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**Behaviour Policy**

**Blackwater Academy Behaviour Ethos**

**Vision**

To provide a high quality, personalised educational experience that meets learners’ needs and leads to success for all.

**Mission**

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

**Values**

B - Believe

L – Listen intently

A - Achieve

C – Create positivity

K - Kindness

W – Work hard

A – Aspire

T – Take action

E - Enthusiasm

R - Respect

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**Section 1: Introduction**

This policy has been updated in consultation with all staff. It has been drawn up taking cognisance of the DfE Guidance Behaviour & Discipline in Schools.

##### Section 2: Background and Context

Pupils entering Alternative Provision have either presented a level of extreme behavioural difficulties in their mainstream school, which have not been remediated by extra within-school support from the Behaviour Improvement Team or have experienced Medical Needs including Mental Health difficulties. A considerable number may also be presenting their carer/s with challenging behaviour. Many of the pupils on entry will be underachieving and have low self-esteem, may have experienced little success, or have become persistent absentees in the school setting.

One of the main aims of the provision, in addition to achieving learning outcomes, is to encourage pupils to behave in a more socially acceptable way towards each other and towards adults. It is foremost in our intentions to effect such a change in a pupil’s behaviour/mental health that he/she may return to their mainstream school full time.

We believe that both pupils and staff have the right to be safe in school. They should be able to teach or learn and be treated respectfully. It is therefore everyone’s responsibility to:-

* Have thought for others
* Co-operate with others
* Empathise with others
* Respect the opinions of others
* Respect all forms of life
* Accept differences in others
* Be receptive to change
* Have a positive attitude to learning and school

To help the pupils, achieve these expectations, we offer an environment, which is positive, encouraging, caring and flexible, creating an ethos and atmosphere, which promotes self-confidence and self-esteem.

We therefore promote the concepts of Rights and Responsibilities within our provision (see Appendix 1)

##### Section 3: A Consistent Approach to Behaviour Management

The effective education of the pupils attending the provision is dependent upon the establishment and maintenance of discipline. The Alternative Education Service seeks to maintain discipline through a positive approach to behaviour management. There are four essential components in the structure: -

* The development of good teacher/Instructor/pupil relationships through which empathy, understanding, fairness and trust may be established.
* Regular positive reinforcement of acceptable behaviour and effort through a Points System.
* The recognition of success, effort from the pupil and small improvements.
* Parental support, without which little progress will be affected.

On entry, the expectation of parental and mainstream school support, as well as our own commitments are laid down and signed by all parties (see Appendix 2).

##### Section 4: Support for positive behaviour

Strong behavioural management systems are in place with points given for appropriate behaviour and fines for inappropriate behaviour. Points earned can link to rewards such as certificates of improvement, letters/phone calls home, staff and pupils in the provision have been involved in devising the behavioural systems.

The behavioural system, however, must not be seen as the main element of the Schools behaviour management. It is a short-term artificial tool to try to bring under control the pupil’s behaviour so that staff can form positive relationships with the pupil, set about obtaining good work habits and raise self-esteem through curricular success and improved relationships. The behavioural system is seen as a short-term process, to help the staff deliver the long-term product of behavioural change and curricular success.

##### Section 5 The Daily Meeting within School Bases

Central to the work done in the school is to teach the pupils how to resolve conflict without physical or verbal aggression. Each morning a meeting is held at which time staff can bring up anything done or said either by a pupil or member of staff with which he/she is unhappy. Others who have seen/heard the event give information and it is decided what the outcome should be. Form time is used by staff to share behavioural concerns and incorporate student feedback on areas of improvement for the school.

##### Section 6 Bullying

##### The school takes a Zero-Tolerance stance on bullying and a strong consistent message is given by all staff that everyone has the right to be safe from physical fear and harm, name calling or disrespect. The pupils have a high level of supervision throughout the day so any opportunity for bullying is limited. All incidents are dealt with on an individual basis following a meeting with the behaviour team and in line with the school’s policy.

In all cases, however, the staff use the incident to try to bring about a change in the pupil’s behaviour by not only implementing the school’s strong stance on bullying but also developing strategies to encourage change in the learner’s behaviour.

The school aims to tackle bullying through the following methods:

* Fixed term exclusion of 5 days.
* Referred to the school’s mentoring programme
* Transferred to the school's internal rehabilitation centre focusing on a bespoke educational programme tailored to not only the curriculum but tailored to the targeted behaviour identified as requiring change.

##### Section 7 The School Rules

These are linked to the points system and displayed in child-centred language within the bases.

1. Be kind to others in what you say and what you do
2. Allow others to learn – do not disturb them
3. Stay in your own space, ask permission if you wish to go somewhere
4. Listen to instructions and do as asked straight away
5. Settle down to work quickly and try your best
6. Respect your own and other people’s property and feelings At break:-
7. Be kind to others in what you say and what you do
8. Allow others to play – do not spoil their game, ask if you wish to join in
9. Stay in the correct area, ask permission if you wish to go somewhere

Listen to instructions and do as ask straight away

1. Go out to and return from play quickly and calmly
2. Respect your own and other people’s body, property and feelings

School rules and sanctions:-

Blackwater Academy encourages a consistent and universal implementation of school sanctions in order to promote a strong ethos surrounding behaviour management and expectations.

Below is a table of identified behavioural concerns and the school's sanction approach.

**\*The table must not be taken as a final approach to managing behaviour but a guide to the schools behaviour management and can vary according to the behaviour of each individual learner resulting from whether the behaviour is a one-off incident or a recurring concern.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behaviour** | **Description** | **Sanction** | **Additional Comments** |
| **USING INAPPROPRIATE LANGUAGE** | Learners swearing at each other as part of normal conversations | Continue to remind students that the use of foul language is inappropriate and to steer them away from the conversation leading them to swear. | A lot of the students we have are used to swearing therefore it is impossible to eradicate it completely and punish it severely. |
| **THROWING THINGS** | Learners are throwing items in the class to the floor | Initial warnings are to be given. If this persists despite warnings given, the student is to be given a punishment which reflects the severity of the incident.  If students are removed from the classroom, this will be messaged into the group chat so a mentor can pick up the student and staff know what occurred. | When a child is sent out of the classroom, a member of the behaviour team is expected to pick up the child and speak to the learner regarding their behaviour. |
| Learners are throwing items at each other. | Initial warnings are given. If the behaviour persists, the student is removed from the class and given a 30-minute detention. |  |
| Learners are throwing items at a member of staff. | Initial warnings are given. They are removed from the class and excluded for 3 days. |  |
| **REFUSAL TO DO WORK** | Learners are refusing to complete the level of work expected of them. | Initial warnings are given to allow them to recommence work. However, if students persist in refusing to do any work, they are given an hour’s detention which will be used to complete the missed work in the lesson. |  |
| **WALKING OUT OF CLASS** | Learners who continues to walk out of class without a valid reason or permission. | If a learner has walked out of the class once, they are to be given a warning.  If a learner has walked out of class for the second time, they are to be given a 30-minute detention. If a learner continues to walk out of class, the number of walkouts will be tallied, and detentions will be given accordingly. | This time is encouraged to be taken during breaks and lunchtimes |
| **PHYSICAL VIOLENCE** | Learners are involved in a physical altercation | Learners will be excluded. The days may vary depending on the reasons behind the altercation and the cause of the altercation. | If a physical altercation takes place, teaching staff and a member of the behaviour team must ensure that they remove both kids from the classroom and away from one another.  This is a zero-tolerance action. |
| **LIGHTERS** | Learners take out a lighter in class | Lighters are not allowed in Blackwater Academy.  Students who are caught with a lighter in their hand must hand it to the staff member in question. If they refuse to hand the lighter in, they are to be removed from class. | Once a student is removed from class, a member of the behaviour is expected to pick them up and remove the lighter from them. If the student persists in refusing to hand in their lighter, they will be sent to Isolation and given an hour’s detention. |
| Learners use their lighters to set fire to school property. | Removed from class and excluded for 5 days. |  |
| **VAPES** | Learners are in possession of a vape. | If a learner is caught with a vape, it will be confiscated and will be placed in isolation for 3 days. | Vaping will be banned at Blackwater Academy from the 27th Of September 2021.  Reminder for students who accumulate a one-hour detention, that they will have to make their own way home. |
| **HEADPHONES/EARPODS** | Learners are in possession of their headphones/EarPods. | They are to be confiscated and given to the teacher. If they refuse to hand them into a member of staff, they are to be sent out of class. | Once a child is sent out of class, they are to be picked up by a member of the behaviour team who shall then take on the responsibility of removing the headphones from the learner. If they continue to refuse, they will be given an after-school detention for 30 minutes. |
| **PHONES** | Learners are in possession of their phones. | They are to be confiscated and given to the teacher. If they refuse to hand them in to the member of staff, they are to be sent out of class. If they continue to refuse to hand in their phones, they will be sent home, however this may vary depending on if the child is provided with transport from school. | Once a child is sent out of class, they are to be picked up by a member of the behaviour team who shall then take on the responsibility of removing the phone from the learner. If they continue to refuse, they are to be sent home. |
| **DAMAGING SCHOOL PROPERTY** | Learners are in possession of their phones. | They are to be confiscated and given to the teacher. If they refuse to hand them into a member of staff, they are to be sent out of class. If they continue to refuse to hand in their phones, they will be sent home, however, this may vary depending on if the child is provided with transport from school. | Once a child is sent out of class, they are to be picked up by a member of the behaviour team who shall then take on the responsibility of removing the phone from the learner. If they continue to refuse, they are to be sent home. |
| **ABSCONDING SCHIOOL** | Learners have broken and damaged school property. | Learners will be excluded. The number of days will be decided by Mr Morrison or Miss Jelf.  Payment for the damaged property will be invoiced to parents. | The damage to property will include damage to display boards, and items that staff have spent time making and putting up for the benefit of t. |

##### Section 8 Behaviour Strategies and the teaching of good behaviour within the school

##### As a school Blackwater Academy understands the dynamic of diverse nature of student behaviour which is why the school implements numerous behaviour strategies aimed at encouraging positive behaviour whilst tackling challenging traits.

##### The following strategies are used by the school:

##### 1: The Schools Point system:

Throughout the day, each child is given points for working and behaving in a cooperative and acceptable way. The points system is an incentive system in which points are used to regularly reward and encourage good behaviour and work habits throughout the Curriculum.

The ‘school’ day consists of 5 lessons, which cover National Curriculum subjects. Behaviour points can be earned during the 5 lessons where pupils are complying with teacher expectations regarding behaviour and classroom work.

**2: Student of the Week:**

As well as behaviour points, weekly student of the week are used in order to maintain positive and rewarding experiences for the child at home. We elicit the help and support of parents/guardians and mainstream school to encourage a celebration of their child’s achievements.

Whilst the Points System is based upon positive reinforcement and reward, pupils also need to learn that inappropriate behaviour has its consequences. Pupils who break the school rules are punished appropriately.

**3: Phone calls/Letters of achievement:**

If it is felt that a child’s behaviour is causing growing concern, we contact parents/carers to share these concerns.

**4: Mentoring Programme:**

If it is felt that a child requires additional support during their time at Blackwater Academy, they will be allocated a mentor. The purpose of a mentor is to build rapport to support a student, and work on strategies which will benefit the students inside and outside of school.

**5: Phoenix Project:**

The intervention centre is used as a positive behaviour management technique, by taking the student out of their normal learning environment to manage behaviour with a full-time mentor. The student will continue to complete core subject work, with a key focus on personal development strategies, and daily therapy sessions completed as a group. When a student in equipped more readily to handle the school environment, they will be reintegrated into their classrooms.

**6: Behaviour Meetings:**

**Tier triggered:**

A behaviour meeting might be trigger by the behaviour tier system in place. This provides a key opportunity to have a continuous open dialogue with parents at home, to discuss daily positives and improvements of a pupil, and well ad ensuring that we give support to the parents as and when it is needed.

**Return to school:**

Following a suspension, a student and their parents are to complete a return to school before being allowed to return on site. This can be completed either over the phone or face to face depending on the suspension reason. By completing a meeting, it allows to further develop the understanding of the student as to why that behaviour is unacceptable in the school, and discuss strategies of how we can prevent it from happening again.

**7: Form Time/Assemblies:**

During form time and assemblies, as a school we aim to explore vital topics to ensuring a holistic development of the student.

**8: Progression Tracker:**

**Daily:**

Within the school we practice encouraging positive behaviour through out behaviour trackers. We do this by scoring both work quality, as well ad classroom conduct. This is allows us to further the understanding of the student. As it can indicate when work is too hard/easy, or if we need to provide additional support in the lesson. It allows us to gather patterns with teachers and lessons too. By getting top scores on the behaviour tracker all day/week it allows students additional ways to gain positive behaviour points.

**Bi-Weekly:**

A positive behaviour management system is reliant upon the formation of good pupil/teacher relationships. Regular verbal reinforcement of pupil work and behaviour is also essential, and staff use praise and re-enforcement to great effect.

**9: Time Out:**

Time Out is a system which is used as a positive means by which a pupil can withdraw from the main classroom to a smaller room at the side of the classroom for a short time, when his/her behaviour is regarded as unacceptable, and a calming period is needed. The pupil returns to the classroom when he/she feels able to continue work without disrupting the group or after a set number of minutes (1-5 minutes).

Time Out is NOT a punishment. It is purely a means by which the teacher can continue to teach and the pupil can reflect upon his/her own behaviour or calm down away from the situation.

If a pupil needs a more private area in which to calm down they may ask, or be asked to go to the Quiet Room (Evolve) which is away from the classrooms. They will be accompanied by a member of staff who will stay with them until their return. If a pupil asks for privacy in the room the member of staff may leave the room and observe them through the glass panel in the door, provided they consider the pupil is safe to be alone. This is again, NOT a punishment but an opportunity to gain control and change their behaviour in private. If the pupil goes into the room in an appropriate manner and there is less than 10 minutes out, there is no penalty for this. Normally a pupil will be expected to ‘pay back’ any time over 10 minutes, but in some circumstances the member of staff may consider that this is not appropriate.

Finally, if this continues to be an unsuccessful method with the pupil. The Teacher In Charge will send the student home in order to prevent behaviour from negatively escalating. This is because the student demonstrates refusal to re-engage with their lessons and show no signs of co-operating with staff.

**10: Behaviour Tier System**

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The tier system has been designed as a preventative measure aimed at supporting the school and the student in re-engaging with the behaviour and expectations of Blackwater Academy. The system has been introduced to ensure that the behaviour of each student is continuously monitored through staff, parent, and student inclusion. It is an approach that is focused on encouraging behaviour through robust processes.

Each tier is conditional upon the pupil reaching the triggers for that tier, this will lead to actions on behalf of school to monitor behaviour. If behaviour escalates, the pupil will continue to be monitored by behaviour team and they will escalate tiers. If the pupils reach Tier 4, then their placement at Blackwater Academy is at risk. However, the aim is not to get to that, at Tier 4 we have a preventive process in place to try to reduce and calm behaviours down, as we do not want to have to permanently exclude students.

If the student meets targets, they can begin to work their way down the tiers.

The Tier system is reviewed at mid-point of the tier timescale in order to review the strategies and whether students are meeting individualised targets. This is then followed up by a final review on the completion of the 6 weeks which includes teacher feedback, parental feedback, student feedback and further targets to be set

##### Section 9 Implementing Positive Handling

Physical intervention must only be used when all other options for de-escalating a conflict situation have failed. Staff should have tried negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The adopted Care and Control Policy meets the commitment given in various DfE policies and guidance including the guidance on the Use of Reasonable Force issued in July 2013.

The staff in the Alternative Provision, have a duty to protect the safety of others. All AP staff based in the school are authorised to use physical intervention in the following circumstances:-

1. A pupil is endangering the safety of another pupil
2. A pupil is endangering their own safety
3. A pupil is endangering the safety of a member of staff
4. A pupil is causing/attempting to cause criminal damage to property or the building

Office and caretaking staff are authorised to support physical intervention by removing shoes or dangerous objects but cannot instigate it.

All physical intervention should be carried out in such a way as to safeguard the pupil and staff’s wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

##### Section 10 Staff Development and Support

All staff will receive behaviour related training such as anger management training when appropriate and there will be regular updates. Inevitably new staff will not have received the full training. New staff will observe intervention and be given advice on the correct way to intervene and hold.

Staff should display calm behaviour throughout and have used the minimum restraint technique to resolve the safety issue. Staff should calm the pupil and release the hold as soon as the pupil appears calm and in control. The pupil should be talked through the incident, when the staff judge the pupil is ready to discuss the events.

Generally physical intervention will take place where the event happened, will be short in time and the pupil and staff will return to normality. Occasionally, where the environment is unsafe or where the pupil is unable to calm quickly and is causing considerable disruption to others, the pupil may be taken to the Quiet Room (ICEBOX). This will normally take the form of one person on each side of the child in a single elbow hold. This will allow the pupil to be released in a safe environment where he cannot self-harm, run away or do damage. If the pupil is taken to the Quiet Room (ICEBOX) it will be explained on the physical intervention form.

##### Section 11 Leaving the Grounds

Alternative provisions are secure environments with a main entry point at the front of the building. Should a pupil leave the school building we will make every effort to get them to return.

However, should they leave the AP boundary we will not pursue them further, as this may cause the pupil to run into the road in order to get away. If they move out of our sight or onto the street in front of the school, an allowance of 20 minutes is given to the student to return, if the student has failed to return within that time, the school will contact the police to report the learner missing.

Parents / Carers are informed of the child absconding and are encourages to contact the pupil in order to ascertain where they are and to inform the school if the child has arrived home.

\***Learners who leave grounds and abscond from school are sanctioned in accordance to the schools policy which can be found in section 7.**

##### Section 12 Pastoral Support

Each class teacher is responsible for the pastoral support of their pupils. Many of the pupils in the school will also be experiencing difficulties in the home, the community, or both. Close liaison with carers and other agencies and mainstream schools is essential if problems are to be resolved and progress made.

Strong links are maintained through regular contact and liaison.

The class teacher will be expected to be familiar with the pupil’s background and areas of concern and to be aware of stresses and changes in the pupil’s life and do their best to ameliorate the affect these have on their behaviour and ability to cope.

Each pupil has an individualised IEP which all staff are given access to that details any concerns regarding behaviour outside of school and strategies for how it is managed within school/

This changes regularly through review and as progress is made.

The PHSE Curriculum tackles issues such as anger management, friendship, co-operative working etc. to bring about understanding and change in behaviour.

##### Section 13 Damage to Property.

In the case of a pupil causing the property to be damaged on Alternative Provision premises, the pupil will be asked to pay a fine towards the cost of the repair or replacement of the property which will vary according to the damage.

**Damage to property includes the following but is not limited to:**

* Destroying school display
* Graffitiing on the walls, tables & books.
* Damage to doors and windows.
* Destroying school equipment.
* Damaging personal belongings of staff or fellow student.
* Destroying school resources such as stationary, books and booklets.

Any decision to pursue legal recompense should be referred to the Headteacher.

Any money raised from such contributions will be deposited into school funds through the appropriate finance officer with acknowledgement of receipt.

##### Section 14 Police

Police intervention will be sought in circumstances where the pupil has caused excessive damage to the building, has assaulted a member of staff or other students, has failed to respond to de-escalation techniques or is in grave danger of harming him/herself. Police may also be called when there is persistent harassment, which could result in a crime being committed, could interfere with the normal daily routine or threaten the good order of the school.

**Section 15: Transport**

The school’s behaviour policy on student expectation is not limited to the school but extends out to when students are travelling to and from school and whilst students are on school excursions.

Students are expected to behaviour in accordance to the school behaviour policy. Any behaviour which is deemed inappropriate and persistent will result in the following:

* Review of transport to take place.
* Transport to be removed completely.
* Transport charges to be given to parents.
* Behaviour sanctions to be applied in accordance with the school’s policy.

If a student who is allocated transport by the school gets sent home due to poor behaviour, parents will be charged for the cost of that journey and will be invoiced at the end of the week. The invoice must be paid within 7 days of the invoice being sent out unless an alternative agreement has been arranged at the discretion of the Headteacher.

Furthermore, if a child who is allocated a taxi is given a detention above 30 minutes for poor behaviour, then responsibility of the parent to ensure that transport is arranged for the child; or alternatively if the parents cannot arrange transport, then the school will provide transport, but the cost will be passed on to parents.

**Section 16: Zero Tolerance**

The school advocates a zero=tolerance stance on a number of behavioural issues which go against the school’s behaviour policy and can lead to fixed term/permanent exclusions.

Behaviours that can lead to fixed term/permanent exclusions are:

* **Substance misuse which includes using**
* **Possession of a weapon**
* **Threat of a weapon.**
* **Racism**
* **Misogyny**
* **Homophobia.**
* **Physical violence towards a student.**
* **Physical violence towards a staff member**
* **Bullying another student**
* **Bullying staff**
* **Cyber Bullying**
* **Verbally abusing students**
* **Verbally abusing staff**

All exclusions are continuously tracked and monitored by the behaviour team in order to track students’ behaviour resulting in learners being placed on the tier system.

Exclusions are sanctioned by the headteacher and are continuously reviewed with the aim of using the information to create an individualised and tailored behaviour plan for each pupil.

|  |  |  |  |
| --- | --- | --- | --- |
| **Behaviour** | **Description** | **Sanction** | **Additional Comments** |
| **ZERO TOLERENCE** | Learners have made racist and derogatory remarks. | Learners are to be excluded for up to 5 days and be placed on Tier 3. |  |
| Learners are actively bullying their peers. | Learners are to be excluded for up to 5 days and be placed on Tier 3. | This can be inside or outside of school – face-to-face or online. |
| Learners arrive at school under the influence. | If a learner arrives at school under the influence, they will be immediately sent home, and be placed on Tier 3. | If this is a regular occurrence a referral will be passed on to gain support with drug abuse. |
| Learner is found to be in possession of illegal drugs | If the learner is found to be in possession of drugs in school, they will be excluded for up to 5 days, and be placed on Tier 3. | The illegal substances and paraphernalia will be seized and destroyed. |
| Learners abuse other kids which can be identified as bullying. | Initial warnings are to be given to the learners if they persist. Learners are to be sent to Isolation where they will remain for 1 day. If the abuse towards other students is discriminating based on race, gender, ethnicity etc, the learner will be excluded for 3 days, and be placed on Tier 3. | When a student is sent to Isolation, staff are to update the Blackwater group chat and it is the responsibility of the behaviour team to ensure that the child goes to isolation and remains in isolation. A member of the behaviour team is to speak to the learners whilst in isolation regarding their behaviour. |
| Learners abusing staff | There is a zero-tolerance stance taken at Blackwater Academy which will not tolerate any forms of abuse towards staff. If a student has abused staff using foul language, they are to be sent home immediately. If the abuse is discriminating against a member of staff based on race, gender, ethnicity etc, the learner will be excluded for up to 3 days and will be placed on Tier 3. |  |
| Learners have made a discriminatory comment | Learners are to be excluded for up to 5 days and be placed on Tier 3. | This can include, but is not limited to:  Misogyny  Racism  Homophobia  Sexism |

S**ection 17: Suspensions & Exclusions**

**Exclusion:**

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil’s behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

**Suspension:**

A suspension, where a pupil is temporarily removed from the school, is an essential

behaviour management tool.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. A suspension can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

##### Section 18 Links to other policies

This Policy should be read in conjunction with the following Policy Documents:

* Curriculum & Teaching and Learning Policy
* Single Equality Policy
* Policy for Anti-Bullying
* Attendance Policy and the Policy for SEND which will be reviewed and further developed over the academic year 2023-2024.
* School suspensions and permanent exclusions 2024

##### Section 19 Malicious Allegations against members of staff

These will be investigated by the DSL in the first instance. An investigation will be held to determine circumstances of the allegation. Carers will be contacted and informed of any restorative work or sanctions when determined

Chair/Vice Chair of the School Management Committee:

Headteacher:

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(Appendix1)***

***Rights and Responsibilities***

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff** |  | **Children/Learners** |  |
| Rights | Responsibilities | Rights | Responsibilities |
| * To be supported by peers and managers | * To ask for support when needed * To offer support to colleagues and managers | * To be treated with respect | * To behave respectfully to others, pupils and staff |
| * To be listened to * To chare opinions | * To listen to others * To give opinions in a constructive manner | * To be safe | * To be prepared to speak out against injustice |
| * To be treated courteously by all others in the school community | * To model courteous behaviour * To recognise and acknowledge positive   behaviour in others | * To learn | * To attend school regularly and on time * To be prepared and willing to learn * To allow others to learn |
| * To be made fully aware of the school’s systems/policies, expectations | * To seek information and use lines of communication | * To make mistakes | * To own up to mistakes * To allow others to make mistakes |
| * To be listened to | * To give opinions in a constructive manner * To listen to others |
| * To receive appropriate training to increase skills in behaviour management | * To support others developing their skills in promoting positive behaviour and good attendance * To acknowledge areas of own behaviour management skills which could be developed * To try new approaches | * To be part of our school community/family | * To wear school uniform with respect |
|  | * To be prepared for learning   and have the correct equipment |
|  | * To represent school properly |
| * To allow staff to make mistakes | * To ensure children have their rights |  | * To be respectful to school buildings and environment |

***Rights and Responsibilities***

|  |  |
| --- | --- |
| **Carers/Carers** |  |
| **Rights** | **Responsibilities** |
| * To be treated with respect    | * To behave respectfully towards others |
| * To be kept informed about their child’s progress | * To make sure their child attends school regularly * To talk to their child about what he/she does in school * To talk to teachers if they have any concerns about their child’s learning or well-being      |
| * To be listened to | * To listen to others    |
| * To have access to information of the school’s approach to behaviour and attendance | * To absorb information and share concerns |
| * To have concerns taken seriously | * To share concerns constructively |
|  | * To send their child to school:- Well equipped for lessons   In correct uniform/kit On time  ‘Fed and watered’ |
|  | * To ensure their children are ready to learn |

**Alternative Provision Service Roles & Responsibilities Partnership Agreement 2022 onwards**

**KS4 Alternative Education Provision**

***(Appendix 1)***

**Learner Name: Yr 9**

**Yr 10**

**Yr 11**

**School / Academy:**

|  |  |  |
| --- | --- | --- |
| **We will ensure that:**   * We subscribe and adhere to the Blackwater Academy off site learning Quality Framework. * An agreed Learning Plan and relevant programme of study is made available. * Appropriate cover arrangements are available in the event of staff absence. * Qualified staff will deliver the programmes. Staff will have up-to-date knowledge; expertise and experience of this age range, and/or are helped to develop their skills in this area through Staff Development. * Staff will monitor progress and achievement and provide the school, parent/carer with reports termly – comply with deadline dates. * Staff will attend timetabled sessions on time and all assignments will be marked and returned within 15 working days. * Useful and regular feedback will be given to learners, school and parent/carers to help learners make appropriate progress and informed choices. * Attendance data will be reported to the Local Authority or school. * Appropriate educational and pastoral guidance is available while learners are with the learning provider. * Learners work in safe surroundings and risk assessments are undertaken, as far as is reasonably practicable. * Staff working with 11-18 year olds will be formally vetted (DBS check) and made aware of child protection policies and procedures. * We work in partnership with the school / Alternative Education Team agree the programme and the methods of delivery. * We deliver the agreed whole or part of the programme stated on the learning plan. * We provide the school, early in the course and in line with the review processes with a calendar of all the relevant dates/outlined scheme of programme. * Together with school we take responsibility for registration and assessment of the programmes. * We give the school and learners the opportunity to comment on the delivery of the programme through learner voice documentation. * Consent will be obtained to cover provision for Y.P. at the start and throughout the programme for learners to be off site at lunchtimes and external trips, visits and outings for this academic year. * Close liaison - key personnel to be identified to school and parent/carer.   . | **I the Learner, will ensure that:**   * My behaviour is of the standard expected including   + Regular attendance and good punctuality;   + Following instructions;   + Completing and handing in work on time;   + Treating staff and other learners with respect. * I abide by the requirements agreed for any work experience. * I abide by the rules and standards set by the Learning Provider including those relating to:   + Health and Safety;   + Smoking, Vaping,Bullying and Violence;   + Racism;   + Use of substances – drugs, alcohol;   + Mobile phones;   + Wearing appropriate clothes, footwear and safety gear. * I understand that all the above also apply whilst I am travelling to and from the place of learning. * I only make use of those facilities for which I have been given permission. * I understand the consequences of any failure to abide by the above i.e. that I can be asked to leave should I receive two recorded oral warnings and two written warnings for inappropriate behaviour. If more serious this may result in immediate withdrawal from programme and return to school.   **I the parent/carer, undertake to:**   * Notify the current provider on each day of absence. * Inform the school and learning provider immediately if there are any changes in medical circumstances or emergency numbers. * Recognise that the learner bwould be advised to remain on the premises during break and lunchtimes, unless other authorised to leave by parent/carer. This is the responsibility of parent / carer. * Replace any lost or damaged safety equipment loaned to the learner by the Learning Provider. * Recognise that the learner may need to make their own travel arrangements to or from provider premises. * Understand that the learner may be required to attend visits and trips and give permission for this. * Support the learner throughout the programme including maintaining good behaviour/attendance. * I understand that my son / daughter may be working with Post 16 learners   **I understand that failure to attend can result in Fixed Penalty Notices or further legal prosecution.** | **We will ensure that:**   * We subscribe and adhere to the Blackwater Academy Quality Framework. * Learners and their parents/carers are aware of the expectations regarding:   + Behaviour of learners travelling to and from the place of learning and whilst on the provider’s premises;   + Dress code enroute to and from the place of learning;   + Health and Safety regulations relating to the young person’s choice of learning programme. * We will communicate notice of absence received from the parent/carer to the Learning Provider as soon as possible on the day of the programme. * We will provide information regarding any finance for Special Educational Needs support deemed necessary. * We will provide a contact to discuss any concerns to the parent/carer and learning provider to act as a communication link between all parties. * We will follow up any disciplinary issues reported to the school by the learning provider and feedback with the outcome. * The learning provider is given information on the learners medical needs, Special Educational Needs, behaviour etc, where it is needed to safeguard the interests of the learner. * Impartial advice, guidance and information is given to learners/parents prior to deciding upon the learning programmes. This will consider the most appropriate pathway to build on learners’ abilities, aspirations and achievements. * Reports from the learning provider on attendance, progress and achievement will be monitored; feedback given to learners and parents to ensure that the programme continues to be appropriate and parents/carers are kept informed. * All documentation/protocols to be fully completed and returned to the L.A . |

**Alternative provision agreement 2022- 2023**

**Learner**

I the learner understand that it is essential to attend the provision agreed and follow the rules and regulations of the Learning provider, otherwise the alternative placement will be terminated. If I do not attend I understand that legal procedures including penalty notices or prosecution may result.

Comments (if any)

Signed Date

##### Parents/Carer

I agree to my son/daughter attending alternative provision and understand the placement may be terminated if he/she does not comply to the Roles and Responsibilities as described overleaf. If my son / daughter does not attend I understand that legal procedures including penalty notices or prosecution may result.

Parents/Carer comments (if any)

Signed Date

##### School

The school agree to pay the Local Authority the fee for the place should it be taken up.

We understand that we may be requested to support with applying legal procedures including parenting contracts or penalty notices.

Head Teacher Signature Date

Name of school representative / contact number of member of school staff who will attend the review