

Behaviour & Discipline Policy The Boulevard Academy

Policy reviewed and adopted
by the Board of Trustees

Autumn Term 2 2023

Version

V4

Date of next review:

Autumn Term 2 2024

Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

**Safeguarding Policy
Attendance Policy
PSHE Policy**

Where is this policy
published?

School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

3.1 This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

3.2 We aim to provide an orderly, caring, and supportive community where pupils and adults feel safe and secure. We will seek to do this by creating an atmosphere which is conducive to learning and supportive to our pupils and by encouraging partnerships with parents.

4 Rationale

4.1 This policy provides a framework for staff, pupils and parents. Our approach to behaviour management is intended to encourage pupils to develop self-discipline, demonstrate acceptable behaviour and show tolerance and respect to others.

4.2 We recognise that parents play the most important role in teaching about ways to behave, at the Academy we reinforce the attitudes, courtesies and disciplined behaviour which begins in the home. It is therefore an important aspect of behaviour management that we keep parents informed in all aspects of pupil behaviour and conduct.

4.3 At The Boulevard Academy we believe:

- all people have the right to be respected;
- the environment and personal property should be respected;
- there is a fundamental link between good discipline and purposeful learning;
- unacceptable behaviour must be challenged and can be changed;
- everyone has the right to work and learn without disruption.

5 Objectives

Our objectives are:

- to provide good adult and peer role models;
- to celebrate achievement and recognise success;
- to enhance and promote self-esteem and self-discipline;
- to work in partnership with parents;
- to encourage respect for the school environment and for each other;
- to challenge and deal with unacceptable behaviour in order to maintain a calm working environment.

6 Our Expectations

At The Boulevard Academy, we would like pupils who:

- are confident, trustworthy individuals, who understand the effect of their own actions and can make decisions about their own behaviour;
- have high self-esteem and a positive self- image;
- show respect, kindness and consideration to others;
- understand that unacceptable behaviour and language have consequences;
- have a positive view of their local community and environment and understand that they have responsibility to protect it;
- have a positive view of the Academy and understand that rewards are offered for positive contributions to the life of the Academy and for efforts made to personal and Academy success;
- understand the inter-relationships of society and the local community and are not prejudiced by race, gender, age, disability or culture.

7 Relationships

The Boulevard Academy expects:

- adults develop relationships with our children that are based on mutual respect, trust and understanding of individual circumstances;
- adults understand that our children may have different views on life and different experiences and home circumstances to those experienced by staff at the Academy;
- everyone is treated as an individual;
- we speak to children as we expect to be spoken to;
- children are greeted in a polite and positive manner;
- adults always use appropriate language and avoid using phrases which could be misinterpreted by pupils or parents;
- good behaviour is promoted by fair, consistent approach and by acknowledging and rewarding good behaviour.

8 Legislation and statutory requirements

8.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

8.2 It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

8.3 In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

9 Implementation of the policy

Code of Conduct

At The Boulevard Academy everyone is expected to act with courtesy and consideration towards others at all times and to respect the environment in which we work. Our expectations are clearly expressed in The 'PAUSE' Code of Conduct (Appendix 1) and the 'Responsibilities for members of the Academy community' statement (Appendix 2).

10 Definitions

10.1 Misbehaviour

This is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform

10.2 Serious Misbehaviour

This is defined as:

- repeated breaches of the school rules;
- any form of bullying;
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments;
 - sexual jokes or taunting;
 - physical behaviour like interfering with clothes;
 - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- vandalism;
- theft;
- fighting;
- smoking
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items. These are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

11 Classroom Practice

11.1 An Assertive Discipline approach to positive behaviour management should be adopted.

11.2 To promote good classroom relationships teachers, need to:

- offer good role models;
- foster good relationships with mutual respect;
- supervise entry and exit of the classroom (Meet and Greet Policy);
- set clear classroom rules;
- have high, clear and known expectations of pupils' academic and social abilities;
- match curriculum and teaching style to pupils' needs by thorough lesson planning;
- extend and motivate pupils by providing stimulating and creative learning activities;
- keep a tidy, stimulating working environment;
- mark work and provide regular feedback to pupils;
- nurture pupils' growing maturity, self-esteem and self-discipline;
- focus on and reinforce through rewards for positive behaviour and achievement;
- be consistent and fair in setting and applying standards for behaviour;
- offer guidelines to pupils on positive ways of achieving good behaviour;
- re-establish working relationships after sanctions have been applied (clean slate)

11.3 Dealing with unacceptable behaviour in class and at arrival/departure from lessons:

- Unacceptable behaviour in the classroom is best dealt with by the class teacher at the time it occurs;
- If sanctions are needed, they should be carefully chosen according to the level of unacceptable behaviour. Pupils should be aware of what will happen next if the unacceptable behaviour continues;
- Staff will not threaten what cannot be carried out and should avoid inappropriate use of whole class punishments. Leave loopholes and not give final chances. Pupils should know why they are being punished and how they can put things right.
- Accept that young people make mistakes and need another chance. Make it clear to the pupil it is the 'behaviour' you dislike/ are applying the sanction for; it is not the person you dislike. This is important for re-establishing the teaching relationship in future lessons. Avoid comments like "You are"
Replace with "Your behaviour is unacceptable because..."

11.4 If unacceptable behaviour is persistent, discuss and utilise the help of your line manager. Keep pastoral staff and the form tutor informed. If the behaviour persists and if sanctions are not working, then the Head of Year and Head of Phase should be involved. Information sharing and liaison takes place via the Pupil Information System.

11.5 Sanctions should be applied using the Staged Behaviour Management approach and the Assertive Discipline consequences. The Boulevard Academy guidelines for this are provided in Appendix 3.

12 Outside the Classroom

- All staff have a responsibility to maintain an orderly atmosphere around the sites;
- All staff should see themselves as a positive presence empowered to influence the atmosphere around for good;
- Staff should be prompt for duties to ensure adequate supervision;
- All staff should adhere to the 'Meet, greet and seat' policy to provide supervision, in the immediate vicinity of your classroom, of movement of pupils between lessons and to ensure an orderly start to lessons;
- Do not tolerate behaviour which goes against the Code of Conduct. Challenge and report any bullying, racist or sexual harassment;
- Log incidents via Class charts;
- Any incident is best dealt with by the teacher closest to the incident;
- In an emergency send for help via the On-Call system in which a senior member of the staff will be notified to provide support.

Behaviour to be encouraged	Sanctions for inappropriate behaviour
<p>Corridors</p> <ul style="list-style-type: none"> ● Walk on the left ● Move around quietly ● As a class walk one behind the other ● Hold doors open for others if appropriate 	<ul style="list-style-type: none"> ● Verbal reprimand (S1) ● Ask to repeat the action appropriately ● Undertake a 30-minute after school detention (S4)
<p>Assembly</p> <ul style="list-style-type: none"> ● Walk in orderly manner ● Sit/ stand in silence ● Listen respectfully ● Join in activities ● Exit when instructed in an orderly manner 	<ul style="list-style-type: none"> ● Verbal reprimand (S1) ● Sit away from peers ● Remove from Assembly and further sanction applied eg detention (S2)
<p>Playground/ outside spaces</p> <ul style="list-style-type: none"> ● Keep hands and feet to yourself (no fighting/ play- fighting) ● Line up to enter buildings in an orderly manner at the end of play/break time ● Avoid interfering or spoiling other's games ● Be polite to everyone ● Use only appropriate language ● 	<ul style="list-style-type: none"> ● Verbal reprimand ● Undertake a 30-minute after school detention (S4) ● Refer serious incidents to the Head of Year or Phase
<p>Dining Room</p> <ul style="list-style-type: none"> ● Remove outdoor clothing ● Line up sensibly and wait your turn ● Sit down to eat sensibly and quietly 	<ul style="list-style-type: none"> ● Verbal reprimand (S1) ● Refer serious incidents to the Head of Year or Phase

<ul style="list-style-type: none"> ● Eat food with care and clear away waste and litter before leaving 	<ul style="list-style-type: none"> ● Persistent offenders may undertake a 30-minute after school detention (S4)
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13 Off Site Behaviour

13.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our school;

13.2 Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school

13.3 Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

14 Malicious Allegations

14.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

14.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

14.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

14.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15 Zero Tolerance Approach to Sexual Harassment and Sexual Violence

15.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

15.2 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

15.3 The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

15.4 Sanctions for sexual harassment and violence may include:

- Varying forms of detention;
- Fixed term exclusion;
- Permanent exclusion.

15.5 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police.

16 Supportive network for pupils

16.1 There are times when a pupil will need supportive intervention for them to function well socially or academically. Tutors and subject staff are kept aware of any difficulties affecting their pupils and should be sensitive and flexible in their expectations and dealings with that pupil.

16.2 However, some details for vulnerable, at risk or pupils on the child protection register may need to be kept confidential. All Staff need to show sensitivity to the complex nature of the background of many of our pupils and should approach dealing with any pupil with sensitivity to the fact that a pupil's behaviour may be a consequence of issues which they may not be fully aware of.

16.3 There are a variety of ways through which pupils are supported:

- The Pastoral System;
- SEN Code of Practice;
- Academic Tutoring;
- Pastoral Curriculum;
- Target sheets / Monitoring sheets;
- Parent / school co-operation;
- Personal intervention – through tutor, elected teacher, Mentors, other staff;
- Use of outside agencies – Education Welfare Service, School Health Service, Social Services, Educational Psychology Service, Child Psychiatric Service;

- Child Protection Policy;
- Equal Opportunities Policy;
- Anti-bullying Policy.

17 Physical Restraint

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

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

17.2 Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

17.3 Only colleagues that have received the correct training will physically restrain a child.

18 Rewarding positive behaviour, attainment and progress (linked to Rewards Guidance)

18.1 The Boulevard Academy places a great deal of importance on the positive effect that rewards can have on pupils of all ability levels. The pupils are encouraged to earn rewards. We talk to pupils regularly about what they find rewarding, in order to develop an individual diverse rewards “menu”. Pupils are consulted on a regular basis via Class and School Council. However, as rewards are a matter of individual preference there will be times when it is more appropriate to negotiate with pupils on a one to one basis as to the valued reward outcome.

18.2 Rewards on offer:

- verbal praise, smile and congratulations;
- written comments;
- stickers;
- sharing of positive feedback with a wider audience, adults or pupils;
- photographic evidence in displays or workbooks;
- achievement display;
- certificates;
- verbal report/ telephone call to parent/carer;
- letter to parent/carer;
- achievement assemblies;
- individual praise;
- group praise;
- achievement prize;
- responsibilities;
- reward trips

18.3 All members of staff are issued with Rewards Guidance.

18.4 Merits will be awarded for the following reasons:

- Outstanding work;
- Reaching a target;
- Positive attitude;
- Uniform;
- Effort;
- Attendance;
- Punctuality;
- Community service / really helpful;
- Politeness;
- Uniform.

19 Sanctions as part of the staged behaviour management system (See Appendix 3)

These are examples of staged sanctions available.

19.1 Sanctions available to class/subject teachers and Tutors

These are:

- **Verbal reprimand** – (informal reproof at the time or a more formal discussion at the end of the lesson);
- **Written comment** – on Class Charts Report Card;
- **Behaviour Targets set** – on Class Charts Report Card;
- **Loss of free time** – to rewrite or complete work at play/break time, lunch time;
- **Tasks** – e.g. tidy classroom;
- **Loss of privileges** – e.g. unsupervised time;
- **Discussion with parents** – by telephone, letter or meeting (keep a record);
- **Detention** – 30 minutes at lunch or 60 minutes at the end of school is acceptable without prior notice. Parents will be notified of detentions via the My ED or Class charts applications electronically.
 - For after school detentions, parents should be notified via an app message. We welcome any parents contacting the school to discuss the detention.
 - Unless in extreme circumstances the sanction will be applied on the same day.
- **Use of Support Tree**

19.2 Additional sanctions available to Middle Leaders

These are:

- **Detention of 30 or 60 mins (After school)** (as appropriate to age/ Phase) and letter home;
- **Contact with parent/ carer;**
- **Behaviour/ target report card** and letter home;
- **Review grouping/setting arrangements.**

19.3 Additional sanctions available to Pastoral staff

These are:

- Detention and letter home;
- General Behaviour report and letter home;
- Loss of unsupervised time – break time or lunch time;
- Target report/card or Pupil Support Plan;
- Referral to Buddy room facility by negotiation;
- Negotiation with Leadership Team for alternative provision/ timetable;
- Referral to other support (Mentors, external agencies)

19.4 Leadership Team

19.4.1 The Leadership Team has access to all sanctions. They also have the option of making a referral to the Principal requesting exclusion or referral to a disciplinary committee. Removal from classrooms is only every undertaken as a last resort and will only ever be done with full agreement from a member of the Academy leadership team.

19.4.2 If the support and sanctions systems are not successful with a pupil then a pupil (accompanied by a parent/carer) will be invited to appear before the Disciplinary Committee of the Governors for a formal warning. A contract may be used in conjunction with other appropriate measures to enable the pupil to make a fresh start.

19.5 Exclusion

(Refer to linked Policy on Exclusion for further detail)

19.5.1 The Principal may exclude for gross misconduct, for an assault on another member of the Academy or when everything else has failed. Return to the Academy may well involve the laying down of conditions/a contract being drawn up between pupil and the Academy signed by the Principal, parent and pupil.

Only the Principal has the authority to exclude a pupil.

19.5.2 The Academy leadership team has the designated authority to coordinate exclusions on behalf of the Principal. On occasion the Academy may offer a managed move to another school instead of an exclusion. The local authority will be contacted to gain advice in the case of all exclusions.

19.6 The Alert System

19.6.1 An emergency 'On Call' system is in place to deal with emergency assistance for serious incidents or when there is a high risk for health and safety to be compromised.

19.6.2 Examples of when it would be appropriate to call for Alert may include incidents such as

- Suspicion of being under the influence of drugs or alcohol;
- Physical abuse or high level of threat of physical violence;
- Verbal abuse towards a member of staff (including swearing, racial or sexual comments);
- Serious disruption where usual intervention cannot restore order;
- A child reaching an S3 or S4 on the sanction were despite repeated warnings, negative conduct is continuing;
- A child being given an S5 for a serious classroom concern.

19.7 Calling for On Call

19.7.1 An internal alert sent from with the Class Charts monitoring software will alert senior academy colleagues that the On-Call member of staff is required to support a colleague or student in need.

19.7.2 If a pupil walks out of the lesson staff should not attempt to restrain them (unless there is a serious threat to safety of the individual or others) but use the On Call system to inform a senior member of staff. 'On Call' may pick up internal truants and return them to class; the on-call staff will then inform Attendance / Reception that the 'missing' pupil has been returned.

19.7.3 Staff on the Alert rota will be contacted by Attendance / Reception. On call staff carry the on call mobile phone and patrol corridors, visit classrooms and check on areas where there are known to be problems or concerns.

19.8 Follow up from on call, call

When on call is called the class teacher must log the details of the incident on the Class Charts system. The on-call member of staff may remove the offender for the lesson to continue without further interruption, but the sanction should be administered by the class teacher or by discussing the action taken with the on-call member of staff. If the on call was of a very serious nature (for example where exclusion is warranted) then the matter will be referred to a member of the Leadership Team. In that case, the exclusion will be logged on the MIS system, the Leadership Team member will discuss with the member of staff what sanction has been put in place and will arrange for reconciliation for the pupil involved before returning them to normal timetable.

20 Management of this policy

20.1 The Principal is responsible to the Governing Body for the promoting, monitoring and maintaining of this policy.

20.2 The Academy safeguarding lead is responsible for the day to day promoting, monitoring and maintaining of this policy.

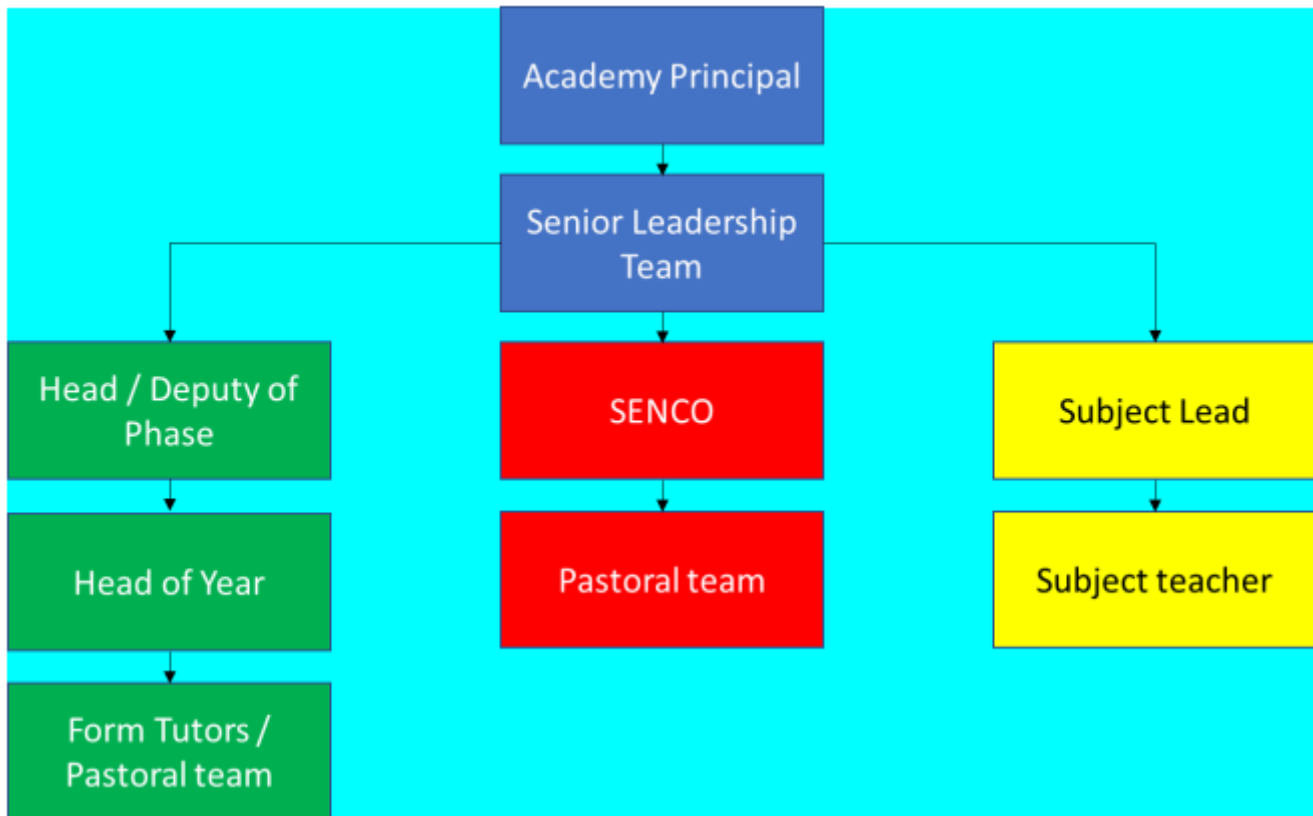
20.3 Programme Leaders are responsible for managing, monitoring and maintaining the policy within their teams and area of the Academy.

20.4 Pastoral staff are responsible for managing, monitoring and maintaining the policy within their Group particularly in monitoring individuals causing concern and tracking potential problems to put in place intervention strategies to bring the pupil in line with expectations of good conduct.

20.5 All staff are responsible for implementing the policy.

20.6 Associate staff should refer incidents of concern to the appropriate members of the teaching staff but are expected to challenge unacceptable behaviour as a responsible adult in the Academy.

21 Line Management of the Policy



22 Monitoring

This will take place through:

- Pastoral meetings;
- Leadership Team Meetings;
- Appropriate Logs for Racism or Sexual harassment or Physical Abuse on CPOMS;
- Appropriate Logs for Bullying incidents and monitoring on CPOMS;
- Behaviour Management System records;
- Exclusion data.

23 Communication

23.1 This policy is shared electronically with staff via the shared area and in hard copy in their Teaching and Learning Folders held by every member of staff and the Policy Folder available in the staffroom.

23.2 The main features of the policy are shared with pupils by:

- Assemblies;
- PAUSE code of conduct available in laminated mats for every classroom;
- Positive reinforcement by consistency from every member of staff; Pupil Learning Journals;
- Group Tutors.

23.3 The policy is shared with parents via the parent's area of the Academy website and is available on request as a hard copy. A hard copy is also issued to all new parents of pupils joining the Academy.

23.4 Communicating incidents and follow up

23.4.1 The Pupil Information System (on the School Information Management System) is used to provide the necessary information to build up a profile on a pupil's progress, attendance and behaviour

23.4.2 The system is designed to provide an accurate and objective picture of the pupil and to co-ordinate any actions taken by the appropriate members of staff.

23.4.3 Information recorded on Class Charts and the MIS system may be shared with parents or with Governors at Disciplinary meetings. It is therefore essential that accurate detail is given of the incident and action taken. Professional language should always be used when recording information on pupils.

23.4.4 Parents / outside agencies may request to see information recorded. Information should be accurate. This information will be included in Exclusion Meeting documentation.

23.4.5 Pastoral meetings have a standing agenda item to discuss pupils causing concern and an opportunity to discuss supportive ways forward.

23.4.6 Leadership Team meetings held weekly are used to discuss individual pupil concerns and next steps to be taken.

23.4.7 When sanctions such as Time Out, Exclusion, Alternative provision or modified timetable are used it is usually because there are general concerns about the conduct of an individual pupil. Such actions are notified to the general staff and not individual staff. Notification is shared in a variety of ways such as

- Staff room whiteboard;
- Staff Bulletin;
- Pupils Educated Offsite/Alternative Curriculum/Modified Timetables held at Pupil Services;
- Email.

24 Exclusions

(Linked to Exclusions Policy)

24.1 Following a fixed term period of exclusion, the pupil is required to attend a meeting with their parents and a member of the leadership team. A record of the discussion is made and the terms on which the pupil can return are recorded. Where the reason for the exclusion was a single incident involving a member of staff, a member of the leadership team will meet with the member of staff prior to the first lesson with that pupil to explain the outcome of the meeting.

24.2 Usually an action of restorative justice (for example an apology) will take place before the teacher would meet that pupil in lesson time.

25 Public Sector Equality Duty

25.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work

should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

25.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

25.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Chiltern Primary School adheres to these statutory regulations.

26 Person Responsible

Updated Autumn 2 2023

Principal

To be reviewed Autumn 2 2024

Appendix 1 PAUSE

PAUSE

This is to remind you of the standards expected of you and how you can contribute to further improving the reputation of the Academy. I would also like to remind you of some of the ways we already expect you to conduct yourself at all times.

Punctuality:

- Develop good habits by being on time for registration and to every lesson.

Attendance:

- Good attendance is essential every day and to every lesson;
- Pupils with good attendance, achieve their goals.

Uniform:

- We wear our uniform correctly;
- Being smartly dressed always makes a good impression of yourself and the Academy;
- We only wear coats and hats outside of the building;
- We keep jewellery to a minimum (watch, 1 pair small stud earrings).

Safe and sensible behaviour:

- We keep safe by behaving in a calm and sensible manner around the building, on the site, on our way to and from the Academy and when representing the Academy on visits and trips. In this way we present a positive image in our community;
- We never throw objects/snowballs in case we accidentally injure someone;
- We may drink water only in class if the teacher allows this;
- We always respect health and safety rules especially in places like laboratories, workshops and IT rooms;
- We keep mobile phones, mp3 players and similar devices for use outside of the Academy. We keep them switched off and out of sight whilst we are in the Academy;
- We only eat our food in the dining hall. This avoids leaving food scraps and litter around which spoil our environment.

Expectations:

- We co-operate and respect each other, staff and visitors always. We are polite, smile and say, 'good morning';
- We come to our Academy to work and learn so we always make the best effort we can in lessons and other activities;
- We want to be successful and we can achieve this by following the PAUSE Code of Conduct.

The best schools have high standards and high expectations. High standards must be kept by pupils and staff. I have high expectations of you, and you should have high expectations for yourself. Together we can all work to make The Boulevard Academy the 'best' it's up to you.

Appendix 2 Responsibilities of all members of the Academy community

Staff and Governors will endeavour to:

- lead by example;
- be consistent in dealing with people;
- promote the aims and expectations of the Academy;
- have high expectations of the pupils;
- meet the educational, social and behavioural needs of all pupils;
- provide an appropriate curriculum and learning experiences for pupils;
- keep parents informed about all aspects of pupil's progress.

Pupils have a responsibility to:

- support and care for each other and the adults they work with;
- respect all property and work;
- listen to others and respect and tolerate different opinions;
- take responsibility for their own actions and behaviour;
- do as instructed by all members of staff;
- take responsibility for their own learning and always be prepared to participate fully in learning activities.

Parents are encouraged to:

- be aware of the Academy's values and expectations;
- support the aims and expectations of the Academy;
- ensure pupils attend regularly and arrive on time each day appropriately dressed and equipped to learn;
- provide written explanation of the reasons for absence;
- attend parents evenings and meetings;
- support staff in the development of the pupils' education.

Appendix 3 Sanctions Summary

S1	Verbal Warning	Class charts updated	Given for such reasons as: Low level disruption, Lack of effort, Shouting out, Talking over the teacher, Offtask behaviour, etc.
S2	2nd and final Verbal Warning	Class charts updated	<ul style="list-style-type: none"> Continued poor behaviour after Sanction 1 Foul or nasty language to peers Refusal to follow instructions Minor breach of Health and Safety Rules Low level poor behaviour in the corridor <p>Given for such reasons as: Low level disruption, Lack of effort, Shouting out, Talking over the teacher, Off task behaviour, etc.</p>
S3	On Call notification	Class charts updated	<ul style="list-style-type: none"> Continued poor behaviour after Sanction 2 Movement to a buddy room undertaken Failure to attend break detention Rudeness to staff Repeated refusal to follow instructions <p>This will be logged against your permanent record and your parents will be notified by text message and receive a telephone call.</p>
S4	30 or 60 minute After School Detention	Class charts updated	<ul style="list-style-type: none"> Breach of Health and Safety Rules Continued poor behaviour after Sanction 3 Failure to attend lunch detention Refusal to follow instructions in the buddy room <p>This will be logged against your permanent record and your parents will be notified by text message and receive a telephone call.</p>
S5	Instant 60 minute After School Detention	Class charts updated	<ul style="list-style-type: none"> Fighting anywhere within the Academy Use of aggressive language towards staff including rudeness & swearing Racist or Discriminatory behaviour Health & Safety breach in a Science Lab Failure to accept responsibility for something you have done Arguing with adults <p>This will be logged against your permanent record and your parents will be notified by text message and receive a telephone call.</p>
Phase 1 Report	Head of Year Yellow Report	<ul style="list-style-type: none"> Repeated sanctions as listed above 	You will be placed onto report for the week. Your tutor and Head of Year will contact your home and update as the week progresses.
Phase 2 Report	Head of Phase Blue Report	<ul style="list-style-type: none"> 3 Head of year / Tutor reports undertaken Parent/ carer meeting undertaken with no improvement to conduct 	You will be placed onto report for the week. Your Head of Phase/Deputy HOP will contact your home and update as the week progresses. Parents/carers will be invited in for a face to face meeting.
Phase 3 Report	Senior Leadership Red Report	<ul style="list-style-type: none"> 3 Head of Phase reports undertaken Parent/ carer meeting undertaken with no improvement to conduct 	You will be placed onto report for the week. A member of the Senior Leadership team will contact your home and update as the week progresses. Parents/carers will be invited in for a face to face meeting.
EX 1	Fixed Term Exclusion	Continued poor behaviour following Report card program. Serious Breach of Health and Safety Rules Possession of tobacco/ e-cigarettes / banned items Assault of a student or Racial / homophobic incident Criminal damage to Academy property	After your fixed term exclusion a member of the leadership team will meet with your parents to discuss your return and personalised report.
EX 2	Permanent Exclusion	Continued poor behaviour following fixed term exclusion(s) Serious Breach of Health and Safety Rules with concerns that the behaviour would be repeated Intentional assault on a member of staff or Serious assault of a student Possession of illegal drugs	A meeting will be arranged between yourselves, parents, Principal and the Governors. Details of the exclusion will be heard at this time.

