

BARCLAY ACADEMY BEHAVIOUR POLICY

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GLOSSARY OF TERMS

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|-----------|----------------------------------|
| SEN | Special Educational Needs |
| PE | Physical Education |
| IR | Internal Referral |
| SLT | Senior Leadership Team |
| DFE | Department for Education |
| LA | Local Authority |
| EHC Plans | Education, Health and Care plans |
| ESC | Education Support Centre |

1. BEHAVIOUR POLICY SCOPE

The Governing Body is responsible for establishing and maintaining this Behaviour Policy and for ensuring that it is followed. The Governing Body delegates authority to the Principal to administer the Behaviour Policy on its behalf. The Principal is responsible for implementing the decisions of the Governing Body and for complying with this policy.

The policy applies to the Principal and to all staff employed by the Academy.

2. PRINCIPLES

The underlying principles of the Barclay Academy Behaviour Policy are to:

- Develop a culture whereby students are able to self-regulate; behave and learn the reasons why behaving in specific ways are conducive to learning.
- Ensure that Barclay Academy is a safe and supportive environment for all teachers, students, and anyone else who comes into the Academy.
- Ensure that all members of Barclay Academy community are shown respect and show respect for others.
- Encourage a positive approach to behaviour by always displaying the behaviour we wish to see from our students, and by praising and rewarding good behaviour.
- Ensure that when behaviour falls short of acceptable standards, procedures are followed and sanctions are applied fairly and consistently.
- Ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between students and staff, and to support students in modifying their behaviour.

3. OVERVIEW

Expected standards of behaviour are stated in the Home-Academy Agreement (Appendix 1), and will be regularly reiterated formally and informally, by all members of staff. Barclay Academy ethos is built around a culture of high expectations, and no excuses, and this applies clearly to behaviour.

The following groups of vulnerable students may at some point require the adults in the Barclay Academy to take account of their individual needs and circumstances when monitoring the Behaviour Policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language
- Students with Special Educational Needs
- Children looked after by the Local Authority
- Young Carers

However, the Academy does not accept these as excuses for poor behaviour. This policy applies in the Barclay Academy buildings and site, on Barclay Academy trips, and at all times when students are wearing their uniform, including travelling to and from Barclay Academy.

4. CODE OF CONDUCT AND EXPECTATIONS

The Code of Conduct makes clear the general principles of good behaviour, which will ensure a positive learning environment for all. Within Barclay Academy all efforts will be made to recognise and cater for the individual needs of our students. As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

5. UNIFORM AND APPEARANCE

Students must follow the uniform code at all times when on the Academy site. This applies throughout the Academy day as well as before and after the Academy day. Academy uniform must be purchased from the uniform website. Consideration will be given to students that cannot wear certain items for SEN or medical reasons provided a professional medical letter is provided.

Students in years 7-11 are required to wear the full Academy uniform throughout the Academy day. Students arriving or on-site that are out of uniform will be issued with uniform they may borrow. They will also be required to attend a detention at the end of the day for 30 minutes. Repeated infringement of any rules will result in the items being confiscated as per our confiscation policy.

| Item | Requirement/s |
|-----------------------------------|--|
| Academy Blazer | <ul style="list-style-type: none">To be worn at all times |
| Academy Shirt | <ul style="list-style-type: none">Top button done upTucked into trousers or skirt |
| Academy Jumper | <ul style="list-style-type: none">If a jumper is worn it must be the Academy jumper |
| Academy Tie | <ul style="list-style-type: none">Knot to be pulled tight covering the top button on the shirtTie must be worn long enough to reach the top of the trouser or skirt |
| Academy Skirt (Girls) | <ul style="list-style-type: none">To be worn at an appropriate lengthSkirts are not to be rolled up and no shorter than two inches above the knee |
| Academy Trousers (Girls and boys) | <ul style="list-style-type: none">To be worn at full lengthNot tucked into socks |
| Shoes | <ul style="list-style-type: none">To be worn at all timesThey must be black, flat, leather shoes that can be polished with black stitching and black laces. |
| Socks / Tights | <ul style="list-style-type: none">Plain black or blue ankle socks (no white socks)No knee high socksTights must be plain black or blue, without patterns |
| Headscarf (where required) | <ul style="list-style-type: none">Must be plain black, navy, white, or academy blue |
| Academy Bag | <ul style="list-style-type: none">The Academy bag is part of the full academy uniform and must be used at all times. It must not be put inside another bag.No other bags are allowed apart from a drawstring bag for PE (Academy Bag must still accompany this bag and be on display) |

| | |
|----------------------------------|--|
| Coats / Outside Clothing | <ul style="list-style-type: none"> No coats are to be worn over or under the academy blazer inside the building Coats are to be navy blue or black and plain in colour Scarves, gloves and hats are not to be worn inside the building No baseball caps are to be worn on-site Hoodies are not to be worn on-site No hoods are to be up on-site, except when it is raining |
| Jewellery | <ul style="list-style-type: none"> No jewellery is to be worn, except: <ul style="list-style-type: none"> One pair of small stud earrings in the lobe of the ear One watch All other forms of body piercing are not allowed and must be removed, this includes all facial piercings and stretch piercing of the ear lobe |
| Hair | <ul style="list-style-type: none"> Students with haircuts that include razor patterns or brightly dyed hair may be sent home at the discretion of the Principal If hair is dyed, it must be one natural colour Long hair must be tied up during certain activities for health and safety reasons e.g. Sports lessons Any hair accessories must be plain black. Bandanas are not permitted Hair must not be cut shorter than a number two blade anywhere on the head |
| Hair accessories e.g. headbands) | <ul style="list-style-type: none"> Must be plain black, Barclay Blue. |
| Make-up | <ul style="list-style-type: none"> Students wearing overtly obvious make-up will be asked to remove it at the discretion of the Pastoral Team, and SLT team. Nail polish and fake nails are not allowed. This includes Gels and Acrylics |

Uniform Exceptions:

- Blazers may be removed in lessons at the teachers discretion, and whilst participating in an organised break/lunch activity
- Ties may be removed and trainers may be worn whilst participating in supervised sporting activity
- During the warmer weather, blazers and tank tops may be taken off in the Academy building once a general notice of permission is given by the Principal.

Full PE Kit

- White Barclay Academy branded polo top
- Navy blue Barclay Academy branded shorts
- Navy Blue Barclay Academy branded socks
- Appropriate sports trainers
- The Academy tracksuit can be worn in winter over the Academy PE kit (students will not be allowed to wear their own winter clothes for PE)
- An additional plain white base layer can be worn under the PE shirt in winter
- A drawstring bag can be used for PE kit but this must accompany the Academy bag

Details around specific issues

1. No head gear to be worn (except black or blue scarves for Muslim girls and a Turban for Sikh boys or due to medical reasons).
2. Mobile phones and sweets will be confiscated.
3. Inappropriate articles will be removed or confiscated.
4. Prohibited items include:
 - a) Hoodies or non-academy jumpers, or uniform items, e.g. Hats;
 - b) non-academy rucksacks/bags;
 - c) mobile phones, iPods, or similar electronic items;
 - d) any item deemed to be a weapon, including acid;
 - e) fireworks, bangers or fire crackers or anything similar;
 - f) laser pens;
 - g) drugs, tobacco or alcohol, including any paraphernalia;
 - h) metal combs;
 - i) aerosols or sprays

6. CONFISCATION POLICY

The Academy policy on confiscation is in line with the DfE Statutory Guidance on Searching Screening and Confiscation. As well as the powers given to the Academy by the DfE the Academy also reserves the right to search without consent for mobile phones, headphones, earphones, gaming devices, speakers or tablets or other items that distract from learning and will be confiscated. Confiscated items that are prohibited will be returned to a parent or guardian on the final day of the half term or referred to the police.

7. MOBILE PHONES AND ELECTRONIC DEVICES

Headphones, earphones, gaming devices, speakers or tablets are not permitted on-site and must be kept at home. Mobile phones must be in academy bags and switched off during the academy day. If any mobile phones, headphones, earphones, gaming device, speakers or tablets are seen or heard by a member of staff, it will be confiscated.

- First time of confiscation: item will be returned at the end of the day
- Second time of confiscation: item will be returned at the end of the week only if a parent/carer comes in to pick up the item. If the item is not collected by a parent it will be kept until the end of term
- Third time of confiscation onwards: item will be returned at the end of the term

8. FOOD AND DIET

All food in the Barclay Academy must be eaten in the canteen and Russell Court

Fizzy drinks and energy drinks are not allowed to be consumed at Barclay Academy.

Only clear bottles of water can be used in lessons.

9. PUNCTUALITY POLICY

Lateness to lessons disrupts teaching and hinders learning. Students should be within the Academy gates by no later than 8:20am, and must be in their first lesson ready to learn by 8:30am. Aiming to arrive at 8:15am means that any complications that delay them in the morning can be dealt with and still leave students enough time to arrive on time.

Students arriving after 8:30am will be given an immediate 30 minute late detention which must be sat after academy on the day unless there is a valid reason that must be communicated to the academy by a parent. If a student is continually late the following escalation process will be implemented each term:

- Late 5 times: Detention extended to 1 hour and a meeting with a member of the Pastoral Team and parents informed of meeting outcomes
- Late 10 times: 1 day in Internal Referral and 1-hour detention after academy and a meeting with KS3/KS4 Lead with parents present. Specific targets will be set for improvement
- Late 15 times: 1 day in Internal Referral and 1-hour detention after academy. A member of the Pastoral Team will contact home in order to remind parents of targets set and potential follow up steps
- Late 20 times: 2 days in Internal Referral, 1 hour in detention after academy on each day the student is in Internal Referral and a meeting with the Assistant Principal with parents present
- Late 25 times: 2 days in Internal Referral, 1-hour detention after academy on each day of the internal Referral and a meeting with the Deputy Principal with a parent present.

The Academy will ensure that steps are taken to support students and parents that require additional support with punctuality.

10. CONDUCT IN THE CLASSROOM

Arrival and Dismissal to Lessons

Arrive on time (within 3 minutes of the start of the lesson) and greet your teacher politely at the threshold to the classroom.

Arrival to Lessons

Staff at doors assisting in clearing the corridors.

- Arrive on time to the lesson.
- As you enter the classroom make eye contact and greet.
- Students should move straight to their seats in silence.
- Bag on floor, equipment and book out on the table.
- Complete Do Now in silence.

End/Dismissal of lessons

- The teacher is to recognise that it is the end of the lesson
- Students then pack their equipment into their bag
- Students stand behind their seat in silence and wait to be dismissed

- When dismissed, students walk quietly and quickly to their next lesson.

11. DETENTION

School-Ready 30 minutes detention

Uniform, jewellery, make-up, equipment, late (between 8:40am and 9:00am)

(Missed academy ready detentions will result in an hour long detention the next day)

Lateness after 8:30 (without a valid reason and proof)

1 hour detention

Behaviour (On-Call)

Missed academy ready detentions

2+ hour detention

When sanctioning some serious situations students will need to sit an additional hour in detention. This will be decided by SLT and parents will be informed. We insist that a parent/carer picks the student up.

12. ON - CALL

When a member of staff uses the On-Call process the following escalation procedure should apply:

First warning – Name recorded, and reason explained

Students who break a classroom rule have their name written down on a pad, or in PE or other practical areas, a piece of paper or on a clipboard for example. It is at the staff member's discretion as to how they record warnings given to students. This first stage – a first warning - is a public warning to students and must be explicit. Most students will stop misbehaving at this stage.

Second warning – Communicate that this is the last and final warning

A second warning is a second stage offence: a pupil has broken two rules or the same one twice. The teacher records this on a sheet etc., for example by marking a cross next to the student's name. A second and final warning must also be explicit and clear to students that they are on their second and final warning.

Referral – Removal from class to another area within the Inclusion area/Internal Referral Room (IR) and an after academy detention will be set.

If a student reaches the referral stage, the teacher emails On-Call and this system comes into operation. The On- Call member of staff comes to take the pupil away from that lesson and places him/her in the Internal Referral room/Inclusion Area. If this option is not available, for

example the Internal Referral room is full or two students need to be split then the pupil will be taken by the On-Call member of staff to another location to complete the set work for that lesson. A text is sent to parents at the end of the day informing them their child has a detention.

Pastoral will record the incident on SIMS. If staff would like to add more detail to the incident they may do so at a more convenient time.

Serious incidents will result in instant referral with no warning.

When a pupil misbehaves and prevents others from learning this pupil's behaviours must be addressed. It could include temporarily removing the pupil from the classroom. Normally staff will need to follow the system as outlined, progressing clearly through each warning stage with students, but there may be occasions when staff rightly move more quickly through the process.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to re-join the class.

All staff **MUST** use this system: it will not work if some use it and not others - we need to support each other.

After following the W-W-On-Call escalation process, staff must email On-Call with the student's name, room number and a description of the incident. This information will be logged on SIMS

All students that receive an On-Call will sit a same day detention after academy from 3:05pm-4:05pm. More serious On-Call incidents will receive a detention from 3:05pm until 5:00pm on the day and this consequence will be decided by Head of Key Stage and SLT. Staff are encouraged to engage in a restorative justice discussion between 3:05pm and 4:05pm with any student they have used the On-Call system for. Any student that misses an On-Call detention will be placed in Internal Referral the following day and still sit the after school detention. Any student receiving two On-Calls during the day will be asked to stay in IR for the rest of the day and the following day and complete a 1 hour detention after school.

13. INTERNAL REFERRAL

This is the academies most serious internal sanction, placement in Internal Referral is an alternative to formal external exclusion and will be entered on the student's behaviour records as such. When in Internal Referral students must follow all rules and all instructions from staff. Students that do not follow instructions in Internal Referral will receive more serious sanctions.

Rules for the Internal Referral Room:

- Students must read and sign the IR room expectations document and self- reflection sheet.

- No speaking. If students have a question, they approach the teacher desk, so as to not disrupt any other students in the room. They must never shout out across the room.
- No walking around the room. Students must remain in their chair. If students need to use the toilet they must approach the teacher desk to ask for permission. No moving or damaging furniture. Students must not move the furniture, in particular the dividing boards, and be in full view of staff at all times. Students must not damage or vandalise any Academy property.
- No eating in the IR room, apart from break and lunch. Students can purchase a sandwich for break or lunch. Students in Internal Referral are not permitted a hot lunch.
- Complete work accordingly to timetabled lessons. Work will be recorded and shared with parents if necessary.

When in Internal Referral students will receive 2 warnings for poor behaviour. If poor behaviour continues then on the third occasion, a student will be removed and externally excluded. All students that do not successfully complete their time in Internal Referral room will be liable to complete a whole day back in the IR room and a 1 hour after school detention upon their return to school. Students that do not attend their On-Call detentions will spend the next day in Internal Referral and will also be required to attend their 1-hour detention the next day as well.

14. CONDUCT AROUND THE ACADEMY

Students and staff move quietly and in a considerate and controlled way about Barclay Academy

- No physical contact will be made with others.
- Swearing or offensive slang language is prohibited.
- Students always walk on the left in corridors and on the stairs.
- Students never run, chase, barge or shout.
- Students should always be in supervised spaces.
- Ready to help/support by opening doors, standing back to let people pass and generally showing patience, good manners and courtesy. Keep to the left in corridors.
- Move around Barclay Academy in small groups of no more than 3 people.
- At lunchtime and break time, there should be no students in the main teaching area or other out-of-bounds areas of the Academy.
- Put litter in bins.
- Respect the building and displays.

Inappropriate behaviour between lessons must always be challenged. If a staff member believes a student's behaviour between lessons is inappropriate then Pastoral must be contacted via the On-Call system stating the student's name, location and a description of the incident. Once a description of the incident is received a member of the Pastoral Team will

follow-up, investigate the incident, pass the details onto Head of Key Stage and SLT will decide on a sanction.

Incidents of poor behaviour before, during and after school must be reported to Pastorals. Once a description of the incident is received the Pastoral Team will investigate and sanction accordingly.

15. CONDUCT IN ASSEMBLY

- Enter the Hall in silence.
- Listen carefully and concentrate without talking or distracting others.
- Face the front of the hall and look at the speaker.
- Leave in silence and move directly to your next destination.

16. CONDUCT IN THE DINING ROOM AT LUNCH AND BREAK

- Students must up quietly and not push in.
- Eat all food in the Dining Room and returning trays and plates so that the table is left clean and tidy for the next person. All leftover food, bottles etc. to be put in bins provided.
- Talk quietly; do not shouting across tables.
- Students should partake in constructive and friendly conversation.

17. CONDUCT AT THE END OF THE ACADEMY DAY AND WITHIN YOUR COMMUNITY

- Students must be in a supervised area if staying on site after the school day, e.g. revision class, library, dining hall or a club.
- Leave the Academy and go straight home to change from your uniform.
- Students must be respectful and polite to all in your local community.
- Cross roads where safe to do so.
- Students must be calm and considerate on the streets and on transport.
- All students off site by 5pm.
- The Academy may reprimand a student as they see appropriate for incidents which occur off site and after Barclay Academy hours.

18. CONDUCT WITH OTHERS

- It is paramount that respect and consideration are shown for all other students and adults including teachers, caretakers, the office staff, the kitchen staff, technicians, all other staff and visitors.
- There is no excuse for personal, insulting and hurtful comments directed at anyone or members of their family. This includes cussing and swearing.
- There must be no form of intimidation towards others including bullying, extortion of money etc.

- There is no excuse for rudeness, disrespect or insolence towards any member of staff. This includes gestures, body language etc.
- Any instruction or request from any member of staff must be carried out at once and without argument.
- No inappropriate physical contact.

19. PARENTS, CARERS/GUARDIAN RESPONSIBILITY

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. Barclay Academy aims to work with parents and/or Carers should difficulties arise and will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' tutors are the first point of contact for parents, and are the foundation of our pastoral system. If students are having particular difficulty meeting academy's expectations about behaviour, the academy will contact the parents/carer and arrange a meeting to support with improving behaviour.

20. CONDUCT OF PARENTS, CARERS AND ADULTS VISITING THE ACADEMY

-
- Where there are concerns or disagreements, these must be made to senior staff privately and politely.
- All visitors are expected to be polite and positive towards all Barclay Academy staff and students.
- Abusive or aggressive behaviour towards any staff or students will not be tolerated and you will be asked to leave the premises.
- Any inappropriate behaviour will result in a written warning about future conduct and possible police involvement.
- A further incident will result in being banned from the site.
- In serious cases a site ban may be given immediately - this will be at the discretion of the Principal.
- Visitors must always sign in at reception when coming on site. Meetings with staff must be pre-arranged.

21. CONDUCT OF ACADEMY STAFF

- All staff are expected to behave professionally at all times in and around the Barclay Academy community.
- Staff will not raise their voice when addressing students, although a momentarily raised voice is occasionally necessary. A stern tone is more effective.
- Staff will follow the behaviour pathways in rewarding and sanctioning students.
- Staff will ensure they are at their doors during lesson changeover.

- Students will be greeted at the classroom door and welcomed by saying hello to each student.
- All incidents of poor behaviour will be resolved and each lesson students are given a fresh start.
- Staff will not put themselves in a compromising position with a student, e.g. alone in a classroom not visible to others.
- Behaviour is the responsibility of every staff member.

22. HEALTH AND SAFETY

- The health and safety of all staff and students in Barclay Academy is of paramount consideration.
- Any student who endangers anybody by having any weapon or object which could be used as a weapon, will be subject to a permanent exclusion.
- Similarly, any student who is found trading in drugs or is in possession of, or in the company of other students who are in possession of any illegal substance at any time in the course of the normal Barclay Academy day, will be subject to a permanent exclusion.
- No student is allowed to leave the Academy premises during the day without the written permission of his/her parents and / or authorised teaching staff.
- Health and Safety is not just the responsibility of the staff. Everyone, including students, must play their part.

This means that students are expected to ensure they understand that they:

- Exercise personal responsibility for their own safety and the safety of others.
- Follow the Academy rules in a way that ensures consistency with safety.
- Observe safety regulations and any safety instructions given by staff.
- Use and not wilfully misuse, damage or interfere with things provided for safety e.g. water hoses, fire extinguishers, fire alarms etc.
- Report any potential hazard you see immediately to a member of staff e.g. broken window, liquid spilled on stairs, loose flooring, damaged fencing, defects in electrical fittings etc.
- Laser pointers or similar items which can cause loss of vision, are banned from the Academy premises.

All staff have the right to stop and search a student and their belongings at any time they see appropriate.

23. BEHAVIOUR MANAGEMENT STRATEGIES

There are many ways of effectively managing students' behaviour in the classroom. Many of the most effective and widely used strategies are provided to staff in training and we

encourage staff to become familiar with these strategies and use them as part of their teaching toolkit.

We trust that all teachers will know when the need arises for a student to be removed from a lesson because their behaviour is either affecting the ability of the other students to learn or is risking the safety of someone in the room.

Praise

The best strategy for behaviour management is the consistent and regular use of praise. Thanking and praising those students who are doing the right thing reinforces their actions and behaviours and encourages other students to behave similarly in the hope of receiving similar praise and attention along with the issuing of merits. Much of the poor behaviour exhibited in classrooms is in a bid to receive attention from the teacher. If that attention is focussed on reinforcing positive actions and behaviours, then the need to continue inappropriate behaviour is removed.

Positions of responsibility

A positive way of improving student behaviour is to give the student a position of responsibility in the classroom, such as handing out the books/equipment, helping less able students, writing on the board, running the plenary of the lesson etc. Each classroom including tutor groups will have a 'Classroom Greeter' who is responsible for addressing guests and explaining the work. Students should be given positions of responsibility in every lesson.

Review seating plan

Seating plans are required for every classroom, and in themselves have a strong influence on class behaviour. Even so, some students may be influenced by those next to them or around them. Reviewing a seating plan at the end of lesson to break up students who are negatively influencing each other often resolves the behaviour issue.

24. EXCLUSION

Exclusion is the most serious sanction that the academy can impose. It is a punitive measure and the decision to exclude is not taken lightly. However, the academy needs to ensure that students fully understand that where there are very serious breaches of the academy Behaviour Policy or code of conduct, Barclay Academy will not tolerate such behaviours and will remove the student in question, from the academy, for a set of period of time or possibly permanently. This will allow the student to reflect on their behaviours and hopefully allow the academy to plan for their successful reintegration into the academy through the use of support plans or the engagement of outside agencies. In the case of permanent exclusions, we will need to plan for their education away from Barclay Academy with support of external agencies.

Not all exclusions will be for “one off” events. Where a student has not responded to other sanctions and there has been a pattern of poor behaviour, the academy will impose an exclusion. Where we have concerns regarding student safety or there has been a criminal offence, we will engage with the Police and seek their advice. The final decision to externally exclude can be made by the Principal or Deputy (in the case of absence). When deciding to exclude a student the Principal will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. There are two types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Principal with reference to:

- the age of the student
- the student’s previous disciplinary record - the academy operates an escalating system
- the nature of the offence – the more serious the breach of the policy
- the greater the number of days of the exclusion
- the home background – would excluding the student put them at risk of harm?
- exam obligations – the academy will try to avoid any clashes with public examinations and will manage the exclusion accordingly

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed-term exclusion, in line with DfE guidance. If a student is sent home after the lunchtime period it is recorded as a half-day exclusion. The following incidents or offences may lead to a fixed-term exclusion (this list is not exhaustive):

- persistent refusal to accept the Code of Conduct
- deliberate damage or vandalism – possible Police involvement
- theft – Police involvement
- swearing directly at a member of staff
- physical violence towards a student – possible Police involvement
- persistent bullying or a single case of extreme bullying – possible Police involvement
- bringing the academy into disrepute
- bringing an offensive weapon onto the academy premises – Police involvement
- possession of illegal substances on the academy site – Police involvement
- Acting in a manner which displays sexualised behaviours and causes anxiety/concern/distress to the victim - possible Police involvement
- Behaviours that are not conducive to the academy expectations.

The parents or carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 50 days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 days to review the exclusion.

After a fixed-term exclusion students must attend a re-admission meeting with their parents and a member of the Senior Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. Repeat offences could ultimately lead to permanent exclusion.

Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious. These might include:

- actual or threatened violence against a member of staff
- the inability of a student to follow academy expectations thus, potentially jeopardising the health and safety of, or causing severe disruption to, themselves and others (e.g. but not limited to, setting off the fire alarm)
- theft from the academy, a student or a member of staff
- serious actual violence against another student or member of staff
- sexual abuse or assault
- supplying or intent to supply an illegal drug
- carrying an offensive weapon with intent to cause harm
- persistent breaches of the academy's Behaviour Policy

Where a student is excluded the academy will:

- notify parents of their responsibility to ensure that their child is not present in a public place during academy hours
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision, including at another school within the Trust) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of academy might be used to address the student's problems
- consider what support will best help with the pupil's reintegration into the academy at the end of the exclusion
- If the exclusion is over 5 days, contact the parents and offer them an opportunity to attend a meeting to explain the exclusion further.

If a student is permanently excluded the academy will:

- Notify the parents & the Local Authority that the exclusion is permanent.
- Notify parents of their responsibility to ensure that their child is not present in a public place in academy hours during the first five days of any permanent exclusion
- Undertake to set and mark work for that student for the first five days of the exclusion

- Advise parents or carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs.
- Provide information on how to contact the LA to facilitate a meeting with them, in order to discuss their options going forward and what provision will be put in place for their child's education beyond the 6 day of exclusion.
- Arrange a meeting of Governors to review the exclusion and decide whether to uphold it.
- Ensure that the Principal's Report is completed ready for the Governors' review meeting
- Students who are permanently excluded will remain on the academy roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

25. SPECIAL EDUCATIONAL NEEDS

Other than in the most exceptional circumstances, Barclay Academy will try to avoid permanently excluding students with EHC plans. Every effort will be made to ensure that support mechanisms are in place to support these students.

In addition, the academy will endeavour to avoid excluding students who are being supported at SEN Support under the Special Educational Needs Code of Practice, including those with SEN Support who are being assessed for a statement. Where students have severe and complex SEN, we may ask the LA to consider whether an EHC plan may be necessary. However, if a student's behaviour warrants an exclusion, the academy will impose the necessary sanction.

We will try every practicable means to maintain students with SEN (including those with EHC plans) in the academy. Specialist advice and intervention may be sought from the Educational Psychologist, the ESC or a teacher with a special expertise in the pupil's area of SEN/disability. An interim or part time placement at the ESC may be appropriate. For a student with a statement, the academy may liaise with the local SEN Team about initiating an interim review of the student's EHC plan.

If a student with an EHC plan is at serious risk of disaffection or exclusion, an interim or early review will be called. It will then be possible to consider whether the student's needs have changed and whether amendments to the statement/EHC plan are required.

26. POLICE

It will be for a member of the Senior Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the academy and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the Police.

The possession of illegal substances on the academy premises will always lead to the involvement of the Police. The academy will follow the guidance of Home Office Circular

98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for Police interviews to take place at academy only in the presence of parents or guardians. If parents cannot be contacted, the interview will take place with an appropriate member of staff and should not obstruct the Police in the course of their duty.

The Police have the right to enter the site without permission of the Principal, but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a case has been established, academy led interviews and investigations should stop and the Police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way academy investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

27. DAMAGE TO PROPERTY

The member of staff at the scene should assess if the act was accidental or deliberate and produce a report for the appropriate senior member of staff responsible for the year group. Reckless or deliberate damage will be punished. Damage should be reported immediately to the Site team. Students will be billed for any subsequent costs incurred for replacement or repair. Any student caught vandalising property within the academy will be billed for any subsequent cost of repair and be dealt with and may face a fixed term exclusion. The Police may also be involved if deemed necessary.

28. TRUANCY

Parents are required to contact the academy via the absence line/text service on the morning of each day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be placed in Internal Referral and will be expected to make up the time they have missed.

29. ANTI-BULLYING

The Academy places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that the Academy has a culture of communication and disclosure. A separate Anti-Bullying Policy exists.

30. HARASSMENT

Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

31. PRECISE PRAISE

Staff always try to build relationships with students and encourage students to choose the right behaviour. Praise is seen by Barclay Academy as the most positive way in which to encourage good behaviour, motivation and academic progress. Students may be rewarded for a number of reasons and members of staff should actively praise with precision.

We believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students. The acknowledgement system centres on the awarding of Precise Praise via merits on SIMS that in turn lead to certificates and other rewards. It is important that we find ways of rewarding good behaviour as well as sanctioning poor behaviour. See rewards policy for details.

Appendix 1

BARCLAY ACADEMY: HOME ACADEMY SCHOOL AGREEMENT

At Barclay Academy we believe that a strong relationship between home and school is vital in supporting students to thrive during their time with us both academically and as a healthy young person in the widest possible sense. In light of this we use our home school agreement to highlight the expectations we have of each of our roles as a pupil, parent/carer and school. We are proud of our achievements as an Academy over time and know that by working with you closely with all of the things we highlight in the home/school agreement we will go a long way to ensure the continued success of our students.

As a **pupil** at Barclay Academy I will:

1. **Try** my hardest throughout my time at school in everything I do and always have **high expectations** of myself.
2. Wear my **uniform** correctly both inside the building and on my way home because I am representing my school and I am proud to do so.
3. **Arrive on time** to school. I do not want to miss out on any learning.
4. **Organise** myself each day so I arrive with my completed home learning and am equipped with all that I need and am ready to learn. This shows my teachers that I care and am doing all I can to make the most of my time at school. I will not make excuses.
5. Be **considerate to others as I move around the building** and be polite and courteous throughout the day upholding all the expectation in the Behaviour Policy.
6. Be **responsible for my mistakes**, tell the truth at all times and learn from where I have gone wrong.
7. **Not bring a phone into school** or use any form of **social media** to be unkind to others or spread gossip.
8. Not wear make-up or use nail varnish, gels or acrylics. My jewellery will be limited to a watch and/or a small pair of stud earrings.
9. **Demonstrate respect for the local community** as I arrive and leave school at the end of the day. The community around my school is important and where many of our families and friends live and I will use the local area, transport and shops in a respectful manner.
10. Uphold the Academy values of Knowledge, Aspiration and Respect every day.

Signed: _____ Date: _____

As a **parent/carer** I will support the work of the school by:

1. Setting up **strong routines at home** around organisation for the following day at school by having the timetable and home learning schedule on display and checking school uniform and the contents of the school bag.
2. Supporting with ensuring **100% attendance** by arranging appointments in the holidays or after school hours. Holidays/visits to relatives including overseas travel are not permitted in term time.
3. Ensure that my son/daughter arrives to school **on time** and is **well rested** every day.
4. **Taking an interest in progress** by attending any meeting set up by school and regularly looking at exercise books and home learning tasks and supporting with improvements suggested by teachers.

5. **Supporting the school sanction policy** with immediate follow up of a detention on the day it is issued.
6. Ensuring **reading occurs** regularly at home during the week to further support vocabulary development.
7. I will support the school **social media policy** by ensuring the following:
 - i) I will limit the screen time at home
 - ii) I will remove electronic devices from the bedroom in the evening long before bedtime
 - iii) I will follow the school advice on safeguarding actions I can take as a parent/carer regarding monitoring online activity

Signed: _____ Date: _____

As a **school** we will:

1. Provide an excellent standard of teaching in every subject. Staff will check the work completed on a regular basis and feedback areas for improvement.
2. Provide a curriculum that builds academic knowledge and understanding.
3. Provide opportunities for students to experience a wide range of activities to raise their aspirations about higher education, the world of work and wider interests.
4. Set home learning regularly.
5. Communicate regularly about progress, concerns and successes.
6. Provide a safe and secure environment where students can be happy and successful.

Signed: _____ Date: _____

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