



## THE JUBILEE ACADEMY

*Aspire and Achieve*

**Title:** Behaviour Policy

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# 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.

*Aspire and Achieve*

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 suspension 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.

## **Sexual violence and Sexual harassment**

The Jubilee Academy expects students to:

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

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

for example, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before acting.

All concerns and or allegations should be reported via CPOMs and send an email to the designated safeguarding and behaviour lead, who will investigate and record in line with the school behavioural policy and ladder of consequence (see page 24). The school has a zero tolerance to abuse including child-on-child abuse, sexism, misogyny/misandry, homophobia, biphobic, transphobic and sexual violence/harassment.

At The Jubilee Academy we will support the victims of child-on-child abuse through different channels such as mentoring, counselling as well as providing advice to parents and carers and if necessary third-party intervention.

At The Jubilee Academy victims will be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment

At The Jubilee Academy will deal with such incidents following the DfE guidance: Sexual Violence and Sexual Harassment, serious violence (including county lines), radicalisation and consensual and non-consensual sharing between children in schools and colleges' (DfE KCSE 2022).

The Jubilee Academy will consider any disciplinary action against the alleged perpetrator(s) whilst an investigation is ongoing. The safeguarding lead or deputy headteacher will work closely with the Police (and other agencies as required), to ensure any actions TJA take do not jeopardise the Police investigation.

## **Online Safety**

### **The 4 key categories of risk (4C's)**

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scam (refer to online safety policy)

### **Dealing with unsuitable/inappropriate activities**

Some internet activities e.g., accessing child abuse images, sexually harassing, bullying, control of others via mobile phone technology or distributing racist material is illegal and banned from school and all other technical systems. Other activities e.g., cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of activities which may be legal but would be inappropriate in a school context (refer to online safety policy page 22), either because of the age of the users or the nature of those activities.

All online safety incidents whether illegal or non-illegal should be reported via email to the DSL and logged as an incident on CPOMS, additionally the DSL should provide staff with the online safety incident form.

### **Illegal Incidents**

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to flowchart in appendix 8) for responding to online safety illegal in.

It is hoped that all members of the school community will be responsible users of digital technologies, who understand and follow school policy. However, there may be times when illegal infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse. In the event of suspicion, the Illegal incident will always need to be escalated to the DSL.

**Once escalated all steps in this procedure should be followed by the DSL:**

- Have more than one senior member of staff involved in this process ideally including the DHT Disciple and conduct and/or SBM H&S (ICT). This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated laptop that will not be used by students and if necessary, can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
  - Interview/counselling by an appropriate member of staff;
  - Informing parents/carers;
  - Removal of internet access for a specified period of time, which may ultimately prevent access to files held on the system, including examination coursework;
  - Suspension;
  - Referral to the police.
- **If content being reviewed includes images of child abuse, then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:**
  - incidents of 'grooming' behaviour
  - the sending of obscene materials to a child
  - adult material which potentially breaches the Obscene Publications Act
  - criminally racist material
  - promotion of terrorism or extremism
  - offences under the Computer Misuse Act (see User Actions chart above)
  - other criminal conduct, activity or materials
- **Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

The above steps are taken as they will provide an evidence trail for the school and the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes.

## **School actions & sanctions**

The school will deal with incidents that involve inappropriate rather than illegal misuse. Any incidents will be dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

(X – Action always taken, \ - Action may be taken, determined on a case-by-case basis)

	Actions/Sanctions									
Students/Pupils Incidents	Refer to class teacher/tutor	Refer to DSL and SBM H&S (ICT)	Report to DHT Discipline and Conduct	Refer to Head of School	Refer to Police	Refer to technical support staff for action re filtering/security etc.	Inform parents/carers	Removal of network/internet access rights	Warning/Counselling	Further sanction e.g., detention/Suspension
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable/inappropriate activities).	\	X	X	X	X	X	X	X	X	X
Unauthorised use of non-educational sites during lessons	X	X	X	\		X	\	\	X	\
Unauthorised/inappropriate use of mobile phone/digital camera/other mobile device	\	X	X	\	\	\	\	\	X	\
Unauthorised/inappropriate use of social media/messaging apps/personal email	\	X	X	\	\	X	\	\	X	\
Unauthorised downloading or uploading of files	\	X	X	\	\	X	\	\	X	\
Allowing others to access school/academy network by sharing username and passwords	X	X	X	\		X	\	\	X	\
Attempting to access or accessing the school/academy network,	X	X	X	\		X	\	\	X	\

using another student's/pupil's account										
Attempting to access or accessing the school/academy network, using the account of a member of staff	X	X	X	X	\	X	X	X	X	X
Corrupting or destroying the data of other users	\	X	X	X		X	X	X	X	X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	\	X	X	X	\	\	X	\	X	X
Continued infringements of the above, following previous warnings or sanctions	\	X	X	X		X	X	X	X	X
Actions which could bring the school/academy into disrepute or breach the integrity of the ethos of the school	\	X	X	X	\	\	X	X	X	X
Using proxy sites or other means to subvert the school's/academy's filtering system	X	X	X	X	\	X	X	\	X	\
Accidentally accessing offensive or pornographic material and failing to report the incident	\	X	\	\	\	X	X	\	X	\
Deliberately accessing or trying to access offensive or pornographic material	X	X	X	X	\	X	X	X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act	X	X	X	X	\	\	X	\	X	\

### **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.

### **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

### **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.

### **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.

### **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, suspension can result, and the police will be informed).

### **Gambling**

The Jubilee Academy expects students to:

- Refrain from any sort of gambling.

## **Searching, Screening and Confiscation**

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. (Please see the schools searching, screening and confiscation policy)

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

- Knives or weapons, alcohol, illegal drugs,.
- 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.

A search should only be conducted if the member of staff has reason to believe that the student has a prohibited item. 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 Headteachers, 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.

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.

## **Confiscation**

The Headteacher or authorised member of staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

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.

## **Screening**

### **What the law allows:**

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils. However, the senior leadership team and staff on learning walk are the only ones that have been authorised by the headteacher to do so.

#### **Also note:**

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure

#### **Strip searches**

Members of staff at The Jubilee Academy do not have the power to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s)

involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **Behaviour Curriculum**

At The Jubilee Academy we believe that the atmosphere both within/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 can 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.
- Staff will reinforce positive behaviour and expectations through bi-weekly assemblies to all pupils.

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

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

Pupils are expected to:

- 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.

## **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. For any reason the Police need to speak with a student, an appropriate adult from TJA or parent will be present during the interview and not unsupervised.

## **Mobile electronic devices (including headphones/earphones)**

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 always the students' responsibility. 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.

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 suspension or review of the placement.

### **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. Textbooks 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;
- '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 (PHSRE) 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 workplace' 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

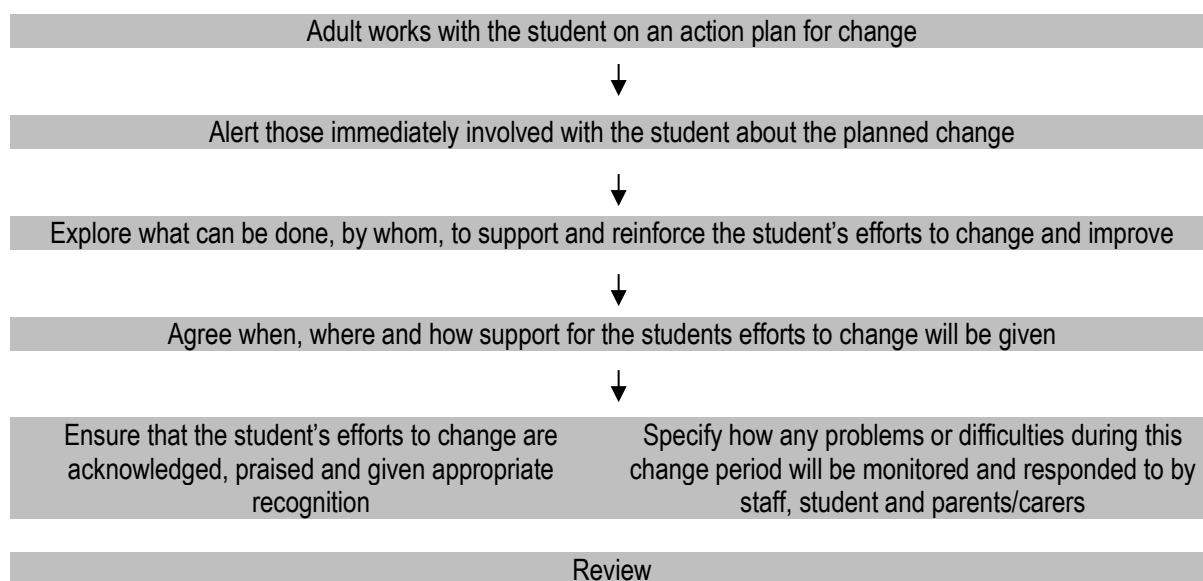
All students undertake a transition and induction programme on admission to the school. This specialised curriculum makes all students aware of the expected standard of behaviour and supports this through a range of qualifications which meet the PSHE objectives and outcomes.

### ‘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
		→ Praise post-card sent home
	→ Activity	→ Headteacher praise letter sent home
	→ Responsibility	→ Trip/visit/activity to mark the achievement
	→ Merits	→ Student leadership role (e.g peer mentor)
	→ Prizes	→ 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.

### Recognising the impact of SEND on behaviour

- The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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, plus a 20 min detention
- C4 – ‘remove’
- C5 – internal suspension
- C6 – suspension.
- 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. The adult will also contact the parent/carer to inform them and to reinforce the detention.

A refusal or forgetting to attend a lesson detention result 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 tutor, head of year or Senior leadership report). 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 Suspension**

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

Internal suspension is between usually between 1-3 days. 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 Suspension at the end of the day one hour later than their peers.

### **Fixed-term suspension**

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 suspension. This will usually be between 1-5 days. The decision to suspend 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 suspend a student, The Jubilee Academy will notify parents/carers of the period of the suspension and the reasons.

Parents/carers will also be made aware of:

- The reasons for suspension.
- The period of a fixed term suspension;
- Parents'/carers' right to make representations about the suspension 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 suspension, parents/carers will have a right to attend a meeting, be represented at this meeting and to bring a friend.

If a fixed-term suspension is for more than five school days, the mainstream school linked to the student(s) will arrange suitable full-time education for them from the sixth day.

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

In the case of certain fixed-term suspensions 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.

### **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.

### **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.

### **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 and low-level concerns, whistleblowing against staff will be taken seriously and dealt 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.

# 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 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> </ul>

## Escalated Ladder of Consequences

Breach of expected standard of behaviour	C1-C7	Sanctions System
<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 always use appropriate language</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 Suspension</li> <li>- Parental face-to-face meeting</li> </ul> <b>Refer for additional provision</b>
<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 Suspension</li> <li>- Suspension</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>- Online safety breach (sanction will depend on circumstance)</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 Suspension</li> <li>- Suspension</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> <b>Refer for additional provision</b>
<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 Suspension</li> <li>- Suspension</li> </ul>
<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> </ul> <b>Inform police as appropriate.</b>
<ul style="list-style-type: none"> <li>- Carrying any object or item which could 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>- Suspension</li> <li>- Review of placement (in serious cases)</li> <li>- Parental face-to-face meeting(s)</li> <li>- Meeting with the 'home school'</li> </ul> <b>Inform police as appropriate.</b>

- Refrain from bringing chewing gum to school or eating it on the school site
- Stay on site at all times unless under the supervision of an adult
- 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

# Suspension and Appeal Procedure

## Introduction

The Jubilee Academy is committed to Suspension. Suspension 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 suspension.

This procedure outlines The Jubilee Academy's procedures where suspension 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 suspensions at The Jubilee Academy

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

## Internal Suspensions

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 suspension 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 suspension may be followed by an external suspension following further investigation of an incident. Parents/carers and the Governing Body will not normally be informed about internal suspensions. Students will remain on the school site and will remain the responsibility of the school at all times during an internal suspension.

## Fixed-term Suspensions

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 suspension.

Regulations allow Headteachers to suspend 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. Suspensions must always be for a specified period, but the days may not run consecutively for example, suspension 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 suspensions. In all cases of more than a day's suspension, 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 suspension.

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

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

### **Principles relating to suspension**

- Suspension 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 suspension, 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;
- Suspension 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 suspension 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 suspension 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 suspend**

**There are a number of possible factors which mitigate suspension. 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 suspension more likely**

**For example:**

- Failing to heed warnings about similar behaviour in the past;
- Previous warnings about the risk of suspension;

- 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 suspension is **an appropriate sanction. The decision ultimately belongs to the Headteacher who will make a decision on the circumstances of each individual case.**

### **Suspension procedure**

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

- DfE provisions permit the Headteacher to suspend 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 suspensions that would lead to a student being suspended for over 15 days in a school term or missing a public examination;
- The Governors have established arrangements to review fixed-term suspensions which would lead to a student being suspended 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 suspension;
- Following suspension parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension 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 suspension, 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 suspension will be placed on report as a support measure.
- During a fixed-term suspension 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 suspension.

Suspension 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 suspend, the Governing Body may not increase the severity of a suspension 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 suspend or to overturn it.

### **Before deciding whether to suspend**

Before making the decision to suspend 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, suspension 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 suspension, then the Head may decide to suspend. The school will adhere to the guidance relating to any parallel police investigation.

### **Drug related suspensions**

In making a decision on whether or not to suspend 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 Head of School and the Governing Body of The Jubilee Academy