

## Policy Essential Information

**Title:** Behaviour Policy

**Date Approved:** July 2013

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**Status:** Statutory

**Delegation:** Head of School

**Responsibility:** DHT Discipline and Conduct

**Review Frequency:** Annually

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**Next Review Date:** July 2019

# Behaviour Policy

## Statement of intent

The Jubilee Academy trusts all of its students to behave in an appropriate and reasonable manner whilst at school, on educational trips and visits, when representing the school and on the way to and from school. Promoting positive behaviour and regular attendance is the responsibility of the whole school community.

This policy takes account of statutory requirements and relevant Government guidance on school behaviour, including:

- Statutory guidance for maintained schools, where it provides best practice advice that is relevant to a free school;
- Screening, searching and confiscation guidance.
- The School Ofsted Framework and Evaluation Schedule 2012 and updates as appropriate.

The expectations of students are specified clearly in the school rules and the Code of Conduct (for in and out of lesson behaviour), and will be implemented to ensure an orderly environment where learning can be outstanding for everyone at all times. All students and parents/carers on admission to The Jubilee Academy will sign our Home School Agreement which requires acceptance of and compliance with the behaviour and preventing bullying policies.

**Please read this policy in conjunction with exclusion and appeal procedure, preventing and responding to bullying, restricted physical intervention, attendance and uniform.**

## General principles

The Governing Body has the highest aspirations for students that attend The Jubilee Academy.

The following general principles inform this policy and procedure:

- Reasonable and appropriate student behaviour must be a 'non-negotiable' at The Jubilee Academy because each student has the right to learn in a safe and disciplined environment. We will not assume however, that students have already acquired the skills required to meet our expectations about their behaviour. We will therefore take steps to teach and develop students' emotional and behavioural skills at an appropriately high level;
- Specific learning behaviours need to be taught, reinforced and reviewed by all staff in the same way as any other skill that we expect students to acquire and develop;
- Every lesson and learning experience at The Jubilee Academy must support students to make links between behaviour and its consequences, both positive and negative;
- Positive recognition and reinforcement of reasonable and appropriate behaviour will elicit continued positive behaviour;
- Clear, robust systems of positive recognition will be established in our classrooms;
- Positive relationships with students are integral to their positive behaviour;
- Behaviour is contextual and interactive and therefore the choices that we as adults make in responding to students' behaviour are crucial in influencing the choices that they make about how they will behave;
- Adults need to be aware of and manage their own emotional responses to inappropriate behaviour and maintain a positive classroom climate.

This policy applies to all students of The Jubilee Academy whenever they are attending, travelling to or from school or representing the school (including when on educational trips, visits and activities).

### **Context**

Some of our students may have experienced difficulties in the past. In response to this, the school prioritises the teaching of social and emotional skills within the curriculum. Together with highly structured pastoral structures and specific additional provision, students are expected and supported to meet the standards required.

### **Aims and objectives**

The aims and objectives of the Behaviour Policy are:

- To enable the Headteacher to carry out their responsibility to maintain good order and discipline in the school;
- To devolve responsibility to all staff to implement and develop the curriculum, its policies and supporting systems and procedures to secure complementary standards of expected behaviour both in and outside of lessons
- Ensure that every student and member of staff is able to benefit from their time at The Jubilee Academy and make his/her full contribution to the life of the school.

### **Standard of behaviour expected**

The Jubilee Academy's Code of Conduct expects every student to:

- Make maximum effort in their learning at all times;
- Be co-operative and supportive towards staff, other students and their family;
- Make sure that the school is a safe, pleasant, caring and disciplined environment in which to work and learn so that everyone can achieve their very best.

Success criteria against each of the three dimensions above are contained in the annexes.

The standard of behaviour expected applies at **all times** including when:

- Learning on-site;
- Learning off-site (during overseas, residential, adventurous activities or educational trips, visits and activities or when representing the school);
- On the way to and from school or when on educational trips, visits and activities.

### **School rules**

Students are expected to act with respect for each other and towards adults. Swearing, inappropriate language and hurtful, harmful or malicious behaviour will not be tolerated.

#### *Following the instructions of staff*

- Students are expected to be under the supervision of an adult at all times and to behave appropriately within established boundaries and authority;
- Students are expected to follow the instructions of staff first time (including in the event of being instructed to leave the school site to return home);
- Students are expected to follow rules for health and safety at all times;
- Students are expected to eat and drink in the designated places and set times.

#### *Attendance and punctuality*

The Jubilee Academy expects students to:

- Attend school every day and be on time to lessons;
- Remain in lessons, in the place allocated by the supervising adult;
- Be in the right place at the right time.

### *Preventing bullying*

Bullying is **never** acceptable.

The Jubilee Academy expects students to:

- Refrain from any sort of bullying (including cyber-bullying, ostracization and all forms of harassment (including racial), prejudice and discrimination);
- Report any bullying that does occur to an adult in the school, and reject the role of a 'bystander' in such situations;
- Support each other to give of their best and to achieve their full potential.

### *Threats of physical harm and actual physical harm*

The Jubilee Academy expects students to:

- Keep their hands, feet, objects and personal comments to themselves at all times;
- Refrain from making threats of physical harm to others (including staff);
- Refrain from engaging in verbal and/or physical harm to others (including staff);
- Refrain from carrying any object or item which could be considered/used as an offensive weapon

### *Health and safety*

The Jubilee Academy expects students to:

- Follow all rules about health and safety, including those that ensure curriculum learning takes place appropriately and in line with procedures and risk assessments (including those in Textiles, Science, PE, Graphic Communications and 3D Design);

### *School uniform*

The Jubilee Academy expects students to:

- Wear the normal uniform of the school at all times (including on the way to and from school);
- Follow the rules on appearance in regard to piercings, jewellery and hairstyles as set out in the school's uniform policy.

### *Sexual harassment*

The Jubilee Academy expects students to:

- Refrain from sexual harassment of any kind, including through direct and implied words or actions.

### *Anti-social behaviour: building, accommodation, environment, facilities and equipment*

The Jubilee Academy expects students to:

- Look after our school so that we maintain an excellent environment for learning;
- Refrain from causing wilful loss or deliberate damage (including to other students' property);
- Refrain from theft of the school or property of others';
- Maintain the cleanliness, tidiness and good condition of the toilet facilities and report any damage or hygiene issues to an adult;
- Refrain from graffiti

### *On transport*

The Jubilee Academy expects students to:

- Maintain the expected standard of behaviour on public transport when travelling to and from school and when travelling on trips, activities and educational visits (including when in the school's minibus).

### *Smoking*

The Jubilee Academy expects students to:

- Refrain from smoking on the school site, within the vicinity of the school site or/and when engaged in any off-site school trip, visit, activity or event.

### *Alcohol and all other mood changing drugs and substances*

- Refrain from using, bringing to school or selling alcohol or other mood changing drugs or substances (where there is the probability of drugs having been brought onto/or used on the school site, exclusion can result and the police will be informed).

### *Gambling*

The Jubilee Academy expects students to:

- Refrain from any sort of gambling.

### **The following items are prohibited and must not be brought to school;**

- Knives or weapons, alcohol, illegal drugs or mood changing substances;
- Stolen items;
- Any item which could be intended/construed as an offensive weapon;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or to damage property.

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

The Headteacher 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.

Any searching, screening and Confiscation of prohibited and banned items will be done in accordance with the school's **Searching, Screening and Confiscation Policy**.

### **Code of Conduct: Summary of classroom expectations of behaviour: student version**

- Follow adult instructions – first time – every time;
- Be respectful and courteous to each other and to adults and use appropriate language at all times;
- Be equipped and prepared for learning;
- Remain in the lesson and stay in the place allocated to you by the adult supervising;
- Be at the right place at the right time;
- Follow the school rules on uniform/appearance (full school uniform at all times);
- Eat and drink at the designated time in the designated place;
- Do not eat or bring chewing gum to school;
- Make sure that if you have brought a mobile phone to school it is switched off before you enter the school site and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard of used on the school site at any time.

### **Out-of-lesson expectations of behaviour**

At The Jubilee Academy we believe that the atmosphere out of class and the promotion of consistent and positive behaviour and attendance are essential to ensuring that in-class standards are raised by:

- Transferring learning through consistency of expected standard of behaviour both in and out of the classroom. This ensures that students understand boundaries and are able to transfer learned behaviour skills from in class to out of class; and
- Enhanced in-class teaching which occurs as a direct result of students' experience out of the class being a positive one. Social and emotional skills are developed in a different context of class and this can be utilised to support in-class learning.

The Jubilee Academy's curriculum has been designed to promote both of these dimensions.

#### *Organisation and supervision of unstructured time*

The school has a clear duty system in place that to which all staff contribute. This ensures that there are appropriate levels of supervision at key times during the day and engages staff in their collective responsibility to develop the social, emotional and behavioural skills of students out of class. In their out-of-class interactions with students, staff have an opportunity to adopt a different professional approach with young people to develop and strengthen relationships further.

#### **Code of Conduct: Summary of out-of-lesson expectations of behaviour: student version**

- Follow adult instructions without comment;
- Use your 'one metre' voice in the building and dining space(s);
- Walk in corridors in an orderly fashion;
- Be at the right place at the right time;
- If instructed to, move on and do not gather in corridors which may block them;
- Wear the correct items of uniform every day and wear them appropriately;
- Do not eat or bring chewing gum to school;
- Make sure that if you have brought a mobile phone to school it is switched off before you enter the school site and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard or used on the school site at any time
- If you are in a corridor during lesson time you must have a signed and dated note in your planner from an adult explaining why.

#### **Mobile electronic devices**

Consistent with this and other policies (including our Teaching, Learning and Progress Policy), our behaviour expectations in regard to mobile electronic devices puts both academic progress and social skills development at the heart of everything that we do.

Given that this is our focus and our priority, The Jubilee Academy does not tolerate teaching and learning being disrupted for any reason (including by mobile electronic devices);

Mobile electronic devices can constitute a potential threat to the achievement of the expected standard of behaviour (which is clearly specified in this policy and our school policies on preventing and responding to bullying and equal opportunities), in the following ways:

- Students phoning and texting each other disrupts teaching and learning;
- Texting can be used to bully other students;
- Mobiles with a photograph/video capability have been used in other schools inappropriately, threatening the safeguarding, health and well-being of students;
- The public examination boards regard mobile devices as a threat to examination security. If a mobile device is found in an exam room, the student's papers will be cancelled. Mobiles are normally detected when they go off – and therefore disrupt everyone before they are found;
- They are a fashion item and the cause of much petty crime;

- They are a valuable item which can go missing in school with the consequence of absorbing hours of staff time as they try to establish what has happened.

We advise students and parents/carers that mobile phones **should not** be brought to school. School staff will not investigate mobiles brought to school that subsequently go missing.

We understand that there may be times when a parent/carer may want to be able to contact their son/daughter after school, for example in the case of those students who are dependent on public transport. The Jubilee Academy permits students to bring a mobile phone to school **only** where they adhere to the following expected behaviour:

- Students must not use a mobile phone or any other mobile device anywhere on the school site or on any off-site school activity;
- Mobile phones must not be visible at any time.
- Make sure that if you have brought a mobile phone to school it is switched off before you enter the school site and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard of used on the school site at any time
- Using mobile and electronic devices to photograph or record other students or staff, under any circumstance is not permitted at any time;
- Students who have a genuine need to contact a parent during the day should speak to a Senior Teacher who will arrange this appropriately;
- Mobile phones in school are the students' responsibility **at all times**. The school does not accept any responsibility for the loss or theft of mobile devices which have been brought onto the school site.

We seek full support from parents in these matters. The Jubilee Academy has an established and efficient system for communication, including conveying urgent messages to students and we expect the full support of parents in the implementation of these arrangements.

We will continue to ensure safe and responsible use of ICT to protect staff and students, and the following rules apply in everyone's interest.

The school reserves the right to examine mobile devices if a member of staff suspects that the expected standard of behaviour has been breached.

### **Equipment**

All students are expected to come to school each day with the necessary equipment to take an active part in their lessons. Essential equipment checks will take place every morning by tutors/mentors to make sure that students are ready for learning.

#### *Essential Equipment*

Planner (provided by the school);  
 Pencil case;  
 Black or blue ball point pen;  
 Pencil;  
 Pencil eraser and pencil sharpener;  
 Ruler 30cm;  
 Coloured pencils;  
 Calculator;  
 Maths set; and  
 Reading book.

Tippex or other correction fluids are not permitted in school. Text books and equipment may be issued **on loan** to students at the discretion of staff. Students will be expected to pay for any wilful loss or damage to school equipment. School bags must be big enough to hold A4 folders.

### **How the standard of behaviour expected will be achieved**

Through:

- The curriculum approach to the teaching and support for social, emotional and behavioural skills development;
- The school's 'Out of Hours' engagement programme;
- Bi-weekly academic and personal learning review meetings;
- Extensive support and training programmes for parents/carers;
- Student voice programmes;
- Transition and induction programme;
- 'Personalised PLUS' programme;
- 'Learning Walk'; and
- Action and support planning.

### **Curriculum approach to teaching social and emotional skills**

The curriculum provides a variety of contexts for learning to engage students and to support them to behave well.

We recognise the important opportunity that the curriculum gives us to teach students the skills required and to support them to achieve the expected standard of behaviour. This is achieved in a number of ways.

Personal, Social, Health, Religious and Economic education (PSHRE) integrates the following areas:

- PHSRE including SRE, drugs awareness, equalities and behaviour for learning;
- Careers education including preparation for 'Moving On';
- Pathways to employability including:
  - Employability skills, including preparation and evaluation of work experience ('Internship');
  - Enterprise skills through events and scenarios;
  - Occupational studies;
  - Functional skills;
  - Job search and interview skills;
- Religious Studies; and
- Citizenship (including work for chosen charities and other volunteering).

PSHRE is allocated four hours of curriculum time weekly.

The school's curriculum for PSHRE is taught by tutor/mentors.

Our organisational structures support strong pastoral care. It:

- Maintains everyone's focus on learning;
- Actively promotes, monitors, reviews and celebrates positive interactions, behaviour and attendance for learning;
- Supports students to 'stay in community' when issues do arise and to facilitate rapid resolution, consequences and restoration as appropriate;
- Provides regular points during the day to reflect and learn a range of skills for handling important situations in school and elsewhere in life;



- Builds positive student-student and staff-student relationships.

We believe in achieving complementary standards of behaviour both in and out of the classroom. We do this by investing time for staff and students to develop rich learning opportunities for social, emotional and behavioural development through our 'Gifts and Talents Day'.

Work experience placements are built into the curriculum for older students. This curriculum approach supports students to achieve the expected standards of behaviour, supporting them to:

- Learn the 'dos' and 'don'ts' of the work place' and how to acquire essential skills for success (including inter-personal and communication skills);
- Take on interesting and challenging responsibilities; and
- It provides a 'hook' to stimulate student interest, motivation and enjoyment.

All learning areas select teaching objectives to deliver the social and emotional aspects of learning, embedding these in subject learning throughout the curriculum.

### **'Out of Hours' programme**

The Jubilee Academy 'Out of Hours' programme will:

- Motivate disaffected students;
- Bring professional role models into the school through a number of schemes; and
- Encourage students to re-engage with learning.

### **Academic learning and personal development review cycle**

As part of the school's target setting and target getting procedures, students undertake face-to-face reviews with their tutor/mentor. This opportunity is utilised to reflect upon and feedback on progress in both academic and personal learning and to plan and agree forward action together.

### **Support for parents/carers and training programmes**

The Jubilee Academy supportS parents/carers to secure the good behaviour and attendance of their child and to facilitate their learning in the home environment.

### **Student voice programme**

We believe that our students should be offered varied and extensive opportunities to participate in the running of the school.

Students are encouraged to take on roles of responsibility within the school through:

- Participation in school and class councils;
- Taking responsibility for younger students and receiving visitors to the school;
- Participating in and running school clubs and activities;
- Engaging in peer-mentoring, buddy schemes and peer-mediation;
- Taking responsibility for their activities and behaviour out of class;
- Creating a positive ethos that is transferable both in and out of the class; and
- Participating in a range of student leadership development programmes and motivational, incentive schemes.

### **Transition and induction programme**

All students undertake an transition and induction programme on admission to the school. This specialised curriculum makes all students aware of the expected standard of behaviour

and supports this through a range of qualifications which meet the PSHE objectives and outcomes.

### **‘Personalised PLUS’**

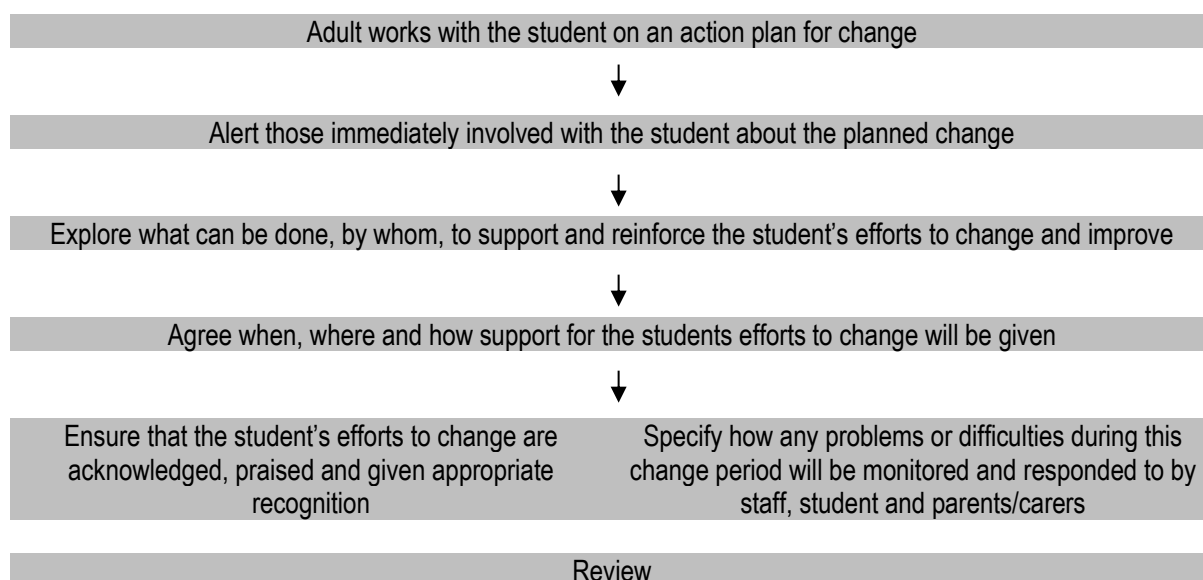
‘Personalised PLUS’ will provide an intensive programme of support to the most vulnerable. The curriculum is modified to focus intensive support on social skills development so that students can re-engage with their education. Specialist professionals will be involved in this programme, providing additional specific provision to young people and guidance and advice to staff in the design and implementation of the programme.

### **‘Learning Walk’**

A daily rota of staff ‘learning walks’ is in place to support the effective implementation of this policy and maintain the school’s ethos.

### **Supporting change and improvement through action and support planning**

Students will be supported through a number of different plans (including pastoral support plans). Our approach to making change more likely is to incorporate the following approach consistently to the development of all plans of support:



### **School responses to good behaviour**

The expected standard of behaviour and attendance is supported by the system of rewards and sanctions which follows.

Our rewards and sanction systems include:

- A wide range of rewards and sanctions available;
- The use of praise and encouraging language;
- A formal system of rewards, merits and prizes;
- Rewards for improved effort;
- Opportunities to reflect on the effects of inappropriate behaviour or absence in the school community as part of everyday teaching and learning.

Meeting the expected standard of behaviour	→ Verbal Praise	→ Recognition in tutor time or assembly
Meeting uniform/appearance expectations	→ Electronic Praise	→ Parents/carers informed at meetings
	→ Written Praise	→ Praise on electronic news screen
	→ Activity	→ Praise post-card sent home
	→ Responsibility	→ Headteacher praise letter sent home
	→ Merits	→ Trip/visit/activity to mark the achievement
	→ Prizes	→ Student leadership role (e.g peer mentor)
		→ Merit system leading to rewards
		→ Headteacher Award
		→

In addition, informal rewards such as smiling, tone of voice, 'catching them being good' and giving students trust are all ways of underpinning an effective rewards system too.

### Disciplinary sanctions

The Jubilee Academy's disciplinary sanctions, including detentions are reasonable and proportionate. They take into account:

- The need to be proportionate in response to the breach in expected standards of behaviour; and
- Any special circumstances relevant to the student including their age, any special educational needs, disability or religious requirements.

We aim to achieve an effective approach to the sanctions system which supports students to become more successful. Our sanction system is:

- Organised into a hierarchy;
- Not punitive but corrective;
- Fair, reasonable and proportionate;
- Consistently applied;
- Designed to enable students to make choices that will improve behaviour and attendance over time.

Sanctions are applied according to a ladder of consequences:

- C1 – first formal warning;
- C2 – second formal warning;
- C3 – third formal warning; and
- C4 – 'remove';
- C5 – internal inclusion;
- C6 – exclusion;
- C7 – review of the placement.

### Detention

In line with statutory provisions, The Jubilee Academy will exercise its right to set student detentions during school hours, at lunchtimes and after school. Detentions outside the normal school day, however their consent is not required in advance of giving a child a detention and it may not always be possible to contact a parent in advance of the detention.

If a detention is set during the lunchtime, the student will be given time to eat, drink and use the toilet, but they may be required to eat and drink during the detention. Detentions will not be set on a school day when the pupil has an authorised absence.

If a student reaches C3 on the ladder of consequences in the classroom, an adult (either teacher or learning champion) will set and oversee a detention. The student will be issued with a detention slip for their parent/carer. The adult will also make contact with the parent/carer to inform them and to reinforce the detention.

A refusal or forgetting to attend a lesson detention results in another, longer detention with a Senior Teacher and if numerous detentions are accumulated, may result in escalated sanctions.

Where transport is unavailable or limited, The Jubilee Academy will make reasonable arrangements with parents/carers whilst insisting on the terms of a detention being met.

### **Escalating report system**

Students whose behaviour is a coming to attention or causing concern may be placed on report (which may be green, amber or red). Students will be set short-term targets and success criteria which will be monitored by the relevant member of staff and parents/carers.

The progress of students on report will be discussed and monitored with them and their parents/carers at the weekly personal learning and academic reviews with the tutor/mentor.

### **Internal inclusion**

During internal inclusion, students will have the opportunity to reflect on what went wrong and to be supported to consider alternative strategies for the future.

Internal inclusion is usually between 1-3 days. During this time the student is withdrawn to another area of the school and out of their usual curriculum lessons to access 'Personalised PLUS'. During the period of internal inclusion students are taught and supported to undertake the work that they would have accessed in their mainstream lessons.

Students will be dismissed from internal inclusion at the end of the day 30 minutes later than their peers. In the event that a student has accumulated a detention, they will be expected to attend directly after dismissal.

### **Fixed-term exclusion**

Any behaviour that is deemed, in the judgment of the Headteacher (or DHT in their absence), to undermine the authority of staff or adversely affect the health and safety of a member of the school community may result in a fixed-term exclusion. This will usually be between 1-5 days. The decision to exclude is taken by the Headteacher.

Parents/carers and a member of staff from the student's 'home school' are expected to attend the reintegration meeting and play a full part in the review of any plans in place to support the student.

Where a decision is made to exclude a student, The Jubilee Academy will notify parents/carers of the period of the exclusion and the reasons.

Parents/carers will also be made aware of:

- The reasons for exclusion;
- The period of a fixed-term exclusion;

- Parents'/carers' right to make representations about the exclusion to the Governing Body and how the student may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the Governing Body to consider the exclusion, parents/carers will have a right to attend a meeting, be represented at this meeting and to bring a friend.

If a fixed-term exclusion is for more than five school days, the school will arrange suitable full-time education for the student from the sixth day.

Parents/carers are reminded that they are legally required to ensure that their child is not present in a public place during school hours if excluded without reasonable justification.

In the case of certain fixed-term exclusions parents/carers will have the right to make representations or an appeal against the school's decision through the Governing Body's Discipline Committee.

### **Disputes and complaints**

Our working partnership with students and their parents/carers is central to everything that we do at The Jubilee Academy and we aim to resolve any potential or actual dispute about student behaviour through dialogue.

We ask our parent/carer community to support partnership working by helping us to make clear to young people the school's expectations of behaviour and by supporting the commitments made by all in the Home-School Agreement.

Parents/carers have the right to make a formal complaint through the Complaints procedure if they are dissatisfied.

### **Governor intervention panel**

This panel consists of a Governor from the Governing Body's Discipline Committee and relevant members of the school staff.

A student will, if appropriate, be referred to the panel when a certain number of sanction points have been accrued. Its aim is to provide a forum to meet with the student and their parents/carers and to set out the school's expectations for behaviour whilst providing a clear support structure to allow the student to make the required changes.

### **Governor disciplinary panel**

This panel consists of a Governor from the Governing Body's Discipline Committee and relevant members of the school staff.

A student and parent/carer may be asked to attend a meeting with this panel following:

- A very serious breach of the behaviour policy following fixed-term exclusion that was of such severity that the decision to end the placement was considered by the Headteacher and instead, a lengthy fixed-term exclusion was imposed. This meeting will take place on re-integration after exclusion; OR/and where
- The number of fixed-term exclusions has reached an inappropriate level and is endangering the continuation of the placement.

### **Review or end of placement**

A review of, or decision to end the placement may be taken in response to incidents at C4-C7 of the ladder of consequences.

The Jubilee Academy is committed to working in partnership for the benefit of young people and will only review the placement where:

- All other interventions to support change and improvements have failed and the student's persistent and malicious disruptive behaviour is affecting the good order and discipline of the school; or/and
- Allowing the student to remain at the school would be seriously detrimental to the education or welfare of others in the school.

### **Mobile phones and other electronic devices (including headphones/earphones)**

Where a mobile device(s) is seen, heard or is used by a student in breach of the expected standard of behaviour, it will be confiscated and returned to the student at the end of the day.

Repeated failure to adhere to the expected standard of behaviour on mobile phones and electronic devices will make the student vulnerable to exclusion or review of the placement.

### **Wilful loss or damage to school property**

The Jubilee Academy accepts that some wear and tear is inevitable, and has budgeted for this.

However:

- All wilful loss of or damage to school property will be paid for and the school reimbursed by the person responsible for the loss or damage;
- Charges to replace/repair damage or loss of school property will be the cost to the school of the replacement or repair;
- The Governing Body authorise the Headteacher to take all reasonable steps to recover a loss to the school.

Where there has been damage to the school's premises or equipment as a result of criminal behaviour, the school will involve the police.

Please refer to the school's 'Charging and Remissions Policy'.

### **Support, advice and guidance to staff**

*"There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management"*

*"The quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of all staff"* (The Steer Report, 2009).

At The Jubilee Academy all staff are expected to engage fully with this support, advice and guidance.

Staff demonstrate their adherence and commitment to this policy by achieving consistency of approach, through quality standards in teaching and learning and by investing time in developing strong working relationships with students (where adult initiated conflict is actively avoided).

*Achieve consistency and quality standards in teaching and learning means that:*

- The design of learning and schemes of work and sequences of lesson plans are engaging, evidence good progression in skills and are well differentiated;
- Adults reward both good behaviour and learning and are friendly and enthusiastic;
- Adults respond effectively to resolving incidents of unacceptable behaviour;
- Adults expect the highest standards of behaviour, progress and attendance from every student. This is secured through a combination of good and better planning, teaching and pastoral support in every lesson which brings out the best in everyone;
- Everyone maintains a positive, supportive, safe and secure environment for all at all times.

*Avoiding conflict in the classroom:*

- Keep calm, avoid shouting and becoming 'hooked in' to negative behaviour;
- Maintain a confident outlook and praise the positive;
- Be consistently fair;
- Use humour carefully where appropriate;
- Do not admonish personality but behaviour;
- Avoid using sarcasm;
- Avoid blanket punishments;
- Garner 'buy-in' for expected standards of behaviour through group discussion and relationship building with young people and their families;
- Show a genuine interest in students, being prepared to listen as appropriate.

**Roles and responsibilities of staff and governors**

It is the responsibility of all staff to model the expected behaviours for students and to respond to behaviour within the rewards and sanctions system outlined in this policy. The Jubilee Academy will achieve consistency of approach from all staff.

All staff will be involved in giving encouragement, praise and rewards to students and are authorised to implement sanctions (except at levels C5-C7 – mixture of senior staff and Headteacher).

*Headteacher responsibility:*

- To oversee the effective implementation and monitoring of this policy;
- To report on all aspects of behaviour to the Governing Body.

*Senior leadership team*

- To take responsibility for consistent implementation of the policy;
- To monitor use of rewards and sanctions in line with the policy and develop and implement action plans as required;
- To provide support and advice to staff and parents/carers.

*Teaching and educational support staff*

Alongside the senior staff and Headteacher, all staff must aim to create a calm, positive atmosphere that is conducive to work and learning by:

- Being enthusiastic and holding a 'will do' and 'can do' attitude with the students that gives them all access to opportunities for praise;
- Achieving quality standards in the planning and the delivery of teaching which engages students and enables them to make accelerated levels of progress;
- Setting homework and marking it in line with the policy and procedures for assessment;
- Incorporating teaching objectives into lessons which develop students' social and emotional skills as well as their subject skills;

- Taking responsibility for insisting on the standards of behaviour expected as set out in this policy and for maintaining good discipline at all times in and beyond the classroom;
- Establishing and maintaining robust classroom routines for the start and ends of lessons;
- Managing the classroom effectively through seating and grouping arrangements;
- Making sure that classrooms are tidy, well organised, clean and welcoming to promote the climate and environment for learning in which learning can be outstanding for all;
- Listening to students' feedback on teaching and learning, valuing their views;
- Utilising effective strategies to avoid conflict and confrontation within the class;
- Implementing the agreed rewards and sanctions procedure; and
- A clear understanding of all forms of bullying and the expectations outlined in the preventing and responding to bullying and equal opportunities policies.

### **Dress Code**

We recognise that to create an effective learning environment all members of The Jubilee Academy must present themselves appropriately.

### **Expectations of parents/carers and involving them in improvements**

On transition to the school, parents/carers and students will have an opportunity to meet school staff, review the school's key policies and come to understand the purpose of the rewards and sanctions system as a strategy to promote the expected standards of attendance and behaviour.

Parents/carers and students will be expected to enter into a home-school-agreement with The Jubilee Academy which clarifies the expectations of all.

We highly value parents/carers and encourage their full and active participation in their son/daughter's education whilst at The Jubilee Academy.

Parents/carers can be very effective in:

- Reinforcing the school's rewards and sanctions system at home;
- Working closely with the school to ensure that their child adheres to any sanction imposed;
- Evaluating the impact of rewards and sanctions on their child, giving appropriate feedback to the school;
- Assessing existing systems and contributing to developments.

We expect parents'/carers' support for the effective implementation of this policy and are committed to working in partnership with them and their child to achieve the expected standards of behaviour.

### **Searching students**

The Education Act 2011 makes legal provision for staff to search students without consent for weapons, knives, alcohol, illegal drugs and stolen items.

Prohibited items are listed within the expected standards of behaviour and Code of Conduct

A search should only be conducted if the member of staff has reason to believe that the student has a prohibited item (see list above). The search can include a search of a bag or locker and a request to the student to turn out their pockets. A refusal to co-operate could result in an appropriate disciplinary sanction.



Certain school staff can search students without consent for a prohibited item in the following circumstances:

- The staff member is a teacher or another person with authority of the Headteacher. The head teacher has authorised the Deputy Headteacher, Assistant Headteacher and the Senior Teachers to undertake this activity when required. In exceptional circumstances, the Headteacher reserves the right to authorise any as appropriate member of staff;
- The member of staff will be the same sex as the student being searched and there will be another member of staff, preferably of the same sex, present during the search. The only exception to this is if there is a risk of serious harm to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, in these circumstances a member of staff of the opposite sex can search without a witness;
- The member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item;
- The student is on school premises or if elsewhere, where the member of staff has lawful control or charge of the student including on school trips, visits and activities;
- The member of staff will only require outer clothing to be removed. Outer clothing is defined in Government guidance on search powers and includes clothing that is not worn next to the skin or immediately over a garment being worn as underwear, although it includes hats, shoes, boots, gloves and scarves;
- A search of a student's possessions will take place in the presence of the student, unless there is a risk of serious harm to another person if the search cannot be conducted immediately and the student is unable to be present immediately;
- Reasonable force can and may be used to conduct a search for prohibited items.

The school will inform parents/carers if following a search, alcohol, illegal drugs or potentially harmful or mood altering substances are found. The school will also inform parents/carers if any items are passed to the police.

The provisions enable a member of staff to confiscate, retain or dispose of a student's property if there is good reason to do so. It also allows for the erasure of material from electronic items should there be reason to do so. The law protects staff from liability for damage to, or loss of, any confiscated items.

Staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this is the case, school staff should follow the schools' child protection policy.

Where a member of staff considers that persistent disruptive behaviour might be the result of unmet educational or other needs, they may make a decision to refer the student to the Deputy Headteacher to consider whether a multi-agency assessment is necessary.

### **Behaviour beyond the school**

Criminal behaviour outside school is a matter for the police to investigate.

The school may impose a behaviour sanction for this behaviour:

- Where there is a link to breaches of the behaviour policy at school;
- Where in exceptional circumstances it is not tenable under Health and Safety for the student to return to school (in which case the placement would end).

### **Allegations of abuse against staff**

Allegations of abuse will be taken seriously and deal with quickly and in a fair and consistent way to both student and member of staff. Every effort will be made to maintain confidentiality and to guard against unwarranted publicity. Suspension will not be used as an automatic response when an allegation has been reported.

If a complaint against a member of staff is found to be malicious, the student can be disciplined (sanctions set out in the ladder of consequence).

### **Monitoring, evaluation and review**

The effectiveness of this policy will be judged against a wide range of information and data about a student's attendance, punctuality, behaviour and progress which is held electronically within the school's information management system (SIMS).

Detailed electronic reports which contain information, trends and patterns of behaviour, punctuality, attendance and progress are regularly shared with parents/carers and students.

Outcomes of the school's detailed analysis forms the basis of ongoing action plans to support students to achieve the targets and goals set for/with them by the school.

Our school self-evaluation schedule:

- Gives all stakeholders a voice;
- Highlights the strengths of the procedures and systems in place;
- Informs the school improvement plan;
- Informs the staff CPD plan;
- Informs the curriculum (particularly PSHRE);
- Informs the development of this policy.

The school regularly involves students (and their parents/carers) in designing and implementing the rewards and sanctions system. We aim to take account of what students find motivating and encouraging.

Approved by:

Approved on:

Review date:

Responsibility for review:

# ANNEXES

## Student success criteria against the student expected Code of Conduct

<b>Make maximum effort in their learning at all times (in and beyond the classroom and when learning in the home environment through 'The Jubilee Academy Online')</b>
<ul style="list-style-type: none"><li>• Attend school every day in line with the appearance/uniform expectations (see uniform policy)</li><li>• Arrive in time for PSHRE and lessons with the appropriate resources and equipment</li><li>• Listen carefully when expected to</li><li>• Stay in your place unless you have permission to move</li><li>• Set about work promptly (even when it might be difficult), meet new challenges with a positive attitude and ask for help only after you have tried first and genuinely need it</li><li>• Produce work at a good pace and to the highest standard possible at all times so that you make rapid progress (both in and beyond the classroom, e.g. through gifts and talents day)</li><li>• Accept both praise and constructive feedback and enact adult advice and guidance</li><li>• Always complete the work that is to be undertaken in your home learning environment (homework and that which is to be completed through 'The Jubilee Academy Online'), to deadline and to the required standard (in line with your targets and goals) <b>(see note below)</b></li><li>• Utilise your student planner effectively and ensure that it is signed by your parent weekly</li></ul>
<b>Be co-operative and supportive towards staff, other students and your family</b>
<ul style="list-style-type: none"><li>• Follow the instructions and requests of staff at all times</li><li>• Be supportive to each other and to staff by saying and doing things that promote an outstanding ethos and climate for learning (this means doing nothing through word or action that causes upset or hurt or which is malicious);</li><li>• Bring nothing to school that might cause upset, hurt or damage</li><li>• Be an active participant in lessons and group work and support others to give of their best too</li><li>• Be tolerant and supportive to others in difficulty (in line with our policies on preventing and responding to bullying and equal opportunities)</li><li>• Value and show appreciation of the achievement of others in an appropriate way</li><li>• Avoid giving offence by swearing or other inappropriate or derogatory language</li></ul>
<b>Make sure that the school (and the home learning environment) is a safe, pleasant, caring and disciplined environment in which to work and learn</b>
<ul style="list-style-type: none"><li>• Look after the school environment (including by disposing of litter appropriately), the building, furniture, equipment and display at all times <b>(see note below)</b></li><li>• Observe the Code of Conduct for out-of-lesson behaviour</li><li>• Line up and wait sensibly outside classrooms</li><li>• Follow the rules about ball games and the use of outdoor space</li><li>• Wear correct uniform, in the appropriate way at school and when travelling to and from school</li><li>• Observe the rules on jewellery as set out in the uniform policy</li><li>• Bring only personal property that you need to school (electronic music playing devices such as MP3 devices are not permitted. The school advises parents/carers and students against bringing mobile phones to school. Where they are brought to school their use <b>must</b> be completely in line with the expected behaviour set out below)</li><li>• Only consume food and drink at the permitted time and in the appropriate area of the school</li><li>• Refrain from bringing chewing gum to school or eating it on the school site</li><li>• Stay on site at all times unless under the supervision of an adult</li><li>• Give a good account of The Jubilee Academy within the wider community by being polite and considerate towards the school's neighbours and other people that you may meet on the way to and from school each day</li></ul>

<b>Escalated Ladder of Consequences</b>		
<b>Breach of expected standard of behaviour</b>	<b>C1-C7</b>	<b>Sanctions System</b>
<ul style="list-style-type: none"> <li>- Follow adult instructions – first time – every time</li> <li>- Be respectful and courteous to each other and to adults and use appropriate language at all times</li> <li>- Be equipped and prepared for learning</li> <li>- Keep hands, feet, objects and personal comments to yourself;</li> <li>- Remain in the lesson and stay in the place allocated to you by the adult supervising</li> <li>- Be at the right place at the right time</li> <li>- Wear the correct items of uniform every day and wear them appropriately</li> <li>- Eat and drink at the designated time in the designated place</li> <li>- Do not eat or bring chewing gum to school</li> <li>- Make sure that if you have brought a mobile phone to school it is switched off before you enter the school site and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard of used on the school site at any time.</li> </ul>	C1-C4	<ul style="list-style-type: none"> <li>- Pastoral mentoring at end of lesson</li> <li>- Pastoral mentoring session end of day</li> <li>- Detention lunchtime</li> <li>- Parental contact by telephone</li> <li>- Detention end of day</li> <li>- 'Remove' and detention</li> <li>- Parental face-to-face meeting</li> </ul>
<ul style="list-style-type: none"> <li>- Persistent breaches of expected standard of behaviour/appearance/uniform leading to regular C1-C4 consequences</li> </ul>	C5-C6	<ul style="list-style-type: none"> <li>- 'Remove' to Senior Teacher (detention)</li> <li>- Internal inclusion</li> <li>- Parental face-to-face meeting</li> </ul> <p><b>Refer for additional provision</b></p>
<ul style="list-style-type: none"> <li>- A malicious allegation against a member of staff</li> </ul>	C5-C6	<ul style="list-style-type: none"> <li>- Internal inclusion</li> <li>- Exclusion</li> </ul>
<ul style="list-style-type: none"> <li>- Bullying (sanction will depend on circumstances)</li> <li>- Breaches of health and safety (sanction will depend on circumstances)</li> <li>- Sexual harassment (sanction will depend on circumstances)</li> <li>- Actual physical harm to anyone (sanctions will depend on circumstances)</li> <li>- Theft</li> <li>- Smoking on site</li> <li>- Gambling</li> <li>- Persistent breaches of expected standard of behaviour/appearance/uniform leading to regular C1-C4 consequences</li> </ul>	C5-C7	<ul style="list-style-type: none"> <li>- 'Remove' to Senior Teacher/AHT/DHT</li> <li>- Internal inclusion</li> <li>- Exclusion</li> <li>- Review of placement (in serious cases)</li> <li>- Parental face-to-face meeting(s)</li> <li>- Meeting with the 'home school'</li> <li>- Governor intervention panel</li> </ul> <p><b>Refer for additional provision</b></p>
<ul style="list-style-type: none"> <li>- Verbal abuse towards anyone (sanctions will depend on circumstances)</li> <li>- Threats of physical harm towards anyone</li> </ul>	C4-C6	<ul style="list-style-type: none"> <li>- 'Remove' to tutor/mentor or Senior Teacher (detention)</li> <li>- Internal inclusion</li> <li>- Exclusion</li> <li>- Governor intervention panel</li> </ul> <p><b>Refer for additional provision</b></p>
<ul style="list-style-type: none"> <li>- Vandalism or causing wilful loss or deliberate damage to the school or others' property (sanctions will depend on circumstances)</li> </ul>	C4-C7	<ul style="list-style-type: none"> <li>- Remove to Senior Teacher</li> <li>- Charge parents/carers</li> <li>- Review of placement (in serious cases)</li> <li>- Parental face-to-face meeting(s)</li> <li>- Meeting with the 'home school'</li> <li>- Governor intervention panel</li> </ul> <p><b>Refer for additional provision. Inform police as appropriate.</b></p>
<ul style="list-style-type: none"> <li>- Carrying any object or item which could be considered to be or used as an offensive weapon (sanctions will depend on circumstances)</li> <li>- Bringing, using or selling alcohol or other mood changing drugs on the school site (sanctions will depend on circumstances)</li> </ul>	C6-C7	<ul style="list-style-type: none"> <li>- Remove to DHT</li> <li>- Exclusion</li> <li>- Review of placement (in serious cases)</li> <li>- Parental face-to-face meeting(s)</li> </ul>

		<ul style="list-style-type: none"><li>- Meeting with the 'home school'</li><li>- Governor intervention panel</li></ul> <b>Refer for additional provision. Inform police as appropriate.</b>
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## **Governor Intervention Panel**

### **What is a Governor Intervention Panel?**

Good behaviour is fundamental to school standards. If a student's behaviour is causing serious concern and they are at risk of permanent exclusion, the student and their parent/carer will be requested to attend a meeting at school.

The purpose of the meeting is to review the student's behaviour, but also to look at ways the school can help to provide practical support and guidance to improve the pupil's behaviour.

To achieve this we will look at working together to change behaviour, the student will remain in school and reach their full potential with this intervention. A School Governor and a relevant member of staff will attend the meeting. At the end of the meeting, the student's action plan will be reviewed, if there is not one in place, one will be set up.

An action plan aims to improve a student's behaviour and stop them from being excluded. The student and their parent/carer agree the content with the school. All parties concerned regularly review it.

Please note that this is a positive intervention mechanism and is designed to prevent the breakdown of a placement. It is vitally important that parents/carers attend the meeting so that all the relevant information can be shared and the school together with the home can work in partnership to ensure rapid improvement.

# Exclusion and Appeal Procedure

## Introduction

The Jubilee Academy is committed to inclusion. Exclusion follows a range of measures that have been tried to improve the student's behaviour.

Sometimes incidents of poor behaviour which breach the school's behaviour policy and harm the education or welfare of a student or others in school may lead to exclusion.

This procedure outlines The Jubilee Academy's procedures where exclusion is necessary in line with Government guidance and best practice on improving behaviour in school.

The main purpose of this policy is not to seek to introduce a prescribed list of punishments for particular incidents, it is to explain the legal scope and processes which take place for all exclusions at The Jubilee Academy High School.

This policy forms part of the school's Behaviour Policy and should be read in conjunction with other aspects of the policy.

## Internal Exclusions (termed 'internal inclusion' in the ladder of consequence)

This sanction will normally be used for one or two days for a student who has breached the Behaviour Policy in such a way as to make other sanctions less appropriate. Whilst the range of incidents leading to internal exclusion may vary, the common rationale in deciding upon it as an appropriate sanction will be the perceived need to separate the student from the mainstream school for a fixed period of time. In some cases, internal exclusion may be followed by an external exclusion following further investigation of an incident. Parents/carers and the Governing Body will not normally be informed about internal exclusions. Students will remain on the school site and will remain the responsibility of the school at all times during an internal exclusion.

## Fixed-term Exclusions

This sanction will be a fixed period of a number of days or part days when the student is not allowed onto the school site owing to a breach of the school policy, one which is deemed more serious than would be the case for an internal exclusion.

Regulations allow Headteachers to exclude a student for one or more fixed periods not exceeding 45 school days in any one year. The limit of 45 days applies to the student and not to the institution. Exclusions must always be for a specified period, but the days may not run consecutively for example, exclusion may apply for particular days or lesson times if behaviour is linked to particular lessons or periods of the day (for example, lunch time).

The school has an obligation to provide education while a student is on roll and this must be met during fixed-term exclusions. In all cases of more than a day's exclusion, work must be set and marked. The school has a duty to arrange suitable full time educational provision from and including the 6th consecutive day of the exclusion.

Where a looked after child is excluded, provision will be in place from the 1st day of exclusion.

The Headteacher must inform the Governing Body of fixed-term exclusions in line and within the time limits as set out in regulations and guidance.

Parents/carers are responsible for their son/daughter during a fixed-term exclusion and are expected to support them to complete any set school work.

### **Principles relating to exclusion**

- Exclusion will not be imposed in the heat of the moment. A thorough investigation should take place and all evidence must be checked taking account of the school's relevant policies;
- In the case of fixed-term exclusion, students will not normally receive a cumulative increase in the length of the fixed-term owing to previous incidents for which have already been given an appropriate sanction;
- Exclusion will not be enforced if doing so may put the safety of the student at risk. If efforts to resolve the issue with the parents/carers are unsuccessful the school should consider whether to contact the Harrow School Improvement Partnership for advice or to refer the matter or seek advice from Harrow Council's Children and Families department;
- The School has a legal duty under the Equality Act 2010 not to discriminate against disabled students. The Equality and Human Rights Commission has published guidance which explains and illustrates schools' duties under the Act and The Jubilee Academy will take account of this guidance;
- The School will be especially sensitive to exclusion issues where looked after children are concerned. The School will try every practicable means to maintain the student in school and will seek local authority and other professional advice as appropriate. The relevant local authority as well as a student's carer/parent will be kept informed about any external exclusion of a looked after child;
- The School will take account of the guidance on SEN when taking decisions involving children with an identified SEN, including children with a statement of SEN.

### **The decision to exclude**

**There are a number of possible factors which mitigate exclusion. For example:**

- Provocation e.g. as a result of persistent bullying or racial abuse;
- The student's general medical and emotional condition;
- New to the School (possible unawareness of the behaviour code);
- Coercion or being encouraged by others;
- A relatively minor role in the incident compared to others;
- An impulsive act or one committed in the heat of the moment;
- A first offence;
- Previous behaviour and character of the student suggesting that repetition is unlikely;
- An apology for the behaviour;
- Showing repentance and willingness to assume responsibility;
- Voluntary co-operation with the investigation;
- Admission of the offence;
- Readiness to make restitution towards the victim(s).

**There are a number of possible aggravating factors which may make exclusion more likely**

**For example:**

- Failing to heed warnings about similar behaviour in the past;
- Previous warnings about the risk of exclusion;
- Premeditated offence;
- Use of a weapon;
- A history of similar incidents.

### **Witness intimidation**

- The victim(s) sustaining physical injury requiring medical attention;



- The victim being particularly vulnerable for example, a much younger or weaker student;
- Significant support from the school to modify his/her behaviour to date;
- Encouraging others to behave inappropriately in relation to the offence;
- Showing no contrition or no willingness to accept responsibility;
- Not co-operating with the investigation, or worse, actively seeking to frustrate it.

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is **an appropriate sanction**. **The decision ultimately belongs to the Headteacher who will make a decision on the circumstances of each individual case.**

### **Exclusion procedure**

Most exclusions are of a fixed-term nature and are of short duration (usually between one and five days).

- DfE provisions permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year;
- The Governors have established arrangements to review promptly all fixed-term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination;
- The Governors have established arrangements to review fixed-term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent/carer has expressed a wish to make representations which consist of a meeting being offered to parents/carers to discuss the exclusion;
- Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body and the local authority as set out in the letter;
- A reintegration meeting (return to school) will be held following the expiry of the fixed-term exclusion and this will involve a member of school staff. We expect parents/carers to attend this meeting and to participate in the review/development of plans to support their son/daughter. All students returning after exclusion will be placed on report as a support measure.
- The school may arrange for a student reintegrating after a period of fixed-term exclusion to spend time in the school's 'Personalised PLUS' provision where a specific programme will be implemented to help meet the student's greatest needs with the aim of reducing the likelihood of future exclusion;
- During the course of a fixed-term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility;
- The school will comply with the arrangements for ensuring work is set and marked during any fixed-term exclusion including 6th day provision where applicable. The Jubilee Academy uses a local school to facilitate these arrangements as required.

Exclusion Reports will be circulated to parents/carers and governors in good time in advance of the meeting of the Governing Body's Discipline Panel (at least 5 days). As the Headteacher alone has the power to exclude, the Governing Body may not increase the severity of an exclusion but are entitled to receive new information and therefore their reasons for reaching

a decision that may be different to that of the Headteacher. The Governing Bodies will set out reasons for their decision to either uphold the decision to exclude or to overturn it.

### **Before deciding whether to exclude**

Before making the decision to exclude a student, the Headteacher will arrange for a thorough investigation and review of the available evidence to take place and will:

Consider all the evidence available to support the allegations taking into account any other relevant school policy;

- Allow the student to give her/his version of events. If the student refuses to provide a statement, the Headteacher may take a decision based on other relevant information. Students will have an opportunity to provide a statement in the presence of an adult. A parent/carer or other person not connected with the school is not entitled to accompany the student for this purpose. Reasonable adjustments will be made for any student with an identified disability which affects his or her ability to provide a statement.
- Check whether the incident may have been provoked.

If the Headteacher is satisfied that the student did what he or she is alleged to have done, exclusion will be the outcome.

It is important to note that this decision will be formed on what is termed the “**balance of probabilities**” and not “**beyond reasonable doubt**”.

### **Behaviour outside school**

Students’ behaviour outside School on school “business” for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School’s Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students’ behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude. The school will adhere to the guidance relating to any parallel police investigation.

### **Drug related exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the School’s published policy on drugs and mood changing substances. The decision will depend on the precise circumstances of the case and the evidence available.

### **Monitoring and Evaluation**

The responsibility for ensuring that the School adheres to this policy and that this policy is periodically reviewed with reference to both Local and National Guidance rests with the Headteacher and the Governing Body of The Jubilee Academy.

