

## Behaviour Policy

September 2021

<b>Reviewed</b> December 2021	<b>Next review deadline:</b> September 2023	<b>Statutory</b>	<b>Executive Lead at ATT:</b> Education directors
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<b>Associated documents:</b>
<b>Uniform Code</b> <b>Mobile Phone Procedure</b> <b>The ATTFE College Way</b>
<b>Links to:</b>
<ul style="list-style-type: none"> <li>• <b>Safeguarding Policy</b></li> <li>• <b>E-Safety Policy</b></li> <li>• <b>Anti-Bullying Policy</b></li> <li>• <b>Social Media Policy</b></li> <li>• <b>Curriculum Policy</b></li> <li>• <b>Reasonable Force Policy</b></li> <li>• <b>Code of Conduct</b></li> <li>• <b>Home-Academy Agreement</b></li> <li>• <b>Data Protection Policy</b></li> </ul>

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

This policy is a mandatory generic Academy Transformation Trust Policy that applies to all of its schools and operating units including Academy Transformation Trust Further Education (ATTFE).

This policy is unedited from its Whole-Trust format and can be found on the Academy Transformation Trust website at [www.attfe.org.uk](http://www.attfe.org.uk). ATTFE adopts subsequent versions and updates in their entire form and format as they are issued or revised by the Trust.

For the purpose of clarity, the following expressions and terminology in this policy also apply to ATTFE as follows:

“Principal” shall also mean the Principal of ATTFE.

“Academy” or “School” shall also mean ATTFE.

“Local Academy Committee (LAC)”, “Governors”, “Governing body” shall also mean the governing body of ATTFE.

“Pupils”, “children”, “students” or “learners” shall also mean the 16-19 and 19+ adult learners who attend ATTFE.

“Parents” or “Carers” shall also mean the parents or carers of 16-19 ATTFE learners, and where applicable the parents or carers of adults with learning difficulties and disabilities who do not live independently.

“Teachers” shall also mean the ATTFE teachers/tutors, assessors and any other categories of teaching and tutoring staff.

“Teaching Assistants” shall also mean the classroom assistants and support assistants employed by ATTFE.

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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## Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'ATTFE College Way'.

## **1 Legal framework and definitions**

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

## **2 Scope of this policy**

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

### **3 Academy curriculum**

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

### **4 Roles and responsibilities**

#### **4.1 Staff members will**

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

#### **4.2 Pupils will**

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

#### **4.3 Parents/carers will**

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

### **5 Classroom behaviour**

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.



## **6 Pupils' conduct outside of the classroom**

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

## **7 Sanctions for poor behaviour**

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Sanctions are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly

- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
  - reinforce **our** core values and ethos
  - do not focus repeatedly on the same issue without progress
  - do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.
- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs, which may include referrals to other agencies or specialists
  - b) a plan setting out how the pupil will be supported, which will include consultation with parents/carers
  - c) the required action to provide the support
  - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.
- 8 Use of suspensions (fixed period exclusion) and permanent exclusions**
- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as  
 "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
  - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a ‘fixed-term’ exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.
- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
  - allow the pupil to give their version of events
  - consider if the pupil has special educational needs (SEN) in accordance with the SEN Code of Practice.
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest statutory guidance to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

## 9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by text or email wherever possible. Staff will not

issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

## 10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in staff areas which are secure and to which only staff have access.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned at the conclusion of any internal investigations of which they may form part of the evidence or proceedings and/or if the academy is satisfied that they will no longer be required as part of police or other enforcement agency proceedings.

10.5 A log is kept to record all confiscated items (see Appendix C).

## 11 Power to use reasonable force and right to search pupils

- 11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 11.2 Members of staff can seek pupil consent to search for other items that may give cause of concern of harm to the pupil or to others. Force cannot be used to search for these items.
- 11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.
- 11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

## **12 Seclusion, isolation and calm rooms**

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our premises where there are separate spaces and rooms available. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.
- 12.5 Pupils with SEND or who are being assessed for additional support or an EHCP need to be supported where they are accessing a different pathway of support, which could include the use of a calm room. A calm room **must not** be used for the purpose of a sanction. Please see

Appendix D for approach and procedures to the setting up and establishment of a calm room or space.

### **13 Bullying**

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

### **14 Drugs, tobacco, alcohol and illegal substances**

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

### **15 Weapons**

- 15.1 The law recognises three categories of offensive weapon:
  - Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
  - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
  - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the

police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

15.6 Confiscated weapons are given to the police as soon as reasonably practicable.

15.7 Parents are informed of their child's involvement in any activity related to weapons.

## **16 Mobile phones**

16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.

16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

## **17 Child protection and safeguarding**

17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

## **18 Outside agencies**

18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.

18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

## **19 Staff training and support**

19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.

19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

## **20 Record keeping and data protection**

20.1 We keep a record of incidents of misbehaviour and positive behaviour.

20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL

- Pupil premium
- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.



## **Appendix A Procedure for Rewards**

Recognition may be given to learners in the following circumstances:

- Consistently high attendance
- Outstanding academic achievement
- High level of learner progress from their initial starting points
- High achievement in other areas of a learner's learning programme, like placement or work experience
- Success in course or curriculum related competitions
- High levels of personal development
- Outstanding support of and contribution to the community.

Recognition may take the form of newsletter and ATTFE social media write-ups, commendatory letters from the ATTFE Principal and other senior staff, awards from ATTFE and the Trust, and prizes.

## **Appendix B – Procedures for Sanctions**

### **Bi: ATTFE Learner Sanctions Procedure**

#### **1 Introduction**

ATTFE aims to provide a safe and supportive learning environment for learners and staff. At induction, full time learners sign the ATTFE Learner Agreement, which identifies the standard of learner conduct expected by ATTFE. Most minor breaches of the Learner Agreement are successfully resolved at an informal level, by swift and effective intervention. The following procedure has been developed, and shall apply to all learners at ATTFE, to deal with the minority of cases where informal intervention is not successful or appropriate. It consists of three stages:

- Stage 1 - Informal Resolution
- Stage 2 - Case Conference
- Stage 3 - Formal Disciplinary Procedure

#### **2 Learner Disciplinary Procedure**

##### **2.1 Key Purpose and Objectives**

The Learner Disciplinary Procedure is used when there is a particular concern that the learner is failing to meet expectations of the ATTFE Learner Agreement, whether academic or non-academic.

The first 2 stages of the procedure are primarily designed to encourage the learner to improve attendance, work and/or behaviour with help from his or her tutors and other staff.

In cases of serious misconduct Stage 3, the Formal Disciplinary Procedure will be immediately implemented, without first going through stages 1 and 2 of the Disciplinary Procedure.

If a learner is under 18 years of age, the parent/guardian/employer will be advised in writing if there is a cause for concern about academic or non-academic behaviour or performance.

All records relating to the Learner Disciplinary Procedure will be retained on the learner's file until the end of their study with ATTFE.

##### **2.2 Stage 1 - Informal Resolution**

- a) Where the academic and/or non-academic conduct of the learner is giving cause for concern the tutor or other member of staff will report this concern using the Code of Conduct recording form.
- b) The tutor will discuss matters with the learner and the learner will agree an action plan to be achieved over the following 2 working weeks. In certain circumstances this can be extended to 4 weeks. Support will be offered, where appropriate, to help the learner achieve the necessary improvement.

This action plan should be recorded on the Code of Conduct Recording form and signed by the tutor and learner.

- c) A copy of the Code of Conduct Recording form, with the action plan should be:
- Given to the learner
  - Placed on the learner file
  - Sent to parent/guardian (if the learner is under 18)
  - Sent to the Curriculum Manager
  - Sent to the Principal of Further Education or other member of staff as applicable.
- d) At the end of the agreed period (2-4 weeks) a meeting will take place with the tutor and the learner to review the action plan.
- e) If the action plan is completed satisfactorily the Disciplinary Procedure stops at Stage 1, and evidence is recorded on the learner file.
- f) If the learner has failed to show the required improvement, the tutor will advise the Curriculum Manager (or their nominee), who will call a Case Conference.

### **2.3 Stage 2 - Case Conference**

Reasonable notice of the date/time/place of the Case Conference together with an invitation to attend will be given to:

- The learner
  - The parent/guardian (if the learner is under 18)
  - The tutor and/or other relevant staff.
- a) The Curriculum Manager (or nominee) will chair the Case Conference. Issues giving rise to the Case Conference will be discussed and a further action plan will be agreed and recorded on the Code of Conduct recording form (Stage 2) and signed by the Curriculum Manager and learner, with progress to be reviewed after 2 working weeks.

The Curriculum Manager (or nominee) will send written confirmation of the agreed action plan, to:

- The learner
  - The parent/guardian (if the learner is under 18)
  - The tutor or other member of staff as appropriate.
- b) After 2 working weeks a review of the actions agreed at the Case Conference will take place with the learner.

- c) If the action plan is completed satisfactorily and signed off by the learner and Curriculum Manager, then the Disciplinary Procedure stops at Stage 2, and evidence is recorded on the learner file.
- d) If after 2 working weeks there is no evidence of improvement/progress:
- The learner may decide to withdraw from the subject/course and be referred to the CEIAG team or
  - The Formal Disciplinary Procedure (Stage 3) may be invoked by the Principal of Further Education or nominated representative.
- e) If the learner has made some progress towards complying with the agreed course of action, the Curriculum Manager (or nominee) may agree a 2 working week extension to allow for completion.

Written notice of the decision to grant an extension will be given to:

- The learner
  - The parent/guardian (if the learner is under 18)
  - The tutor
  - The Principal of Further Education or other member of staff concerned (if applicable).
- f) If at the end of the 2 working week extension the learner has failed to comply with the agreed course of action the learner may decide to withdraw from the subject/course. Otherwise, the Curriculum Manager (or nominee) will inform the Principal of Further Education and the Formal Disciplinary Procedure will be invoked (Stage 3).

## **2.4 Stage 3 – Formal Disciplinary Procedure**

### **2.4.1 Criteria**

This will be followed when Stages 1 and 2 of the Disciplinary Procedure have not been successful and/or when it is alleged that serious misconduct has occurred and a learner is immediately moved to the formal process, without going through Stages 1 and 2. The following lists some examples considered to be serious misconduct, but is not comprehensive or exclusive:

- Failure to comply with Stages 1 and 2
- Conduct which constitutes a serious breach of ATTFE safety regulations and which puts / might have put staff and/or learners at risk
- Conduct of a violent or potentially violent nature
- Being under the influence of alcohol, drugs or other substances on ATTFE premises
- Serious harassment, discrimination (e.g. racial or sexual) or bullying
- Illegal computer misuse/hacking
- Serious plagiarism / cheating in academic work (see Learner Agreement)
- Theft
- Damage to ATTFE Property
- Other conduct, which might be damaging to the reputation of ATTFE.

Serious misconduct alleged to have occurred on ATTFE premises, on ATTFE educational visits or on ATTFE transport is covered by this procedure. A criminal conviction, whether or not it occurred on ATTFE premises could also lead to this Disciplinary Procedure being invoked.

#### **2.4.2 Procedure**

- a) If a learner has failed to comply with Stages 1 and 2, or serious misconduct has taken place, then the following procedure should be implemented by the Principal of Further Education.
- b) In some cases the learner will be suspended, pending a formal investigation into the allegations.
- c) ATTFE will appoint a member of staff to investigate and undertake a thorough investigation into the facts and accompanying evidence.
- d) The learner shall be notified in writing that he/she is required to attend a disciplinary hearing. Learners should normally be given a minimum of 5 working days between receipt of the letter and the date of the hearing to enable them to prepare.
- e) The letter shall:
  - set out the allegations being made;
  - enclose copies of all reports, statements and other evidence arising from the investigation, which will be considered at the hearing;
  - advise the learner (and his/her parents, if under the age of 18) of his/her right to be accompanied but that the accompanying person may not be acting as a legal representative;
  - advise the learner of the right to provide witness statements at the hearing and, if so, supply names of such witnesses and the statement from each such witness;
  - advise the learner of his/her right to call witnesses to the hearing, in support of his/her case and that names of witnesses must be supplied to ATTFE in advance of the hearing;
  - attach a copy of, or include a signpost to the Disciplinary Procedure.
- f) The learner must indicate prior to the date of the meeting that he/she will attend the hearing and inform ATTFE of the name of the person who will be accompanying him/her (if any) and of any witnesses. If the learner and/or his/her representative fail to attend the hearing without good reason, then the hearing will proceed in their absence.
- g) The Disciplinary Hearing shall be heard by a panel of at least 2 members of ATTFE staff.
- h) A note of the hearing must be taken and retained as part of the documentation of the case.

## **2.5 Disciplinary Hearing Procedure**

- a) The case will normally be heard within a maximum of 10 working days of the learner being notified of the hearing.
- b) The investigating staff member will be responsible for presenting the evidence to the panel. He or she will state the case in the presence of the learner (and representative if present).
- c) Witnesses (arranged prior to the hearing) may be called in support of the case.
- d) When the investigating staff member and any witnesses called have given evidence, they may be questioned about the evidence, by the learner (or representative if present).
- e) The Panel may also ask questions on the submitted evidence.
- f) After completion of the above stages any witness(es) will be:
  - i. instructed not to discuss the case with anyone until after the hearing has been concluded
  - ii. asked to leave the meeting.
- g) The learner (or representative) will state his/her case in the presence of the investigating staff member. Witnesses (arranged prior to the hearing) may be called by the learner (or representative) in support of the learner's case.
- h) When the learner and any witnesses called have given evidence, they may be questioned by the Panel.
- i) After completion of these stages, the witnesses will be similarly advised as in (f) above.
- j) The investigating staff member shall have the opportunity to summarise their position.
- k) The learner (or representative) shall have the opportunity to summarise their position.
- l) The learner (and representative if present) and the investigating staff member will withdraw.
- m) The panel will deliberate in private. If recall of the investigating staff member or learner (and representative) is necessary to clarify points, then they can be called. The decision is that of the Panel alone.
- n) To ensure the disciplinary penalty is reasonable, account will be taken of:
  - i. the learner's previous disciplinary and academic record

- ii. the penalty imposed in similar cases in the past, though each case will be decided on its merits and the Panel will exercise discretion in this
  - iii. any mitigating circumstances which might make it appropriate to lessen the severity of the penalty.
- 
- o) The decision of the hearing will be communicated to all parties within 2 working days.
  - p) If the learner is permanently excluded, the procedure outlined in Appendix D will be followed.
  - q) Where a learner is not permanently excluded following Stage 3, an action plan may be reinstated on the Code of Conduct Recording form. Failure to comply will result in immediately progressing again to Stage 3 of the Disciplinary Procedure as decided by the Curriculum Leader.
  - r) Any fixed-term exclusion from ATTFE, during this process, should not result in any learner losing the opportunity to take part in any public examinations or external assessment for which the learner is entered as a candidate.
  - s) If the learner is permanently excluded, they will be withdrawn as in the meaning of the ESFA Funding Regulations from time to time in force with immediate effect, the right to participate in external assessment is forfeit and the exclusion will be recorded on the learner file. ATTFE will keep a record of exclusions.

**Bii: Model Letter for 'Notice of Disciplinary Hearing'**

(Date)

(Name and address)

Dear .....

Following an allegation of ..... and a subsequent investigation into this allegation, I am writing to inform you that a disciplinary hearing will take place on ..... at .....

You may bring a representative to this hearing; a friend, relative or a learner representative. If you wish to bring a representative, please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes. You are also entitled to call witnesses in support of your case. If you wish to bring a witness(es), please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes.

<IF RELEVANT> The member of staff investigating this case will be calling the following witnesses:

- Name
- Name

Their statements are enclosed.

I have enclosed a copy of the Learner Disciplinary Procedure and all documentation from the investigation. These will be considered at the hearing.

Yours sincerely

(Principal of Further Education)

Cc:

Personal/Course Tutor

Curriculum Manager

Parents/Guardian (if under 18)



**Biii: ATTFE Code of Conduct: Recording Form**

<b>Learner Name</b>	
<b>Tutor Name</b>	
<b>Course</b>	

<b>Reason(s) for concern</b>	<b>Tick</b>	<b>Comments</b>
<b>Absence</b>		
<b>Lateness</b>		
<b>Lack of work</b>		
<b>Attitude/Behaviour</b>		
<b>Other</b>		

<b>Stage 1</b>	
<b>Date of Discussion</b>	
<b>Discussion Notes</b>	
<b>Agreed targets/ outcomes/actions</b>	
<b>I agree to meet the agreed targets/ outcomes/actions</b>	Learner signature:
	Print name:
	Date:
	Staff signature:
	Print name:
	Date:

<b>Stage 2</b>	
<b>Date of meeting</b>	
<b>Summary Notes Re outcome of Stage1</b>	
<b>Discussion Notes &amp; Supporting evidence</b>	
<b>Agreed targets/ outcomes/actions</b>	
<b>I agree to the meet the agreed targets/ outcomes/actions</b>	<b>Learner signature:</b>
	<b>Print name:</b>
	<b>Date:</b>
	<b>Staff signature:</b>
	<b>Print name:</b>
	<b>Date:</b>

<b>Stage 3</b>	
<b>Date of Hearing</b>	
<b>Notes</b>	
<b>Outcome</b>	
<b>Learner signature:</b>	
<b>Date:</b>	
<b>Principal signature:</b>	
<b>Date:</b>	

At ATTFE each student is valued as an individual. ATTFE will strive to:

- Treat you respectfully
- Help you choose the right course
- Help you fulfil your potential
- Teach you and support your learning effectively, and provide meaningful feedback
- Develop productive working relationships with you
- Give you the support that you need to succeed
- Set targets for you which are challenging but achievable
- Ensure assessments and reviews are clear and regularly carried out, with feedback provided
- Provide resources which meet your learning needs
- Liaise with parents, employers and outside bodies as appropriate to support your progress and provide information
- Provide advice and guidance on further progression opportunities, when your course finishes
- Deal promptly with any complaints you have.

All the Trust’s policies are available on request. Forms for complaints are available from the campus receptions.

**PLAGIARISM**

The Trust and exam boards will not tolerate plagiarism or other forms of academic cheating. In addition to the normal checks we will actively sample student work with anti-plagiarism software. Any learner found to be cheating will face appropriate disciplinary procedures.

Please see Appendix Bv of this agreement for further information on academic misconduct

We want you to succeed on your course. You will need to:

- Behave in a way that shows respect for others and their right to learn and work
- Attend all timetabled activities punctually, and report/account for any absences or lateness
- Take responsibility for your learning by bringing all you need to classes and by participating fully in all learning activities and review processes

- Make learning successful by:
  - Abiding by ICT usage policies (these will be provided for you to sign)
  - Completing your work to the best of your ability by agreed deadlines
  - Producing work which conforms to the plagiarism guidelines
  - Behaving in a way that ensures everybody learns productively
  - Working co-operatively with others
  - Seeking help when you need it and taking the support offered
- Play an active part in promoting Equality and Diversity by:
  - Refusing to take part in behaviour which degrades others
  - Reporting inappropriate behaviour
  - Refusing to take part in any behaviour that discriminates against others including bullying and harassment and to report any such incidents that you become aware of
- Help to make the learning environment a safe and pleasant place for all by:
  - Following all Health and Safety guidelines
  - Taking care of buildings, furniture and equipment
- Pay fees promptly where required.

**Please remember:**

- Mobile phones must be switched off in teaching and learning areas, except when used at the request of a tutor for learning purposes
- Smoking is not allowed anywhere on the campuses
- All litter should be put in the bins provided
- No computer hacking or misuse is accepted
- No alcohol or illegal drugs or misuse of prescribed drugs is accepted.

I confirm that I will meet these expectations.

Learner Name (please print):

Signed:

Date:

## **Bv: Academic Misconduct**

Academic Misconduct is the term which covers cheating, copying or plagiarism, misuse of ICT and collusion.

Examples of minor cases of copying or plagiarism might be:

- Copying one/two sentences or a diagram from someone else's work
- Copying small amounts of text which does not make a significant contribution to the overall work from books without acknowledging where it came from
- Downloading small amounts of information from the internet without acknowledging the source
- Not referencing work properly.

Examples of more serious cases might be:

- Extensive copying from books or the internet which makes a significant contribution to your work without acknowledging the source
- Breaking copyright law
- Copying or plagiarising from other learners' work, or professional papers, where this is done with the other learner's full knowledge, they may also be the subject of misconduct proceedings
- Downloading large amounts of information or model answers from the internet and passing them off as your own
- Buying, selling or stealing work
- Using other learners' work from previous years
- Communicating in any way with others during assessments taken under controlled conditions when this is not permitted e.g. using mobile phone technology or written notes with the intention of using the materials in assessments
- Getting someone else to produce part or all of the work submitted
- Fabricating results e.g. in experiments, research, interviews, and observations.
- Forging a signature on a document.

Cases of Academic Misconduct will invoke the Learner Disciplinary Procedure and may lead to some or all of a learner's work being disqualified and/or learner being removed from a course.

**Appendix C – Search and Confiscation Log**

<b>Date</b>	<b>Pupil Name</b>	<b>Search Y/N</b>	<b>Reason for search</b>	<b>Searched by (Confirm 2 members of staff)</b>	<b>List Item(s) found or state nothing found</b>	<b>List items confiscated</b>	<b>Confiscate d by?</b>	<b>Where are the items stored?</b>	<b>Police informed Date/time and by whom</b>	<b>Parent informed? Date/time and by whom</b>	<b>Date Item returned or if collected – who by.</b>

## Appendix D

### Calm rooms or spaces

A calm room is a participatory project that involves the children and young people we serve. It is not a sanction. When children have SEND or are being assessed for SEND, the use of a calm room as a sanction is not acceptable.

It should create and support a culture of empowerment, safety and wellbeing, rather than coercion.

The development of a calm room requires both leadership and agency wide commitment and a specific plan based on the needs of individuals we serve and the resources available

- to empower individuals to practice self-regulation
- to reduce tension and develop skills for maintaining self-control
- to provide a safe space for people to use self-help techniques to manage behaviour and emotions
- to develop practical skills that can be used to self soothe at any time
- a designated space that is designed to be calming to the senses
- a tool to teach calming techniques.

### Key considerations

- If the child will not go voluntarily to the 'calm' room, will they be physically directed?
- Can the child leave the room of their own accord, or is the door locked in some way, including being held shut by staff?
- Is the room being used as a punishment, rather than a quiet place of refuge which is welcomed by the pupil?

If the answer is YES to any of these questions, then the room is inappropriate for a calm room and concerns could be raised.