

# Behaviour Policy

September 2021

Date Approved:	<b>Sept 2021</b>	Review Date:	<b>Sept 2022</b>	Approved by:	The Trust Board
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# 1. Setting the Standard for Outstanding Behaviour

All staff and students at Fareham Academy are fully committed to the Academy ethos which is Respect, Accountability and Preparation. Fareham Academy considers all reasonable adjustments when applying the Behaviour Policy.

## Principles

At Fareham Academy we believe positive behaviour is achieved by:

- Role modelling respect to every person.
- Being kind.
- Being accountable for your own actions.
- Preparing yourself each day for learning.

## Practice

At Fareham Academy we will ensure; Consistency and fairness are apparent at all times across the school.

- Learning take place in a secure and safe environment.
- Rewards and sanctions are realistic and achievable
- Expectations are regularly shared and discussed with students
- Consequences of unacceptable behaviour are clearly explained to all students by having established simple rules for all to follow.
- All students of concern are identified and an appropriate behaviour support programme is put in place to help change behaviour.
- We inform and involve parents/carers when necessary.
- Where appropriate we involve other support agencies to support student's behaviour.

## Expectations

- The working environment is free from bias and discrimination.
- Students have a sense of achievement
- Everyone's opinion is listened to and respected.
- Staff and students are treated politely
- Everyone feels safe and secure in classrooms
- That students are praised and rewarded when they do well.

## 2. Expectations and Rules

The Academy rules are there to maintain order, structure and discipline so that teachers can teach and students can learn. Students are expected to work hard, behave well, and dress smartly in the correct uniform and to treat others with respect. Rules should be simple, have a clear purpose and be fairly applied.

### **Basic classroom expectations for ALL students**

- Arrive on time and enter the room quietly and in full and correct uniform.
- Bring your book, planner and equipment for each lesson.
- Listen to and follow your teachers' instructions at all times.
- Raise your hand and wait if you wish to speak.
- Complete all classwork and home learning to the best of your ability.

### **Student code of conduct**

- Students should treat each other and all members of staff with respect.
- Students should not swear in school. If students do swear directly to a member of staff about that member of staff an exclusion sanction may be put into place. If a student swears out of turn not directly at a member of staff or to another student a detention or supervised learning sanction will be put into place. On each occasion parents/carers will be informed.
- Students should walk around the buildings keeping to the left on corridors and enter classrooms in a quiet and sensible manner.
- Students should not fight or use physical violence.
- Students attend regularly and are punctual at all times.
- Students should not misuse the Academy computer network system and respect Academy property.
- Students are allowed to bring into the Academy mobile phones or mp3 players but they can only be used as an aid to learning. Mobile phones and MP3 players are not to be used unless staff permission is granted and they are to be kept in bags and lockers. Staff have the authority to confiscate mobile phones, headphones and MP3 players if they are used without staff permission. In this instance the member of staff will give the phone/MP3 player/headphone to reception where it will be put in an envelope and stored in the safe. A text message will automatically be sent home to parents/carers informing them of the confiscation. Mobile phones/MP3 players/headphones will only be returned to the parents/carers who are recorded as contacts on the school system and not the students. These devices can only be collected from reception between the hours of 2.30pm and 4.00pm.
- Students should wear the uniform correctly and with pride from the moment they leave home until the moment they return home.
- Students should behave correctly outside of the Academy. They should never bring the Academy into disrepute.
- Students should work to the best of their ability at all times.
- Smoking on the school site or being in possession of cigarettes/E-cigarettes could lead to exclusion.
- Students will be excluded if they use legal highs on the school site.
- Smoking on the school site or being in possession of cigarettes/E-cigarettes/lighters/matches could lead to exclusion.

## Academy rules concerning drugs

- Students are not allowed to possess or use illegal drugs, alcohol, tobacco or harmful solvents on the Academy premises, or at any time on a journey to and from the Academy, or on trips.
- Students who need to take medication which has been prescribed by a doctor or which has been bought over the counter for the treatment of a specific condition must be kept at Student Support Services or the main Academy office.

## Uniform

The uniform rules should be strictly applied by all staff. To make this effective the uniform should be smart, simple and very clearly explained to staff, students and parents/carers. Students are expected to wear the full Academy uniform and to be clean and tidy at all times. Garments should be of an appropriate size. Blazers, jumpers and ties are available to be purchased from the Academy.

### Uniform:

- Plain white shirt (long or short sleeve) and Academy tie
- Academy black "V" necked jumper with blue inlay
- Academy black blazer
- Black trousers – no cord, denim or leggings
- Grey, black or white socks
- Plain black shoes are to be worn. No logos or motifs, trainers, boots or canvas shoes.
- School jumper does not have to be worn at all times, however; blazer must be worn everyday

### PE Kit:

- Academy PE kit, navy blue with logo (can be ordered and collected from the Academy).
- Trainers
- Football boots for girls and boys are compulsory

The wearing of personally designed mouth guards is recommended as a valuable means of protection when taking part in rugby or hockey activities. Parents/carers are advised to purchase shin pads for rugby and football for health and safety reasons. Please note no other items of sportswear may be worn.

### Outdoor Coats:

Outdoor coats can be worn on top of the Academy jumper and blazer but must be removed when in the building. Students can keep them in lockers or carry them to lessons.

### Hair:

Styles should not be extreme in fashion. No outrageous or unusual colours are permitted. Shaved heads are not acceptable. Students can be sent home if they do not adhere to these standards.

### Jewellery and Make-up:

In general we believe that the wearing of jewellery is not in keeping with a formal Academy uniform. Items of jewellery can be a safety hazard and security is difficult in the Academy environment. For these reasons students may only wear:

- A watch
- A single chain with religious symbol hidden from view
- Students may only wear single studs in the ear lobe. Please note that no other jewellery will be allowed.
- Year 11 girls are permitted to wear discreet make up and clear or natural coloured nail varnish. Girls in all other years are not permitted to wear make-up or nail

varnish and will be asked to remove it. Nail extensions are not permitted.

### 3. Rewards

Students get rewarded in the Academy with positive Classchart points for producing outstanding work or having an outstanding attitude to learning. Students may be awarded with merits in other instances such as helping staff or visitors, dedication to school life etc.

Each member of staff can reward a student with a positive.

Classchart points accumulation will be rewarded in assemblies with students opting for a reward privilege.

### 4. Attendance

Fareham Academy is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all. We will endeavour to provide an environment where all students feel valued and welcome.

For a child to reach their full educational achievement a high level of Academy attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to students and their parents or carers the importance of regular and punctual attendance.

Academy attendance is subject to various Education laws and this Academy Attendance Policy is written to reflect these laws and the guidance produced by the Department for Education.

Each year the Academy will examine its attendance figures and set attendance/absence targets. The Academy will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals. This policy will contain within it the procedures that the Academy will use to meet its attendance targets.

#### **Academy procedures**

Any child who is absent from the Academy at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of the Academy). Only the Headteacher or a member of staff acting on their behalf can authorise absence. If there is no known reason for the absence at registration, then the absence must be recorded in the first instance as unauthorised. Providing parental contact with Academy is made via telephone, letter or email and the Headteacher or their representative feels the absence is acceptable, the attendance code will be changed to authorised. Followed up by first day phone call from the Attendance Officer.

#### **Lateness**

At Fareham Academy the expectation is that all students arrive at their tutor room to be registered by 8:30am. Students arriving after that time will be asked to register at reception and will be marked as late (L) if the reason given for the lateness is acceptable, otherwise

the student's lateness will be unauthorised (U). Students who receive a late mark will be issued with a detention. Students arriving at school after the close of registration will be marked as unauthorised absence (U).

- Year 11 to be advised that punctuality and attendance will directly impact on whether they are given the privilege to attend the Prom.
- Any parent/carer failing to ensure the regular punctuality of their son/daughter at Fareham Academy will be contacted by the Attendance Officer to raise concerns, if lateness continues the Academy will mark any further lateness as O (unauthorised) and parents/carers will be invited to resolve any difficulties to ensure there is no further lateness
- Where a parent/carer is unable to ensure a student's regular punctuality after advice or support has been offered the Academy may decide to issue a Fixed Penalty notice in line with the Education Act 1996 section 444A.
- Students late to school without acceptable reasons as deemed by the school will be placed in social detention on that day.

### **First day absence**

Parents/carers should contact the Academy by telephone by 08:30. The Academy will contact parents/carers by text message if an unauthorised mark has been recorded. Information for registers is processed by Attendance Officer, progress leader and Tutor.

### **Continued and or frequent absence**

In Education Law, parents/carers are committing an offence if they fail to ensure the regular and punctual attendance of their child of compulsory school age at the school in which the child is registered. It is the responsibility of the Attendance Officer to be aware of and bring attention to, any emerging attendance concerns. In cases where a student begins to develop a pattern of absences, the Academy will try to resolve the problem with the parents/carers. In the first instance where a student's attendance falls below 93%, early intervention is implemented which consists of a RED letter sent home to parents/carers. If no improvement then a RED attendance phone call home by the Head of Year. The attendance will be closely monitored and if there is no sign of substantial and sustained progress the case will be submitted to the Trustees' Attendance Panel for review. A Red Trustees' letter will be issued detailing the Trustees Attendance review meeting and inviting the student and their parent(s)/carer(s) to attend.

If it appears there are any contributing medical problems, medical evidence will need to be sent to Tutor/Head of Year.

### **Penalty notices**

The Academy may issue a Fixed Penalty notice to each parent/carer who fails to ensure the regular and punctual attendance of their child at school. If paid within 21 days of receipt of the Penalty Notice, the penalty is £60. If not paid within 21 days the penalty is automatically increased to £120 to be paid within 28 days. You will have up to 28 days from receipt to pay the Penalty Notice in full. If you fail to do so, the local authority is required, by law, to commence proceedings in the Magistrates' Court for the original offence of poor school attendance and/or punctuality. If convicted of this offence under the Education Act 1996, there are a number of possible sentences, including a fine of up to £1,000 (in the case of a prosecution under section 444(1)) or a fine of up to £2,500 and/or a period of up to three months' imprisonment (in the case of a prosecution under section 444(1A)).

Circumstances in which a Penalty Notice may be issued:

- Unauthorised absence for 10 or more half day sessions i.e. the equivalent of 5 school days, during any 100 possible school sessions.
- Students persistently late (coded U) for up to 10 sessions (5 days) after the register has been closed.
- Students persistently late before the close of register (L) and after parents/carers have been informed any further lateness will be unauthorised (U) and where the threshold of 10 sessions (5days) has been met.
- Students absent for any public examinations of which the dates have been published in advance.
- Students absent for any formal school assessments, tests or examinations of which the dates have been published in advance. The Academy works within the guidelines set out in the Hampshire County Council Code of Conduct for Issuing Penalty Notices in Respect of Unauthorised Absence from Schools. Please refer to: <https://documents.hants.gov.uk/code-of-conduct-issuing-penalty-notices-for-unauthorised-absence-from-schools.pdf>
- for the penalty notices process.

### **A welcome back**

It is important that on return from an absence that all students are made to feel welcome. This should include ensuring that the student is helped to catch up on missed work and brought up to date on any information that has been passed to the other students. Long term absences either medical or unauthorised will require homework or advice pack from VLE.

### **Absence notes**

Notes from parents /carers explaining absences should be kept for the remainder of the academic year. If there are attendance concerns about the student, that may require further investigation, then the notes may need to be retained for a longer period. Encourage parents/carers to write letter/notes on paper rather than student planners so more can be filled by Progress Leader.

### **Holidays in term time**

In line with the amendments made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013, the Headteacher may only grant leave of absence during term time in exceptional circumstances. For unauthorised holidays The Academy may issue a Fixed Penalty notice to each parent/carer who fails to ensure the regular and punctual attendance of their child at school. This currently stands at £60 if paid within 21 days of receipt of the Penalty Notice. If not paid within 21 days the Penalty is automatically increased to £120 if paid within 28 days. In line with the guidelines set out in the Hampshire County Council code of conduct for issuing penalty Notices in Respect of Unauthorised Absence from Schools. Education law states that parents do not have a right to take their child out of school for a holiday during term time. Only in exceptional circumstances may a headteacher grant permission for leave; and it is the headteachers decision on whether the absence is exceptional and how many days to approve.

### **Attendance targets**

The Academy will set attendance targets each year. A system for analysing performance towards the targets will be established and a senior Academy manager will be responsible for overseeing this work.

## **Attendance expectations due to COVID 19**

From the start of the autumn term 2021 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct

## **Pupils who are required to self-isolate as they have symptoms or confirmed coronavirus (COVID-19)**

If a pupil has coronavirus symptoms, they should self-isolate and book a PCR test. If a student has no symptoms but tests positive with a lateral flow test, parents should contact school and book a PCR test. Parents/carers should inform the school of the result of the PCR test and self-isolate for 10 days.

## **Pupils who have symptoms should self-isolate and get a test**

If a pupil tests negative and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. If the pupil remains unwell following the test (such as with a different illness), parents will need to follow Fareham Academy attendance procedure and telephone the attendance absent line by 08:30am.

If a pupil tests positive, they should continue to self-isolate for at least 10 days from the onset of their symptoms. They should only return to school if they do not have symptoms other than a cough or loss of sense of smell or taste (anosmia). This is because a cough or anosmia can last for several weeks once the infection has gone.

If someone in the pupil's household has symptoms or tests positive, the pupil should carry out regular lateral flow tests. The pupil is not required to self-isolate and should attend school unless they are suffering symptoms or test positive themselves.

In all cases of self-isolation, parents are required to inform Fareham Academy immediately about the outcome of a test. Fareham Academy does not require evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

## **Pupils who are required by legislation to self-isolate as part of a period of quarantine**

<https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>

As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider



that their child may need to self-isolate following trips overseas that require a period of quarantine. If a pupil is required to be in quarantine on arrival in, or return to, the UK.

In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised).

### The registration system

The following national codes will be used to record attendance information:

<b>CODE</b>	<b>DESCRIPTION</b>	<b>MEANING</b>
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. student attending another establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence)
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence

S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Not attending in circumstances relating to coronavirus (COVID-19)  Un-timetabled sessions for non-compulsory Academy-age students	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances.
Z	Student not yet on roll	Not counted in possible attendances
#	Academy closed to students	Not counted in possible attendances

### **Categorisation of absence**

Any student who is on roll but not present in the Academy must be recorded within one of these categories:

- Unauthorised Absence
- Authorised Absence
- Approved Educational Activity

### **Unauthorised absence**

This is for those students where no reason has been provided, or whose absence is deemed to be without valid reason.

### **Authorised absence**

This is for those students who are away from the Academy for a reason that is deemed to be valid under the Education Act 1996.

### **Approved Educational Activity**

This covers types of supervised educational activity undertaken off site but with the approval of the Academy.

Note Students recorded in this category are deemed to be present for attendance returns purposes.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site
- Most types of dual registration

### **Medical appointments**

Every effort must be made by parents/carers to arrange medical appointments outside of Academy hours and the parents/carers must provide a note from the medical organisation

to cover the appointment. If a note/appointment card is not provided the absence will be coded as unauthorised (O). Only in exceptional circumstances, can whole days be authorised for medical appointments. The student is expected to attend the Academy where possible, either side of the appointment in order to minimise absence from lessons. For students who have returned to the Academy after a prolonged absence, they may be put on a support programme. This is intended to ensure a positive re-integration of the student into the Academy to support them while catching up on academic studies in subject areas. It is instigated by Data Management when a student returns after approximately one week of the absence and consists of a schedule of meetings between Tutor and students and agreed targets. This information is logged and placed on the student's file at the end of the programme. Significant improvements and high levels of attendance should be reinforced by Progress Leaders. It is essential that a subject register is taken electronically every lesson, and should be taken at the start of the lesson. This will ensure that the Academy is able to monitor and reduce truancy from lessons.

### **Home Visits**

The Academy may carry out a home visit for students who have not been attending, see Appendix 1 for Academy Home Visit Procedure.

## 5. Behaviour Interventions

**Behaviour Sanctions for Persistent Disruptive Behaviour**  
Behaviour Sanction Escalation Table

	<b>Creating Success</b>	<b>Positive Action</b>	<b>Class Chart Points</b>
<b>Tier 3</b>	Senior Leadership Team Positives	SLT commendation Headteachers award for excellence	+8pt Positive Behaviour
<b>Tier 2</b>	Head of Year Positives	Positive phone call to parents/carers Recognition in assemblies HOY star student HOY student contribution to school life HOY student leadership contribution	+5pt Positive Behaviour
<b>Tier 1</b>	Department Positives	Notes to parents/carers in contact book Postcards home Stickers/stamps Verbal praise Positive comments in exercise books Subject award for outstanding effort Subject award for outstanding progress	<b>Teacher</b> +1pt Positive Behaviour
			<b>HOD</b> +3pt Positive Behaviour

<b>Ratio</b>	
<b>100%</b>	Exemplary behaviour
<b>75% +</b>	Generally good behaviour
<b>50 – 75%</b>	Behaviour is inconsistent
<b>Below 50%</b>	Behaviour needs improving

<b>Everyday</b>	<b>Chance / Warning / Action:</b>			
	<b>Actions:</b> <ul style="list-style-type: none"> <li>• Restorative Conversations with student outside classroom</li> <li>• Log on ClassCharts Positives and negatives</li> <li>• Verbal reprimand (-1pt) - Discussed with student and reason given on ClassCharts</li> <li>• Phone call Home</li> <li>• Detention - 0-30 mins</li> <li>• Review provision mapping information (Incl. Golden Thread)</li> <li>• Review seating plan/lesson plan and resources/SEN needs</li> </ul>			
	<b>Ensuring Success</b>	<b>Sanction</b>	<b>Support Strategies</b>	<b>Class Chart Points</b>

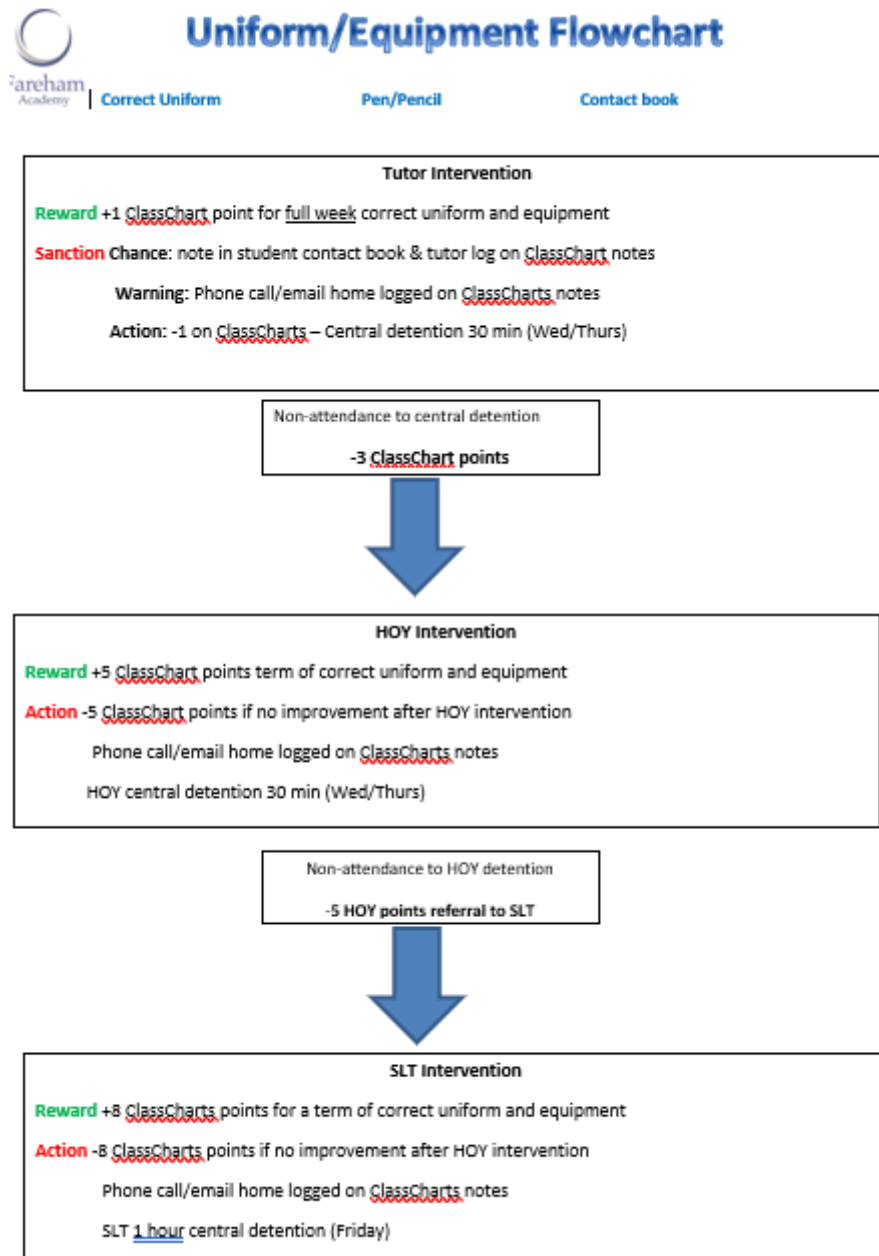
Tier 1	Department Intervention	Subject teacher detention	Provision Mapping strategy review	<b>Teacher:</b> -1pt Negative Behaviour
		Head of Department detention (60 mins)  Planned removal to another class	ClassCharts trends reviewed Parental meeting - Must be done Consultation with SLT Department Link Department report (signed by subject teacher and Head of Department – 2 weeks minimum) Observe positive behaviour in other subjects (ClassCharts) <b>Tier 2 Referral Form – Head of Year</b>	<b>HOD:</b> -3pt Negative Behaviour
Tier 2	Head of Year Intervention	Centralised detentions  Internal Exclusion	Provision Mapping strategy review Tutor Report Head of Year report Parental meeting SENDCo consultation (where appropriate) SPACE prevent scheme referral PSP (Personal Support Plan) Referral to GEM (Guidance for Emotional wellbeing and Mental Health) programme (SSS) Key Stage Co-ordinator Consultation <b>Tier 3 Referral Form - Senior Leadership Team</b>	-5pt Negative Behaviour
Tier 3	Senior Leadership Team Intervention	Senior Leadership Detentions  Senior Leadership Team supervised learning  Internal Exclusion  Headteacher supervised learning  Offsite Isolation (local school)  Suspension  Expulsion	Key Stage Co-ordinator Detention Senior Leadership Team report SLT Detentions Parental meeting SPACE full time referral GDP (Trustees Disciplinary Panel) Managed Move	-8pt Negative Behaviour

## Detentions

Students who are issued a detention by the class teacher, HOY or member of SLT must attend a detention unless parents have provided a legitimate reason as to why they cannot attend. In these circumstances the detention day and time is moved. In line with the DfE guidance the Academy can keep a student in detention for an hour on any given day without informing parents however where possible we will inform parents. Detentions range from 0-60 minutes. Parents use the ClassCharts App/Website to check for detentions. In some instances, emails may be sent home from the Academy as an added reminder.

## Uniform and Equipment

The Academy has high expectation of students' uniform, equipment and punctuality. Tutors and Heads of Year will follow up any of these concerns using the flowchart below as a guide.



## **Internal Exclusion (IE)**

A student can be placed in IE by a member of staff for the whole school day. Work is provided for each lesson by the IE co-ordinator. Help is provided by the responsible member of staff if requested by the student. The expectation is that students will work in silence independently all day. IE may be issued over a series of days dependent on the severity of the incident.

The IE sanction is put into place for any incident that is not deemed a fixed term exclusion. IE may also be implemented following a fixed term exclusion to monitor the readmission of a student. The HOY or member of SLT reserves the right to implement the sanction at any time.

## **Trustees' Behaviour Panel**

Under the discretion of the Headteacher/Deputy Headteacher a student who is demonstrating behaviours that are in breach of the school's behaviour policy may be asked to attend a Trustees' Behaviour Panel with parents/carers. The student may be at risk of exclusion or permanent exclusion. A detailed overview of the student's behaviour is presented to a minimum of 1 trustee by the students' Head of Year. Parents/carers and the student will have the opportunity to present their views. The panel is in place to listen and support the student, parent/carers and the Academy. The outcome of the meeting is to establish specific targets to support the student therefore improving their behaviour and reducing the risk of further exclusion or permanent exclusion.

## **Exclusion**

Only the Headteacher of the Academy shall have the discretionary power to exclude permanently any student. In the event of a permanent exclusion, should the Headteacher be absent, an interim fixed period exclusion will be made. In exceptional circumstances, the Headteacher may decide to take this course of action without the student having had any previous temporary exclusion.

- The decision to exclude a student permanently may be made if:
- There has been persistent defiance of the Academy behaviour policy and where the Academy has tried a wide range of strategies to modify this behaviour and to provide support but without success.
- If a student has been externally excluded on three separate occasions this may lead to permanent exclusion.
- Also, there will be exceptional circumstances where it is appropriate to permanently exclude a student for a one-off single incident. These might include:
  - Serious actual or threatened violence against another student or a member of staff.
  - Sexual abuse or assault.
  - Supplying an illegal drug or in possession of illegal drug(s).
  - Cyber bullying causing injury to feeling and/or invasion of privacy. Identity theft/cyberbullying leading to injury to feeling to students or staff.
  - Carrying an offensive weapon (an offensive weapon in the definition of the Academy is considered to be any item which could cause injury to other people when used in a threatening way).
  - Carrying a knife of any kind
  - False allegation to or about a member of staff.
  - Any form of extremism or radicalisation putting students, members of staff or visitors at risk and bringing the Academy into disrepute.

In every case, before making the decision to externally exclude a student, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to

give his/her version of the events, seeking any Records of Incident and considering any evidence of provocation (racial, sexual or otherwise) using professional judgment from staff. In some cases, particularly where there is significant first-hand evidence implicating a student, the student may be given a temporary fixed term exclusion whilst a full investigation takes place.

In cases where there is a potential danger to a student or a member of staff, as a result of a student's behaviour, the student identified as being responsible for the incident will be put in Supervised Learning and arrangements made to contact parent(s) whilst a further investigation takes place. No student will be sent off site before the end of the day unless contact has been established with parents/carers /guardians. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day.

#### **On the day prior to the external exclusion the Head of Year will:**

Provide the Headteacher with a copy of the exclusion letter, outlining the offence, the length of external exclusion and a record of previous misdemeanours.

- The administrator will send a copy of the letter home by first class post and a member of SLT/ Head of Year will contact the parent(s) of the student to be externally excluded at the end of the day. Several attempts will be made to contact the parent(s) before a message is left on the answerphone.
- The external exclusion will be noted on the student's file, along with the exclusion letter and the evidence collected.
- For all fixed period exclusions and permanent exclusions (until the decision of a Trustees has been communicated to parent(s)), work will be set and marked by the Academy in all cases. The responsibility for this rests with the student's Head of Year.

#### **Re-admittance following a fixed period external exclusion:**

- After the first fixed period external exclusion, a student will normally be re-admitted by the Headteacher/SLT and Head of Year, at a Formal Exclusion Intervention Meeting with parent(s) in which the Terms & Conditions for re-admission are carefully explained to both the student and the parent(s).
- The Formal Exclusion Intervention Meeting will be arranged with the parent(s) by the administrator and will normally be before the start of the Academy day on the first day following the external exclusion.
- At this meeting the student, parent/carer and Head of Year/SLT will discuss the targets necessary for the student to achieve to avoid being excluded again and to comply with the Academy expectations. If the panel of Headteacher/SLT, Head of Year and possibly a Trustee, agree with the targets the student will be re-admitted to the Academy. If the student has not agreed with the targets and is not willing or able to present their suggested targets to the panel, the student will not be re-admitted. Instead they will be sent home and given one more opportunity to agree to the suitable targets. Failure to do so will show that the student is not serious about wishing to comply with the Academy's expectations and rules and as a result may well be excluded for a longer period of time or even on a permanent basis.
- A student cannot be re-admitted back into the Academy until the Formal Exclusion Intervention Meeting has successfully taken place with both the student and the parent, and with the student developed targets agreed by all present. If a parent is unable to make the re-admission meeting at the start of the Academy day the student involved will be placed straight into internal exclusion until the meeting with parents takes place.
- If a student has a second fixed period external exclusion, it is followed by a second Formal Exclusion Intervention Meeting, again following this procedure.



- If a student has a third fixed period external exclusion, it is followed by a third Formal Exclusion Intervention Meeting. At this meeting it will be clearly explained to the students and their parent(s)/carer(s) that any further behaviour incidents will in all likelihood lead to permanent exclusion.

### **Fixed period exclusions of 5 days or less**

- The parent(s) may wish to make written representation to the Chair of the Trustees about the exclusion. The letter informing parent(s) of the exclusion will explain the procedure to make representations.
- A parent(s) wishing to make representation should do so in writing to the Chair of the Trustees.
- There are no statutory time limits which apply to the consideration of such exclusions. The Chair of the Trustees will respond promptly to any request made by a parent relating to such exclusions, although has discretion as to whether to call a meeting or not. A record of subsequent action will be recorded and placed on the student file.
- If a meeting is held, it will be after the period of exclusion has been served. The parent(s) may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.
- The purpose of the meeting is to enable the parent(s) to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record.
- The decision of the Trustees will be final in respect of matters regarding temporary exclusions for fixed periods in anyone term of 5 days or less.
- In the event of a meeting being called, Trustees cannot overturn the exclusion, but can add a note to the student file.

### **Fixed period exclusions of more than 5 and less than 15 days in any one term**

- For an exclusion of more than five days, the Academy will arrange suitable full-time educational provision from and including the sixth Academy day of the exclusion. This must be off-site. Therefore, arrangements are made for students to attend an alternative provision
- The Chair of the Trustees will, in the case of a fixed period exclusion of more than 5 but not more than 15 Academy days in one term, will consider a meeting between the 6th and the 50th Academy day after receiving notice of the exclusion, to consider the exclusion, only if the parent requests such a meeting.
- Parental representation procedures are exactly the same as those outlined above for fixed period exclusions of 5 days or less.

### **Fixed period exclusions of more than 15 days in any one term**

- For a fixed period exclusion (or series of temporary exclusions) adding up to more than 15 days in anyone term, the Trustees Committee must meet between 6 and 15 days from the date of exclusion - whether the parent(s) requests it or not.
- Parental representation procedures are exactly the same as those outlined above for fixed period exclusions of 5 days or less.

### **Permanent exclusions**

- The parent(s) will be informed in writing by the Headteacher of his/her right of appeal against a decision to exclude permanently.
- The parent(s) will be advised that he/she may, if they wish, have someone of his/her choice to accompany and assist him/her at the appeal meeting.
- Appeals should be made in writing to the Chair of the Trustees via the Clerk to Trustees, within 10 Academy days of notification of the exclusion.

- For permanent exclusions, the Trustees should meet between the 6th and 15th Academy day after notification by parent(s) of their wish to appeal.
- A minimum of 3 trustees will constitute the committee convened for the purpose of considering appeals, against permanent exclusions.
- The Chair of Trustees may be a member of this committee provided he has not been involved in any prior discussions concerning the student or the incident.
- There is no restriction on trustees who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same student.
- Parent(s) and the Academy will be invited to present evidence.
- Trustees will make a decision which will be provided via the Clerk to Trustees in writing to the parent(s) and posted within 5 Academy days after the meeting.
- The decision of the Trustees will be final.
- The LEA will be informed of all permanent exclusions.
- Permanent exclusion can be set via a single one-off incident.

### **General points**

The Chair of Trustees will be informed promptly of all permanent and/or temporary exclusions as appropriate.

### **Missing a public examination**

- If a fixed term external exclusion would result in a student missing a public examination, the Headteacher will review this decision. In the event of the Headteacher deciding it is not appropriate for a student to take an examination; this will be referred to the trustees committee. The panel should attempt to meet before the examination. If, exceptionally, it is not practical for the panel to meet before the examination is due to be taken, the Chair of the trustees has the discretion to allow the student on site to take the examination.
- Penalty notice for excluded students. During the initial period of up to 5 Academy days of any exclusion, whether fixed term or permanent, the parents/carers of the excluded student must ensure that he or she is not present in a public place during normal Academy hours without reasonable justification. This requirement applies whether or not the student is in the company of the parents/carers. A failure to comply with this required is an offence.
- Fixed Term External Exclusion. Students can be excluded from the Academy for 1 to 45 days in anyone academic year.
- The DFE guidance published in September 2017, on 'Exclusions', sets out model procedures of good practice, which informs the exclusion procedures at the Academy.

## 6. Behaviour Monitoring Systems, Responsibilities and Procedures

Student behaviour should be a top priority for all staff in the Academy. The behaviour system should be applied effectively by all staff; however, communication is vital to the sustainable success of the system. These are the basic communication requirements of the behaviour system of the Academy.

### All staff responsibilities

- Apply the behaviour policy at all times.
- Every significant student event (negative and positive) should be entered by the member of staff on the Management Information System.
- Tutors should remind students of HOD and SLT detentions.
- To attend their timetabled duties in the designated areas on-time. (The staff member must arrange cover for duty due to any known absence with a colleague).
- To attend their timetabled lessons effectively and on time.
- To monitor students on report
- To monitor student behaviour, student planners and the tutor programme during tutor time.
- To monitor electronic records and to identifying and take action on students who regularly fail to do homework, are late, and whose behaviour is inappropriate.

### Senior Leadership Team (SLT)

- To attend to their timetabled duties and to support the day to day operation of the Academy at all times. This includes Support on Request (SOR) a system in place to support staff in school with students behaviour in lessons.

### MIS Team

- A daily email is sent to all staff detailing exclusion related incidents.

### Other Behaviour Monitoring Systems

Some students require constant monitoring in order to help them change their behaviour. This can take several forms:

- Daily reports from MIS
- Regular support provided by specialist units within the Academy (such as ELSA – Emotional Literacy Support)
- Regular meetings between the student and their Head of Year, Head of Department or SLT

## 7. The Intervention Process

The Intervention Process is designed to support a student to bring their behaviour in line with the Academy's expectations. It is extremely important for several reasons:

- To ensure the individual student learns to behave appropriately to ensure they reach their full academic potential.
- To ensure the individual student learns to respect the rules of the Academy community and develops as a thoughtful and respectful citizen.
- To ensure the effective learning of other students is not disrupted by poor behaviour.
- To utilise and record the progress of a number of strategies to support a student and to, in some cases, provide the evidence that the Academy is unable to support a student appropriately and that alternative provision should be sought.

There are different levels of specific and deliberate intervention, outside the regular monitoring undertaken by teachers, tutors and support staff.

### Intervention

#### Department Report:

A student may be placed on subject report if there is a cause for concern with their behaviour and effort in a particular subject.

#### Tutor Report:

A student may be placed on tutor report if there is a cause for concern with their behaviour and effort across a range of subjects.

#### Head of Year Report:

A student may be placed on Head of Year report if the student does not fulfil the expected criteria or standards from a subject or tutor report.

#### Senior Leadership Report:

A student may be placed on senior leadership report if the student does not fulfil the expected criteria or standards from a Head of Year report. Students may be placed on either Head of Year report or senior leadership report following Supervised Learning or fixed term exclusion to monitor behaviour and progress.

#### Guidelines for the use of Daily Reports:

- Head of Years should be consulted before a student is placed on report.
- Reports should normally be issued by the lead member of staff (e.g. teacher, tutor, Head of Year or senior leadership member)
- An e-mail should be sent to staff at the beginning of the report process. This should explain the reason(s) for the report and the overall results of the report process.
- The member of staff issuing the report must fill in the appropriate details on the report each day. It must be clear why the student is on report.
- Reports should be used for short periods of time, e.g. two weeks and relate to specific areas of concern: e.g. home learning, concentration, behaviour, effort etc.
- The responsible member of staff checks the report on a daily basis.
- The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and what the report process is designed to achieve.
- Parents/carers need to sign the daily report and must be contacted at the beginning and end of the report process to discuss progress made and the need for any further action.

### **Progress Check:**

- The responsible member of staff should monitor any student on report and discuss strategies for improvement. They should call in parents/carers of any student where they have reasons to be concerned.
- The responsible member of staff may decide to request a Progress Check on the student.
- Staff will email all subject teachers of the individual student for a brief report on their progress, attitude and behaviour.
- The parents/carers of the individual student should discuss the behaviour of their child and the details of the progress check with the tutor.
- Staff should be informed of such action prior to it taking place and all interviews and/or telephone conversations should be recorded on a meeting with parents/carers / students/staff aide memoire and placed on the student's file or at least logged on the Management Information System.
- If there is still no improvement following the interview with the parents/carers, the case should be referred to the Head of Year for further action.

### **HOD Intervention:**

- HOD should call in parents/carers for any student where they have reason to be concerned.
- HOD are responsible for developing strategies which will ensure that student support is effectively managed by teachers in the classroom.
- HOD should be consistent when checking the daily incident report for their subject from their team.
- HOD are responsible for holding Intervention meetings for students that are subject related.

### **Internal Exclusion:**

The Head of Year may invite parent(s) to a meeting when a student completes their first period of Internal exclusion.

- Parental contact is led by the Head of Year and involves the tutor, parent(s) and the student.
- The student will discuss possible targets with their parents/carers and present these to their Head of Year at the meeting. If agreeable to the Head of Year.
- The targets are monitored by the tutor.
- The student will be placed on report by the Head of Year/SLT for an initial period of two weeks following the intervention meeting. The Progress Leader/SLT will e-mail all staff to inform them.
- It is the responsibility of all staff to monitor the student's progress and inform the student's Head of Year/SLT of both positive achievements and any concerns.
- The student will report to the responsible member of staff each day to review progress.
- The Form Tutor and Head of Year will on a weekly basis monitor the student's progress.
- The student's tutor will contact the student's parent by telephone after two weeks to discuss progress and review targets as necessary.

### **Student Support Services**

Student Support Services (SSS) is a special unit designed to provide additional, specific support for students with particular learning and/or behavioural needs. Students will normally be placed in the SSS for a specified lesson or period of time, including lunchtimes and after the Academy day. A student will only be recommended for the SSS after discussion at the

full SLT meeting. SSS is also the driver of reduced timetable programmes for students with particular needs or concerns.

## Appendix 1

# Home Visit Procedure

This procedure will apply to all home visits conducted by staff *must* be authorised by the safeguarding lead. In addition, wherever possible parents/carers should be informed of the home visit prior to arrival, there will be exceptions to this for example a visit to confirm that an absent student is at home when parent/carer are not responding to telephone calls/text messages or emergency safeguarding visits.

### Home Visit Definition

A home visit is a visit that requires member (s) of staff to enter the home of a parent or carer in the case of an emergency visit or a procedural visit.

### Aims

At Fareham Academy we recognise that parent/carers are children's first and most enduring educators and we value the contribution they make.

The aim of a home visit is:

- To establish a partnership between parent/carer and staff so that all parties share their knowledge about the child to enable the individual needs of the child to be met.
- To develop and strengthen relationships with parent/carer for the best interest of the child.

### Reasons for home visits

Home visits are important in helping the Academy to make contact with new or hard to reach parent/carers. They are particularly useful as they enable the parent/carer to still have contact with the Academy, but in their own environment. Home visits are to be used when:

- Students are refusing to come into school.
- When there are attendance issues/concerns.
- When students are being educated at home.
- When all other means of contact with a family has failed.
- To meet with parent/carers to discuss an issue regarding their child where it is in the best interest of the child to have that discussion in their own home rather than at school or where it would be difficult for a parent/carer to attend school for a meeting and information needs to be shared in a face to face meeting in a timely manner.
- To try and establish that a child is safe if they are absent from school and attempts to contact parent/cares have not elicited a response and we have any welfare or safeguarding concerns for the student.
- To work with and support parent/carers in developing strategies to help their child attend school where attendance is an issue.
- To collect from or drop a child off at home where there are concerns for a child's welfare if they travelled by other means.
- To drop off or collect work for a child when they are completing school work at home e.g. following fixed term exclusion or medical issue.
- To visit a child who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school.
- To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a child is not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused).

## Benefits

Home visits have many benefits. For parents/carers and children, a home visit gives the opportunity to meet a key person in a setting that they are familiar and comfortable with. Other opportunities are to:

- Establish a positive contact with a key member of staff who is supporting the child.
- Meet family members that are important to the child.
- Talk about the child and their needs.

## Procedures

The aim of the home visit procedure is to ensure good working practice and to provide guidelines in reducing risks to member of staff when undertaking home visits.

### Before the visit

- Be familiar with the school's policy procedure for home visits.
- Be clear about the purpose of the visit. Make sure that a home visit is really necessary. (if possible and /or practical, arrange for parents/carers to come into the school).
- Make a written record of the purpose of the visit and the staff members involved.
- Arrange for appropriate person to accompany you, home visits should be conducted in pairs. Clarify each person's role.
- Make sure you are well informed about the subject of the visit. Collect any necessary documentation. Check on school's policy and practice.
- Consider who you need to see e.g. one or both parent/carer, with or without the child
- Make sure you are well informed about the family and are aware of personal circumstances.
- Where ever possible make an appointment to establish a time convenient to the family and to ensure that everyone you want to see will be present. Either make a phone call or send a letter.
- Refer to the "Lone Working & Home Visits Step Analysis of Risk Assessment" (appendix 1), and inform student services them of your intended location before departing for a home visit.

### During the visit

- Park in a well-lit area and in a position where you do not need to reverse on leaving.
- Dress appropriately.
- Ensure that there are no animals in the room where a meeting takes place.
- Introduce yourself, have identification available and explain again the purpose of the visit, carry your identification do not use a necklace lanyard.
- Do not enter the premises unless invited in by a responsible adult.
- Do not enter the premises if invited to do so by a child that is on the premises unsupervised by a responsible adult.
- Only speak to an adult with parental responsibility parent/carer or another responsible adult whom parent/carer has delegated to be there in their absence and they have given us permission to speak to about the student from whom we are making the home visits
- Do not speak to siblings other than to ask if their parent/carer is available. Do not discuss the purpose of the visit with siblings or any other unknown young person or adult at the premises.
- Do not go upstairs in a property unless accompanied by a responsible adult and then **ONLY** if you deem it completely safe to do so and necessary.
- Do not enter a child's / young person's bedroom.
- If you are concerned that a child/young person is in the home inappropriately alone/unsupervised/in danger contact the schools designated CPO straight away to discuss your observations or to seek immediate advice from them if you are uncertain whether the child is alone/unsupervised/in danger. If appropriate the Safeguarding Lead will make a referral to social care.



- If you feel that a child/young person is in immediate danger contact emergency services 999.
- Assure parent/carer that you will treat anything they tell you sensitively and will only tell the head teacher or other appropriate staff. Explain that you may need to take notes during the meeting. Do not promise not to relay information to school. Remember that under the child protection procedures you must report disclosures or suspicions to the designated teacher for child protection.
- Be sensitive to the culture, religion etc. of the home.
- Be professional; give professional advice and information rather than personal opinions.
- Be sympathetic, but remain neutral. Don't get personally involved. Be discreet but assertive about the direction of the conversation; do not gossip about the school or staff.
- Do not stay too long. Keep to the point.
- Do not carry large sums of money when making a home visit.
- Complete Home Visits Form to evidence visit.

### **After the visit**

- Report back to the school; if possible give written feedback to the appropriate staff in line with school policy.
- If you are not returning directly to school, telephone the school after the visit to say you have left the home visit.
- Any Child Protection concerns arising from home visits should be discussed with the Designated Child Protection Officer on return.
- At school do not discuss individual home visits with staff who are not involved with those particular children.

### **Home Visit Form**

- It is essential that staff write a short report on every visit they make.
- If an incident does occur the visitor should record all details as soon as possible after the incident, before precise recollection of events fall from their memory.
- If an accusation of abuse is made against the visit/visitor advice should be sought from the headteacher as soon as possible.

### **Making Safe Home Visits: Summary Before**

- Complete/hand in, "Lone Working & Home Visits Step Analysis of Risk Assessment".
- Be clear about the purpose of the visit.
- Arrange for an appropriate person to accompany you.
- Be well informed about the subject of the visit.
- Always make sure that the school knows where you are going.

### **During**

- Carry a mobile phone with you.
- Consider who you need to see.
- Make a prior appointment to establish a time of visit, if not attendance.
- Carry identification; do not wear it on a necklace lanyard.
- Do not stay too long.
- Introduce yourself.
- Be professional.
- Don't carry large sums of money.

### Action to take if you are threatened

- If you are threatened or prevented from leaving stay calm and try to control the situation. Try to appear confident, speak slowly and clear and not be enticed into an argument. Try to diffuse situation by saying you will seek advice from a senior member of staff or colleague.
- Keep your distance, never touch or turn your back on someone who is angry.
- If staff attend as a pair wait outside the property until all staff involved have arrived. Consider whether sending out two members of staff may escalate the difficulties.
- If working as a pair agree a code word (safe word) or phrase to alert a colleague that you need assistance or should leave.
- The same code word should be used if you contact school to alert them that you are in danger and need support.
- Staff must leave the property and reach a place of safety if you have any concerns about personal safety and inform school immediately.

### After

Report back in school.

Or

If you are not returning directly school, telephone the school after the visits to say you have left the residence.

**If you are concerned about your safety do not visit.**

**It is strongly recommended that no one makes an evening home visit.**

**Safe word:** To be agreed and recorded on the "lone Working & Home Visits Step Analysis of Risk Assessment Intent to Visit"

**Community Lone Working Risk Assessment *Appendix 1***

**WORK ACTIVITY RISK ASSESSMENT**

**Task being undertaken:** - Lone Working Risk Assessment – out of office  
**Occupations:** - All staff  
**Any vulnerable persons particular at risk:** - Safeguarding team aware of named visit  
**Date of assessment:** - Any

<b>Hazards</b>	<b>People</b>	<b>Severity of harm</b>	<b>Likelihood</b>	<b>Risk Level</b>	<b>Controls</b>
Aggressive or violent parent/student/family member	Member of staff may be harmed	Major injury may occur	Remote possibility	Low	Refer to home visit policy  Risk reduced by informing safeguarding team prior to visit  2 person visit if aware of home circumstances  Inform reception and sign out so others aware  Take mobile phone for communication
Driving	Member of staff may be harmed	Vehicle breakdown  Accident  Intruder in vehicle when unattended  Use of mobile phone  Fatigue	Remote possibility	Low	Maintain vehicle properly  Belong to a breakdown organisation  Carry touch, phone etc. for emergency  Advise team or partner where you are going  Phone in if plan changes  Do not leave valuables in car (e.g. iPad)  Avoid risky areas
Movement through public areas e.g.to/from car parks	Member of staff may be harmed	Attack theft of property	Remote	Low	Back down from confrontation call from help  Use attack alarm  Keep valuables secure and out of sight or disguised

					<p>Surrender valuables if personal safety is at risk</p> <p>Use staff bus or public transport if available</p> <p>Post incident support</p>
Illness or injury/accident	Member of staff may be harmed or injured	Illness or injury	Remote	Low	<p>Alert emergency services if appropriate</p> <p>Alert team members if able to</p> <p>Ensure access to phone</p> <p>Take prescribed medication as directed or as needed</p> <p>Complete injury at work protocol on return</p>
Attack by dog or other animal	Member of staff may be harmed or injured	Major injury may occur	Remote	Low	<p>Avoid contact with animals</p> <p>Seek local advice before entering premises with animals</p> <p>Appropriate behaviour near animals – avoid alarming them, e.g. sudden movements</p>