.
- Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

## **Practice**

- Good behaviour will be promoted through the establishment of good relationships within the school community built upon mutual respect.
- Assemblies play an important role in promoting the ethos of the school where courtesy, respect and good behaviour are the expected norm.
- The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the PHSE programme where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.
- The school will seek to provide a relevant curriculum for all students. The provision of high quality Teaching and Learning is central to achieving good behaviour.
- Students who are experiencing behavioural and emotional difficulties will be supported through our pastoral system which may involve additional support either internally or through external multi-agency work.
- Student behaviour events, both positive and negative, are recorded on the school's management information system. These events are monitored, managed and analysed by pastoral staff.
- Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. Staff are provided with INSET to help them develop their behaviour management skills.

### **3. Roles and Responsibilities**

#### **Students**

- Remember that the Teacher is in charge of the classroom.
- Actively follow the code of conduct (Appendix 1) including:
  - Arrive to school and lessons on time, correctly dressed, fully equipped (pens, pencil and ruler) and with planner.
  - Enter the classroom quietly, take out all equipment needed including planner and begin bell work
  - At all times listen, without talking, to the teacher and other students who are contributing to the lesson.
  - Follow all instructions from staff the first time.
  - Stay in the teacher's seating plan unless instructed otherwise.
  - Leave the room clean and tidy.
- Participate fully in the life of the school and help to make each day a fun and productive one.
- Help keep the environment clean and tidy including putting all litter in bins.
- Take pride in their appearance by adhering to the school uniform expectations. (Appendix 2)
- Treat peers and staff with respect and courtesy
- Never bully or victimise another person (please refer to the TCA anti bullying policy)
- Ensure that conduct on the journey to and from school, when wearing the Tile Cross Academy uniform or on school trips does not bring the Academy's name into disrepute

#### **Teachers**

- Plan and deliver engaging lessons of an appropriate level of challenge
- Maintain a positive, well managed classroom environment.
- Use rewards and sanctions as outlined in the whole school behaviour policy

- Challenge all in appropriate behaviour both inside and outside the classroom environment
- Refer students whose behaviour gives cause for concern to the relevant Pastoral Manager
- Contact parents where necessary.
- Support whole school duty rotas where necessary including break and detentions
- Monitor student behaviour through report process when requested to do so by Pastoral Managers
- Ensure uniform complies with the expected high standards

### **Heads of Faculty and Subject Leaders**

- Ensure that their subject area follows the agreed and adopted Behaviour for Learning Policy with regard to both rewards and sanctions and roles and responsibilities
- Support members of their area with behavioural issues with individual students or classes.
- Contact parents and meet with parents having consulted the relevant Key Stage Assistant Headteacher.
- Support whole school duty rotas where necessary including isolation, walkabout, lunch, break and detentions

### **Form Tutors**

- Take the register and follow up unauthorised absence in partnership with Pastoral Managers
- Check that uniform adheres to regulations
- Check students have necessary school equipment
- Deliver form time activities
- Discuss with students any rewards/sanctions received
- Promote a positive ethos for their House
- Monitor students on Form Tutor report
- Correspond with parents for both positive and negative incidents

### **Pastoral Managers / Heads of House**

- Liaise with staff and Curriculum Leaders with regard to concerns about the behaviour of individual students or groups of students
- Ensure that their Year follows the agreed and adopted Behaviour for Learning Policy with regard to both rewards and sanctions and roles and responsibilities
- Support members of their Year team with behavioural issues with individual students or classes.
- Contact parents by letter or telephone or meet with parents when necessary
- Support whole school duty rotas where necessary including isolation, walkabout, lunch, break and detentions
- Assist students with behaviour needs both with direct support and by making relevant referrals for help from the Welfare Team.
- Monitor student behaviour through implementation of pastoral reports
- Investigate incidents of misbehaviour and sanction appropriately
- Monitor the attitude, effort and quality of work of individual students across the curriculum
- Liaise with the Assistant Headteacher (Behaviour) to place students in Isolation room when there has been a serious breach of the school's expectations.

## Senior Leadership Team

- Ensure departments and/or Year Teams they line manage fulfil their roles and responsibilities and follow Behaviour for Learning Policy.
- Implement Step 3-5 of the Pastoral Report system having liaised with the Key Stage Leader.
- The Headteacher will consider a Fixed Term Exclusion for the more serious breaches of school conduct.
- The Headteacher will consider Permanent Exclusion for the most serious breaches of school conduct.

*Responsibility for the school's behavioural policies and practice is that of the Deputy Headteacher in charge of student's 'personal development behaviour and wellbeing'.*

## 4. Implementation

### Anti-Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

**Banned Items and Safety**

The safety of students and staff is paramount at Tile Cross Academy. Students bringing to school banned items (Please refer to Appendix 3) that the Academy deems as threatening or that could be used as a ‘weapon’ will not be tolerated and will result in the student losing their place. This is also the case for any student bringing any form of drugs onto the school site.

Tile Cross Academy and it’s surrounding areas is non-smoking and/or vaping for all students. Any student found to be in possession of or using said items will be sanctioned and the items confiscated.

It is essential that all students and staff follow the simple rules which ensure their safety. Students must follow fire drill instructions. They must not involve themselves in any activities which are dangerous and could lead to accidents. This includes vigilance around e-Safety and strict adherence to the school policy on Internet use and email.

In the interest of safety the school operates a ‘stop and search policy’ whereby any student who is believed to be carrying a banned item can and will be searched. In addition to this the Academy in conjunction with our school link police officer will run metal arch searches at varying times throughout the year.

**Sexual Violence and Sexual Harassment**

The safety of students and staff is paramount at Tile Cross Academy. When allegations of this nature are made, we will follow the protocol in the WHMAT Safeguarding policy and advice issued to schools by the Department for Education: **Sexual Violence and Sexual Harassment between children in schools and colleges** (December 2017).

**Peer on Peer Abuse and Sexting**

In accordance with our Safeguarding policy and DfE legislation, we recognise that children are capable of abusing their peers. We recognise that abuse is abuse and should never be tolerated or passed off as banter or part of growing up. In the event of an allegation made by another student, normal safeguarding procedures will be followed. Further guidance should be sought from our Safeguarding Policy.

**Learning Environment**

Tile Cross Academy is a learning community and we need to share the site and its facilities with one another. This gives each of us a responsibility, not just to the school but to everyone who works in or visits it, to look after the school environment. This includes respect for our facilities such as toilets and the Dining Room but also the wider environment such as the playground, ensuring they are free from litter. The school promotes care and respect

for the environment by providing bins in all major areas. Prefects are on duty in these areas at break and lunchtime with other student leaders monitoring indoor and outdoor break areas.

## **Movement around the School**

We expect students to move sensibly around the school site. Students should keep in a single line whenever possible and keep to the left of corridors and staircases. They should never run in school or make loud and or inappropriate noises. Our students are asked to be considerate to each other by not pushing each other, by keeping bags below shoulder and head levels and by supporting and caring for those who may need help.

## **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **5. Promoting positive behaviour and supporting students**

### **Behaviour Support**

The Academy makes every effort to support students with behaviour needs. Students may be placed on report as part of our STEPS system – this may be to the Tutor, Pastoral Manager, Head of House, Assistant Headteacher, Deputy Headteacher or Headteacher, dependent on the level of intervention required.

In addition, students who we feel need additional help and support in school may be offered specialist mentoring by an external agency. They may also be offered a 3 week off site 'improving behaviour course' (IBC). These support strategies will be discussed with parents and can only take place with parental permission.

## **Rewards**

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Effort or achievement will be rewarded through the school's reward system.

- The reward system is based around the award and collection of House Points, evidenced with a Smiley" stamp in planners. We also have a VIP award for a student who has shown outstanding behaviour and progress in a lesson.
- All students are encouraged to value and take pride in their work and individual achievements and to respect and value the achievement of others.
- Subject Stamps and a VIP stamp (one per lesson) will be awarded to students in every lesson for good work and effort in curriculum areas. Community Badges and House points are awarded to students who support and positively contribute to the Academy's community
- These will be recorded centrally and celebrated in assemblies and on displays boards around school.
- Students can gain badges, certificates and prizes when they achieve VIP stamps and attendance milestones.
- Badges and Certificates will be presented in Assemblies.
- "Green Cards" are used to reward students for stand out behaviour such as helpfulness, manners commitment to helping others – the list is endless. The purpose is to catch the students being good! Green cards are entered into a half-termly prize draw.
- Reward trips can be accessed by students who meet set criteria based on their behaviour point score and attendance.
- Year group and House assemblies celebrate achievements and recognise the performance of students. Year group assemblies provide an opportunity for the presentation of certificates and badges, whilst end of term assemblies provide opportunities for subjects to reward students with certificates.
- The school will seek to give students meaningful positions of responsibility wherever possible, e.g. student librarians, House Captains, House Council, Prefects, Head Boy and Head Girl.

The system teaches students that hard work and positive behaviour results in rewards; an ethos that our students can carry with them both in to further education and employment.

## **Isolation, Fixed Term, Permanent Exclusions**

### **Isolation**

Isolation will be deemed necessary for serious breaches of school conduct and/or when students have an accumulation of negative behaviour incidences. Students will be placed in the Isolation Room for a period of time to be decided on by the relevant Pastoral Manager and senior leader in charge of behaviour.

### **Exclusion**

When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE advice on exclusions. In the most exceptional circumstances the Head teacher may decide to permanently exclude a student without recourse to these strategies. We recognise that all children are different and have different needs. With this in mind we acknowledge that from time to time it may be necessary to tailor interventions and sanctions to students needs.

### **Fixed Term Exclusions (FTE)**

When all other sanctions have failed, a child may be excluded from school for a period of time. A period of fixed term exclusion will be deemed necessary for more serious breaches of the behaviour policy and/or for an accumulation of negative behaviour incidences. In these situations, the Headteacher or in their absence the Deputy Headteacher (Personal Development, Behaviour and Safety) may choose to issue a student with a Fixed Term Exclusion. On completion of a Fixed Term Exclusion parent and students are required to attend a meeting where a student's future and options will be discussed. A Fixed Term Exclusion may result in a student entering into a managed move process (Appendix 4).

### **Permanent Exclusion (PEX)**

If the decision is taken to permanently exclude a student it is seen as the final step in the process of dealing with disciplinary offences. The school will have used a wide range of strategies and these will have ultimately failed. The Headteacher or in their absence the Deputy Headteacher may in some circumstances choose to permanently exclude a student for the most serious or extreme breaches of school conduct.

### **Malicious Accusations against school staff**

The school uses the Local Authority's procedures (see Safeguarding Policy) regarding any allegation made about a member of staff. Tile Cross Academy will take appropriate disciplinary procedures as directed by the Head.

A student who is found to have made malicious accusation against school staff will lose their place in mainstream education at the Academy.

## **Appendix 1: Whole school behaviour system (Positive Discipline for Learning: PDfL)**

Our disciplinary system is firm, fair and consistent in promoting high standards of work and conduct. It has been developed through close consultation with students, staff and parents and endeavours to ensure high standards of behaviour both inside and outside of the classroom.

### **Creating the right conditions for learning**

Our expectations for learning are at the heart of everything that we do. As a result, students should:

- Arrive at lessons fully equipped and ready to engage in learning.
- Treat everyone with respect and understanding.
- Listen in order to learn.
- Complete all the work that the teacher asks you to do.

These expectations will be reviewed on an annual basis.

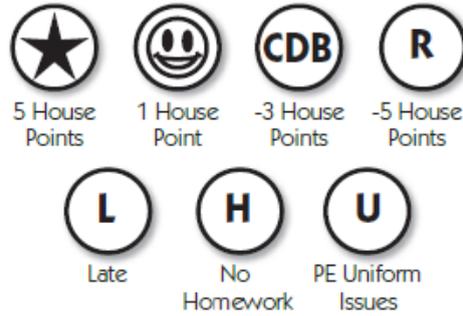
### **General conduct**

- No outdoor clothing to be worn inside the building
- Eating and drinking of items purchased from the dining hall may only take place in the dining room
- No chewing gum allowed in school
- Students must have permission to be out of class. They must have the written permission from a member of staff.
- Students should move around sensibly, keeping to the left on the stairs.
- Mobile Phones, electronic devices and earphones/headphones should not be seen or used . If they used without permission they will be confiscated and sent to the Student Support. If the phone has been confiscated once, students may collect it from Student Support at the end of the day. If a phone has been confiscated more than once then a parent or carer must collect it from the school.
- If students show defiance when requested to hand over a phone, electronic devices or earphones/headphones the student will face further sanctions.
- Conduct on the journey to and from school, when wearing the Tile Cross Academy uniform or on school trips must not bring the Academy's name into disrepute

## POSITIVE BEHAVIOUR FOR LEARNING

There is an expectation that you will:

- Arrive at your lesson fully equipped and ready to engage in your learning;
  - Treat everyone with respect and understanding;
  - Listen in order to learn; and
  - Complete all the work the teacher asks you to do.
- If you follow these rules you will be awarded House Points.



U = Incorrect or no PE Uniform 1 hour detention

2 or more lates to school = 1 hour detentions

L/H/CDB are classified as demerits

1 demerit = 15 minute detention; 2 = 30 minutes; 3 = 1 hour

- “Smiley”: issued to all students who have worked at least adequately in the lesson
- “VIP”: issued to one student each lesson who has shown outstanding behaviour and progress.
- “Reminder”: issued to remind a student of the classroom expectations and the fact that he/she is not meeting them.
- “Warning”: issued to a student to warn them that they are still not meeting the classroom expectations and that if this continues they will be given a CDB stamp.
- “Could Do Better” (CDB): If they do not respond to the warning they may receive a CDB stamp.
- After receiving a CDB stamp, if a student’s behaviour continues to be poor in a lesson they may be spoken to by the Pastoral Manager.
- “Removal”: after being spoken to by a Pastoral Manager, if a student’s behaviour continues to be poor in a lesson, they would be removed from the lesson by the senior member of staff on duty. The student would spend the remaining lesson time in isolation, complete a 1 hour detention and have reconciliation meeting with the member of staff.

In very serious circumstances a Removal from lesson may be issued. This would indicate behaviour that is totally unacceptable.

## **Detentions**

CDB, Late (L) and missing Homework (H) stamps are classed as negative behaviours.

- 1 negative behaviour = 15 minute detention served with the Form Tutor on the same day.
- 2 negative behaviours = 30 minute detention next day (15 minutes with Tutor followed by 15 minutes with Pastoral Manager).
- 3 Negative behaviours = 45 minute detention next day (15 minutes with Tutor followed by 45 minutes with Pastoral Manager).

Late to school in the morning

- Late to school after 9am without good reason = 1 hour detention that evening.
- 2 lates to school in the morning = 1 hour detention
- 3 or more lates = SLT Detention

## **Removal**

- Removal (R) is used for persistent disruptive behaviour or for serious one off incidents in a lesson. In either case the student is removed by the senior member of staff on duty, spends the remainder of the lesson in isolation, completes a 1 hour detention and has a reconciliation meeting with the member of staff.

## **SLT Detention**

SLT detention will run separately to the usual detention systems. They take place every Friday and last for 2 hours.

## **Saturday Morning Detentions**

Saturday morning detentions (9am – 12pm) are used in exceptional circumstances. In these situations parents are notified at least 48 hours in advance. Students have to attend in school uniform.

## **“Red Card”**

Whilst the “Green Card” is used to praise students, the Red Card is used to record behaviour that is inconsistent with our expectations either at social times or moving between lessons. Students are expected to carry their red card at all times – failure to do so results in a one hour detention. When a student's behaviour does not meet our expectations their Red Card is marked with a X. If a student collects three Xs then a one hour after school detention is set.

***Parents are notified of detentions lasting in excess of 15 minutes via the text alert system.***

## Appendix 2: Uniform Code

Our school uniform was designed in consultation with students, staff and parents and as such is a symbol of the values we hold as a school. The way each student presents him or herself reflects both on the students and on the school as a whole. Our uniform should be worn with pride as a symbol of membership to our school community. Students who do not fully adhere to uniform expectations could be asked to go home to change or be isolated until uniform complies with school regulations.

### Essentially the Tile Cross Academy uniform comprises of:

- ✓ Grey Blazer with Tile Cross Academy Badge
  - ✓ School tie (in House colours)
  - ✓ Plain white shirt
  - ✓ Trousers or skirt: mid grey (not light or dark grey nor charcoal grey or black) (not jeans, cords, chinos or skinny fit)
  - ✓ Plain black shoes: slip-ons or lace ups (no trainers, boots or Velcro fastening)
  - ✓ Black socks or tights
  - ✓ Mid grey V neck jumpers with House piping are available as an optional extra should students wish to wear a jumper (sweatshirts or jumpers of any other colour are not permitted)
  - ✓ Rucksack. All students must have a Tile Cross Academy Rucksack. This must be brought to school each day. New rucksacks can be purchased from the school for £6.50
  - ✓ Pencil case containing at least a black pen, red pen, pencil and ruler
  - ✓ PE Uniform in House colours.
- 
- × Our uniform DOES NOT consist of hoodies
  - × Our uniform DOES NOT consist of baseball caps

### Head Scarves/Accessories

MUST be plain black and discreet. No fashion/outdoor scarves are to be worn in school. No hats or caps are to be worn in school. The wearing of a head scarf or hijab, for religious reasons, is permitted. However, garments covering the face or whole body, for example the abaya and niqab are not permitted.

### Jewellery

- One pair of stud earrings or sleepers - Must be discreet and worn in the ear lobe.
- One neck chain worn under the uniform
- A wrist watch
- One plain, small ring.

**Not Permitted:** bracelets, facial or other body piercing.

### Make-up and nails

Any make-up worn should be natural, subtle and discreet, appropriate for a school environment. Only clear nail varnish can be worn. Absolutely, no nail extensions or false nails or wearing of coloured polishes. False eyelashes and lipstick are not allowed.

### Hairstyles

Hairstyles are not to be extreme in appearance nor of outrageous fashion/design. All colour of hair is to be of natural shades.

### **Appendix 3: Banned Items**

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- 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:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. These include but are not limited to:

- Vapes, e cigarettes and similar
- Matches and/or lighters
- Items that emit a laser, including laser pens
- BB Guns and similar
- Metal combs
- Large buckle belts

### **Appendix 4: Managed Move**

In most cases the managed move process can only take place whilst a student is in year 7, 8 or 9. Although the Academy will attempt to broker a managed move for KS4 students it should be noted that students who lose their place through breach of the school's behaviour policy whilst in KS4 will ordinarily be asked to attend an alternative provision. If the Academy does not feel this is appropriate the child may be permanently excluded.

When a student has a cumulative record of behaviour that is deemed unacceptable by the Academy and/or has committed an act that the Academy feels to be unacceptable, even if this is a single incident, a managed move to another school can be offered. This would be as an alternative to permanently excluding a student.

- A managed move offers a student a fresh start. It consists of a 12 week probationary period to another school. An interim review after the initial 6 weeks will take place. Present in the review meeting will be the host school the home school, the student and their parent/carer.
- Each host school has the right of refusal or termination of a placement at any point during the 12 weeks. A host school also has the right to request an extension period.
- Terminations or extensions by the host school will be the result of negative behaviour and/or attendance issues during the probationary period.
- Whilst schools inside the East Birmingham Network (EBN) are predominantly used to secure a placement, schools outside the network may also be used as host schools.
- Students awaiting a managed move may be placed on a reduced timetable and may work in the Welfare and/or Nurture/learning support rooms.

- In the event of an unsuccessful managed move the Academy will attempt to arrange a 2<sup>nd</sup> move to a different school. In the interim period the student will work in the Isolation Room.
- In some circumstances a student may be required to work at another school within the WHMAT whilst a managed move is being brokered.
- If a student is successful in the managed move process the host school will take the students roll.
- In the event that a student is unsuccessful at any stage of the manage move process, the Academy may attempt to find an alternative provision outside the mainstream environment (Appendix 5). An alternative to this would be that a student is permanently excluded from the Academy.

## **Appendix 5: Alternative Provision**

- Students who have been unsuccessful in the managed move process can be placed in an Alternative Provision. This can be an alternative to a child receiving a permanent exclusion from the Academy.
- A student must be at least 13 years of age to be considered for an alternative provision.
- Whilst a student is attending an alternative provision they will remain on roll at the Academy until they reach Year 11 where they will be removed and placed on roll of the alternative provision they attend.
- An unsuccessful alternative provision may result in a permanent exclusion from the Academy.

## **Policies and Guidance documents to which this policy refers:**

- Department for Education: **Exclusion from maintained schools, academies and student referral units in England.** Statutory guidance for those with legal responsibilities in relation to exclusion.
- Department for Education: **Searching, screening and confiscation** . Advice for headteachers, school staff and governing bodies.
- Department for Education: **Use of Reasonable Force.** Advice for headteachers, staff and governing bodies
- Department for Education: **Behaviour and Discipline in Schools.** Advice for head teachers and school staff
- Department for Education: **Keeping children safe in education.** Statutory guidance for schools and colleges
- Department for Education: **Sexual Violence and Sexual Harassment between children in schools and colleges.** Advice to schools
- UK Council for Child Internet Safety. **UKCCIS Sexting in schools and colleges** - responding to incidents and safeguarding young people
- Washwood Heath Multi Academy Trust (WHMAT) Safeguarding Policy
- WHMAT Equality Policy
- WHMAT SEND policy

## **Legislative links**

- The Education Act 1996
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc Act 1974