



Behaviour and Exclusions Policy

Behaviour and Exclusions Policy

This policy should be read in conjunction with Excelsior College Behaviour Policy and Rainbird Promise.

Rationale

At Excelsior Academy, we believe that there is an integral link between high quality teaching, effective learning and good behaviour. We believe that all our children have the right to work and to learn in an environment which is safe, secure and free from disruption. The Education Act 2010, states that schools and academies have a legal duty to safeguard pupils and to meet the needs of all pupils including those with Special Educational Needs.

Principles

- Pupils learn best in a safe and structured environment.
- High quality teaching supports pupil engagement and positive behaviour
- All forms of bullying are unacceptable, including those on the grounds of race, gender, sexuality or disability.
- All members of the school community deserve and expect to be treated with respect.
- Good behaviour is promoted through a positive learning culture.
- Pupils are rewarded for positive and cooperative behaviour.
- We encourage our pupils to take on responsibilities and leadership roles to help raise self-confidence, self-esteem and promote independence.
- Pupils should be encouraged to treat the academy environment and each other's property with respect.
- Equal opportunities and equal rights should be exercised at all times.

Aims

- To encourage, support and reward good behaviour.
- To raise levels of achievement and progress in Excelsior Academy by offering our pupils the best guidance, challenge and support to ensure they are able to take full advantage of the opportunities for learning.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To build and support the self-esteem of our pupils.
- To value the rights of the individual.
- To encourage the development of positive relationships in all areas of Academy activities.
- To define and model the highest standards of behaviour.
- To ensure that our behaviour strategies and expectations are clear, communicated and widely understood by all - parents / carers, pupils and staff.
- To create an environment in which children feel safe, happy, secure and respected.

- To ensure that pupils are confident of their right to be treated fairly.
- To promote / develop empathy and respect for self and others.

Rights and Responsibilities

Children and young people have an entitlement to an education that inspires, challenges and supports them to reach their true potential. All those involved in our Academy community have a responsibility for ensuring good behaviour. ‘Excelsior Values’, the Rainbird Primary Promise and the Excelsior College Learning Agreement all promote, encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby the pupils are personally responsible for their own actions and behaviour.

	Pupils	Parents	Staff and Governors
Behaviour	<p>To treat everyone – pupils, staff, visitors and the community with respect.</p> <p>To uphold the academy values, rules and expectations to enable the Academy to run smoothly and ensure maximum opportunity for learning.</p> <p>To be polite and considerate to all members of the Excelsior community and members of the wider community.</p> <p>To observe ‘Excelsior Values’ at all times. To wear the correct school uniform and be tidy in appearance.</p>	<p>To treat everyone – pupils, staff, visitors and the community with respect.</p> <p>To uphold the academy ethos, values, rules and expectations to enable the Academy to run smoothly and ensure maximum opportunity for learning.</p> <p>To share with the child’s school’s Welfare Team any concerns or problems which affect / could affect their child’s behaviour.</p> <p>To support the Academy Behaviour policy.</p>	<p>To treat everyone – pupils, staff, visitors and the community with respect.</p> <p>To uphold the academy ethos, values, rules and expectations to enable the Academy to run smoothly and ensure maximum opportunity for learning.</p> <p>To lead by example. To be considerate and fair to pupils.</p> <p>To be consistent.</p> <p>To encourage pupils to achieve their full potential as valued members of the school community.</p> <p>To respond to any complaint of bullying seriously.</p> <p>To respond to cases of poor behaviour that come to their attention.</p>
Attendance	Attend school regularly and punctually.	Support their child to attend school regularly and punctually.	To monitor and support the attendance of all pupils.
Teaching	Be prepared for learning	To provide any necessary	To plan and deliver

	by bringing the necessary equipment. Pay attention in class. Complete classwork, homework and coursework to the best of their ability.	equipment, which supports their child in their learning To support their children with learning at home and in school.	engaging lessons which support children in their learning To support the academy to provide an education that is appropriately structured and challenging. To praise pupils, commending them for hard work, commitment, helpfulness.
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Proactive Strategies

As an Academy, we will ensure that good behaviour is promoted and celebrated and that unacceptable behaviour is prevented wherever possible.

Positive strategies we will use are as follows:

- Supervising pupils travelling to lessons in other parts of the Academy
- Supervision of pupils (see duty rota)
- Use of data to inform planning, teaching and learning and pupil class allocation.
- High-quality teaching and learning
- High-quality classroom management
- Intervention work with 'at risk' and underachieving pupils
- Pupil Welfare Support
- Curriculum planning
- External curriculum provision
- Rewards and recognition of learning
- Student Council, Student Leadership, Student Voice
- Assemblies
- PSHE and Citizenship lessons
- External agencies provision
- Liaison with external agencies
- Quality standards
- Home-School Agreement – the support of parents
- Anti-bullying
- The Curriculum and Learning

We believe that an appropriate and structured curriculum and effective teaching and learning contribute to good behaviour. The curriculum is reviewed on a regular basis to ensure that it meets the needs of all pupils. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection, which can lie at the root of poor behaviour.

Information and Data

Individual pupil and whole-school data are analysed and used to inform short-term and long-term planning. Teachers use data profiles of their classes to prepare lessons and programmes of study. Individual pupil data are used to set pupils in a variety of subjects. If a pupil exhibits persistent, unacceptable behaviour categorised in 11-16 schools as persistent C1, C 2 or C 3 (see categories on page 4), it is important that a variety of data on the pupil be looked at, to identify any potential underlying problems; this includes data on ability, attainment, attendance, behaviour, individual learning needs and individual social needs. Data on pupil behaviour are stored in the academy's online E - Portal MIS which can be accessed by all school staff.

The Strategy Manager for Pupil Welfare, Pupil Welfare, Behaviour and Attendance Managers meet on a regular basis to discuss matters and issues within each Excelsior Academy school. The data mentioned in paragraph 2 above is used to inform these meetings.

Communication and Parental Partnership

Excelsior Academy gives high priority to clear communications within each Academy school and to positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour and learning. A positive partnership with parents is essential to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage, and encouraged to work with the academy school in rectifying the situation.

Classroom Management

Well planned lessons tailored to the needs, interests and abilities of all pupils promote engagement and positive behaviour. Classroom management and teaching methods are important factors on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way in which pupils behave.

Staff Training

All Excelsior staff who work directly with children in the classroom are involved in our COACHING programme. We are committed to the highest standards of Teaching and Learning and we believe that this approach impacts positively on pupil behaviour. It is essential that staff are fully aware of, and act in accordance with, the academy's behaviour policy. To this end, all staff receive in-house training and guidance as to the policy and its

implementation. On joining the academy, staff are given training through the induction programme for new staff. Additional support for all staff can be provided through:

- Refresher courses
- Teacher improvement strategies
- One-to-one support
- Support from Excelsior's Welfare Teams

Positive Achievement

Excelsior Academy aims to foster a positive attitude to all aspects of school life; the acknowledgement of learning – and of the positive attitudes which maximise learning – lies at the heart of all we do.

Staff members encourage all pupils to achieve their potential through a system which strives to reward through praise and acknowledgement of achievement. This is done through:

- MAD (Making A Difference) Merits
- Letters home
- Subject Area and Welfare Rewards
- Assemblies

Our annual Prize-Giving Ceremony, held in the Autumn Term of each year, acknowledges achievement, effort and contribution in all aspects of academy life; attendance and punctuality; talent in sport, music and the arts; contribution to the school and wider community; and academic achievement.

Anti-Bullying

Within each Academy school, we strive to ensure that all forms of bullying are prevented and eliminated, rather than just controlled. Teachers, pupils, parents, governors and support staff make sure the school is a welcoming place where children are happy and relaxed enough to take advantage of all the educational opportunities that are being offered.

In order to deal with incidents of bullying, the school will react firmly and promptly where bullying is identified. (See Anti-Bullying Policy)

Reactive Strategies (11-16 schools)

When unacceptable behaviour occurs, the academy responds to incidents quickly and effectively. Unacceptable behaviour is divided into three broad bands.

Consequence 1 (C1): misbehaviour that can be effectively managed within a classroom environment or around the school by any member of staff. This will result in a verbal warning.

Consequence 2 (C2): more serious behaviour or persistent C1 misbehaviour that requires a more formal warning and a 15 minute detention

Consequence 3 (C3): Very serious behaviour or persistent C2 misbehaviour that requires a sanction such as a break time, lunch time or after school detention.

Referral System

	C1	C2	C3
Classroom	Teacher CSW	Teacher CSW	Teacher Behaviour Manager
CMADT/ Team Time / Meet and Greet	Teacher	Teacher	Teacher Behaviour Manager
Exam Hall	Head of Examinations	Head of Examinations Behaviour Manager	SLT
Around School	Teacher CSW	Behaviour Manager	SLT

Should the behaviour escalate further or be exceptionally serious the pupil should be referred to the Behaviour Manager. After exhausting all behaviour support strategies, the Behaviour Manager may escalate further to a member of the school’s SLT team.

Unacceptable Behaviour:

C 1	C 2	C 3	Referral to Behaviour Manager	Referral to Attendance Manager
Attention Needing Behaviour	Repeated C1 behaviour	Repeated C2 behaviour	Smoking	Truancy
Chatting in class	Name Calling (minor)		Aggression / violence	Repeated lateness
Disrupting another pupil	Lack of homework		Fighting	
Silly behaviour	Getting mobile phone or similar out of bag / pocket		Major disruption	
Lack of equipment	Talking in a test		Stealing	
Lateness			Possession of a weapon	
Not following instruction			Use / possession of alcohol / drugs	
Shouting out in class			Abuse	
Not on task			Bullying	

Wearing excessive make up			Extreme hairstyles	
Wearing non uniform accessories			Vandalism	
Careless damage			Taking images of another person on school site without permission	
Chewing in class			Swearing directly at staff	
Inappropriate Language			Discriminatory comments	
Name Calling (minor)			Sexual Misconduct	

11- 16 School Sanctions

C1, C2 and C3

- Reminder of expectations
- Private discussion with pupil
- Verbal reprimand
- 3 minute 'cool off' period outside of classroom
- Isolation in class
- Move seats
- After school detention
- Break time or lunch time detention
- Confiscation
- Loss of Privileges
- Phone call home
- Letter home
- Parental meeting
- Subject report

Strategies which could be implemented by Behaviour Managers

- Referral to Principal
- Referral to Pupil Welfare Manager
- Meeting with parents / carers
- Isolation
- Discipline panel
- Referral to school counsellor

- Referral to Police
- Acceptable behavior contract
- Alternative Education
- Report
- Detention

Strategies which could be implemented by Executive Principal

- Fixed term exclusion
- Permanent exclusion

Reactive Strategies (Primary)

Remember the most significant and immediate consequence is that the adult takes control

1. a frown or indication of disapproval
2. a reminder of the task and what is required of them
3. verbal warning
4. reminder of the Rainbird Promise
5. a minor penalty, where possible related to the offence e.g. tidying equipment, picking up litter etc.
6. removing temporarily from the activity
7. time out – a designated area in the classroom for 5 minutes
8. repeated or extra work where the presentation or content of the work is clearly below the pupil's potential
9. loss of play time 3 to 5 minutes
10. loss of whole play time – depending upon circumstances
11. sent to/ or referred to another teacher. The pupils should remain with the other teacher for no longer than 5 minutes. This should not happen more than three times in any week, nor should the pupils be missing the same activity - should the pupil be still misbehaving then clearly this sanction is not appropriate.
12. sent to/or referred to Welfare Lead
13. sent to/or referred to Principal

Only in extreme circumstances must stage 12 and 13 be employed immediately.

All behaviour incidents resulting in stages 11,12 or 13 must be reported on e-portal. Remember constant referral can undermine the authority of the teacher

- parents informed by letter and behaviour discussed.
- being put on report for an unspecified period of time until some change in behaviour is brought about.
- individual detention

- debarment during the midday break
- Any unfinished work due to misbehaviour should be sent home for completion by the pupil
- use your professional judgement taking account of home circumstances

Excelsior College Intervention

Persistent failure to meet the expectations of sixth form students will trigger a number of intervention strategies being put in place by Subject Area, form tutor or member of the Senior Leadership Team within the College:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Unacceptable behaviours including out of dress code; lesson truancy	Unacceptable behaviours including persistent Stage 1 behaviours	Unacceptable behaviours including persistent Stage 2 behaviours	Threatening behaviour; Rudeness to members of staff; Violence; Bullying; Vandalism; Racism; Deliberate disobedience; Repeated disruption to the learning process; Behaviour deemed to undermine the good order of the school.	All steps to encourage the student to obey the school rules have failed OR Allowing the student to remain in school would be seriously detrimental to the education or welfare or safe guarding of staff and students in the school; Persistent and defiant behaviour; Serious actual or threatened violence against a student or member of staff; Sexual misconduct; Supply or possession of an illegal drug; Carrying an offensive weapon; At the discretion of the Principal
Incident reported on eportal	Incident reported on eportal, escalated to	Incident reported on eportal, escalated to	Incident reported on eportal, meeting with College Principal	Incident reported on eportal, meeting with College Principal then referred for CIAG support

	ADA	College SLT		
Verbal warning by member of staff	Contact with parents / carers; Subject concern letter sent home	Meeting with parents / carers; Subject Report; Behaviour or attendance Report; Behaviour or attendance contract; Principals warning letter	Fixed term off site; parent / carers to attend formal meeting with College Principal	Alternative provision sourced

These lists are not exhaustive and serve as guideline only.

Searching pupils

Academy staff can search pupils with their consent for any item which is banned by the academy rules.

The School Principals and staff authorised by the Executive Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items are:

- Knives and Weapons
- Alcohol
- Legal Highs
- Aerosols
- E-cigarettes
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should items be found, the response of the academy will be based upon the item found and any relevant information regarding its use.

Discipline Beyond the School Gate

Pupils are expected to display the same high levels of respectful behaviour whilst travelling to and from Excelsior Academy. School Principals may consider disciplinary action to any pupil who brings themselves or the academy into disrepute beyond the school gate.

Use of Reasonable Force

Academy staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The School Principal and staff authorised by the Executive Principal can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. All use of reasonable force and or restraint are documented.

Allegations of Abuse Against Staff

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported. Should a student make a malicious accusation against school staff, the matter will be taken seriously and could result in either a fixed term or permanent exclusion from the academy.

Staff facing allegations will receive pastoral support from our Human Resource Manager and external agencies if appropriate.

Exclusions

We are committed to the principles of inclusion and work extremely hard to be an 'inclusive school'; however, there are occasions when pupils, in order that their ultimate inclusion may be assured, are excluded from mainstream provision.

The decision to exclude for a fixed term or permanently is the Executive Principal's. It is taken in line with the academy behaviour policy and takes into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.

In the case of serious one-off incidents exclusions could be considered. Exclusions for incidents over time may well be a combination of level 2 and 3 incidents.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing

body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeals panel.

The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Monitoring and Evaluation

Monitoring and evaluation of the policy will take place through a combination of the following mechanisms:

- Behaviour audit
- Questionnaires to pupils and parents
- Lesson observations
- Corridor observations
- Pupil behaviour data
- Attainment data
- Attendance data

The policy provides a focus for dealing with issues of pupil behaviour, although it will be reviewed annually.