

Behaviour Policy: creating a culture for learning

This is a statutory policy. Good behaviour is a core part of a successful school. At Bournville School we want to foster positive relationships, excellent behaviour, self-discipline and resilience to prepare every child for the world beyond the school.

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Values and Principles

Bournville School aims to provide the highest quality education, maintaining a caring yet disciplined environment in which teachers can teach and students can learn. Our Behaviour Policy rests on the core values of Fairfax Multi-Academy Trust:

- **Excellence:** We strive for the highest quality to ensure excellent outcomes and personal achievements.
- **Dedication:** We believe there is dignity in hard work and effort.
- **Ambition:** We aim to be the best that we can be, in all that we do.
- **Integrity:** We believe in openness, honesty and have a real sense of moral purpose.
- **Tradition:** We believe in good manners, kindness and respect.

We believe in:

- The right of all members of the school and wider community to be treated with dignity and respect.
- The right of all members of the school and wider community to work in a clean, well-resourced and well-cared for physical environment.
- The right of all members of the school and wider community to be safe and secure at all times from any threat to their personal well-being.

Bournville School believes that students must dedicate themselves to behave excellently for effective teaching and learning to take place. This policy has been written using Department of Education guidance (February 2014). This behaviour and discipline policy underpins education at Bournville School. Academy staff, students and parents/carers will be made aware of the high standards of behaviour expected of all students at all times. The behaviour and discipline policy is supported by senior staff, the Head of Academy and the Academy Association.

The school promotes a culture of Fundamental British Values which must be upheld by students at all times. We expect parents to take responsibility in supporting a collective approach to tackling negative behaviours of students who exhibit any attitude and/ or beliefs which undermine these values. This includes any actions or behaviour that undermines the safety (and feeling of safety) of our children and the local community both in and out of school. The school will deal with incidents of this nature in a serious manner to continue to promote student safety.

The central principle of our Behaviour Policy is that we should all treat each other as we ourselves would wish to be treated. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Bournville School's 'Home School Partnership Agreement' encompasses our shared values and is signed by parents, students and the Head of Academy. In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept a number of responsibilities. There is a 'Code of Conduct' for parents/carers on our website.

Scope of the Policy

This policy should be read in conjunction with a range of other policies relating to student behaviour such as:

Anti Bullying Policy

Attendance Policy

ICT User Policy

Mobile Phone Policy

Parent Code of Conduct

Safeguarding and Child Protection Policy

SEND Policy

Uniform Policy

All of the above-named policies are on our website at <http://www.bournvilleschool.org/the-academy/school-policies/>

Code of Conduct

The school's Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of Bournville School. The policy relates specifically to the following areas of school life and student behaviour in the wider community and revolves around 3 key principles:

Ready

- Wear correct and smart uniform at all times
- Attend all lessons and school on time
- Show effort and dedication towards academic achievement, learning, and engage in all aspects of school life

Respectful

- Use good manners and be kind to everyone at all times
- Speak respectfully to adults and to your peers, acting as a positive role model
- Keep the school tidy and litter free
- Always follow all instructions 'first time, every time'
- Listen carefully when the teacher or another student is talking
- Show respect for school property and others' property in the school community

Safe

- Always walk calmly and purposefully
- Keep your hands and feet to yourself, respecting others' space
- Our mobile phones are not seen or heard on site

In summary, the school Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others.
- Help students develop confidence in their skills and abilities; foster in students the organisational skills they will need in order to apply their abilities effectively
- Encourage students to work hard, and show effort and persistence with work which is difficult
- Develop students' social and interpersonal skills, and enable them to get along well with their peers and with adults

Allegations Against Staff:

Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership and / or other agencies as appropriate. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- a. A fixed term exclusion for the student will be imposed.

- b. The student may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- c. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- d. If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

Dangerous or Prohibited Items:

Bournville School will not tolerate any dangerous items brought onto school site. If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated and the police may be involved.

Behaviour Outside School Premises:

In line with Bournville School's Behaviour Policy, students may be disciplined for:

- a. any misbehaviour when a student is:
 - i. taking part in any school organised or school related activity;
 - ii travelling to and from school;
 - iii wearing school uniform;
 - iv in some other way identifiable as a student at the school.
- b. Misbehaviour at any time, whether or not the conditions above apply that:
 - i. could have repercussions for the orderly running of the school;
 - ii poses a threat to another student or member of the public;
 - iii could adversely affect the reputation of the school.

Roles and Responsibilities

Students are expected to adhere to the above Code of Conduct at all times, including when travelling to and from the academy

Parents/carers are expected to adhere to the 'Parent Code of Conduct' and to support the school's strategies and working with staff to ensure their child displays excellent behaviour at all times, signing and agreeing to responsibilities in the 'Home School Partnership Agreement' in their child's diary

Form Tutors and Class Teachers (in primary) are responsible for the students in their form or primary class. This means checking uniform to ensure it is exemplary and checking diaries daily to ensure they are carried at all times and their students are organised. Form tutors will work with their year team leaders to support, challenge and reward students with regard to conduct, working with parents/carers. Form Tutors and Class teachers (in primary) are the first point of contact for Parents/Carers. They should make contact with Parents/Carers over performance, behaviour, attendance and punctuality issues. Form Tutors are expected to keep their Head of Year and Student Support Officer informed about their students or line manager/relevant member of SLT in the primary.

Class Teachers (secondary and primary) are responsible for following our behaviour systems (for example "4 to start and 4 to finish", the GAR system, the use of seating plans and the use of praise and rewards) to encourage good behaviour for learning inside their classroom and outside of it.

Faculty and Subject Leaders are responsible for ensuring positive and purposeful learning environments in their areas. They are expected to use data to implement strategies to ensure there is a calm, purposeful environment to learning in classrooms.

Student Support Officers are responsible for all the students in their year group(s). Their role is supportive to the Head of Year in the first instance; supporting monitoring of standards and with issues with students over conduct, attendance and punctuality, liaising with parents/carers. Should further actions be necessary, the Student Support Officer should be implementing interventions to rectify any emerging issues, working with tutors and parents/carers.

Heads of Year are responsible for the day to day operational management of their year group(s). This includes the pastoral care of the students leading to effective learning and progress, working through their Student Support Officer and Form Tutors with regard to achievement, behaviour and attendance/punctuality issues. Heads of Year communicate key messages to staff through the leadership of weekly year team meetings and through fortnightly assemblies with students. Heads of Year are responsible for managing the reward and recognition system for their year group.

The Inclusion Co-ordinator is responsible for managing the Re-Focus room and students who are placed in Re-Focus for breaching the school rules. Students returning from a fixed term

exclusion may be placed in Re-Focus for a period of reflection and re-integration back into the school.

The Head of Primary is responsible for behaviour and ethos throughout the primary provision and is accountable to the Deputy Head of Academy, working closely with staff in all key stages to ensure appropriate strategies are in place to support students and staff.

The SENDCO is responsible for ensuring that student's special educational needs are met in school, or to refer when necessary to external agencies, in order to encourage appropriate behaviour for learning for all students.

The Deputy Head of Academy has responsibility for behaviour and ethos throughout the school and is accountable to the Head of Academy. The Deputy Head of Academy works closely with year teams and other senior staff to ensure appropriate strategies are implemented to support students and staff. The Deputy Head of Academy will oversee the referral system and the use of internal and external strategies.

The Head of Academy has overall responsibility for behaviour across the school and holds all post holders in this hierarchy to account. The Head of Academy receives a regular behaviour report from the Deputy Head of Academy. The Head of Academy makes the decision about Fixed Term and Permanent Exclusion.

Fairfax Multi-Academy Trust hold the Head of Academy to account for the behaviour in the school. FMAT receives regular reports regarding the behaviour of students at the school from the Head of Academy through the Head of Academy Report.

Monitoring Behaviour

The Academy has a policy of swift intervention with issues of behaviour. We will involve the Parents/Carers in all issues of poor behaviour. There are a number of points where behaviour is monitored and intervention taken:

1. Weekly year team meeting where concerns are raised and discussed as year teams.
2. Behaviour Panel interviews students who are showing signs of persistent behavioural issues.
3. Student Support Forum discusses any student who is vulnerable to exclusion or who has received an exclusion in the secondary. In the primary phase, this is the 'Weekly Pastoral Meeting'. Referrals to external agencies are made from these forums where there is a serious concern.

The Deputy Head of Academy monitors the behaviour of students through SIMS logs and shares data with year teams and the senior team to support effective intervention strategies.

Strategies to Maintain Good Behaviour in Secondary

At Bournville School we adopt the '*First time, every time*' strategy. This is an expectation that every student will follow the reasonable instructions of the teacher, first time, every time and without challenge or question. Failure to follow this basic simple strategy will lead to a sanction. In association with this strategy is a simple routine adopted by all class teachers for every lesson; '*4 to start*' and '*4 to finish*'.

All students are expected to demonstrate excellent **behaviours for learning**. These are the **DARTS** qualities that will enable them to be successful learners and are displayed in our student diaries and around the school (pictured left). This is central to student learning and progress.

All teaching staff are issued with a Behaviour Handbook with guidance on how to maintain a positive learning environment in their classroom in order to uphold the aims of the policy and are expected to utilise strategies to ensure this. Appendix A outlines examples of behaviours and possible consequences.

Additionally, rules for the school site and rules for travelling to and from school can be found in student diaries.

Parents/carers are expected to sign aspects of the student diary and check it with their child regularly.

Students should carry their diaries at all times to record homework and keep reward stickers

Bournville School operates within the framework of guidance set out by the DFE in its January 2016 publication: Behaviour and Discipline in Schools and uses a number of strategies to ensure and maintain good discipline and behaviour.

The Academy uses a range of strategies to maintain good behaviour. These strategies include:

After School Detention; A same day detention can be issued for behavioural, punctuality or academic issues. Parental consent is not required for detentions, however the Academy will endeavour to contact parents to inform them of the detention where possible. The academy is legally entitled to use detention as a means of sanctioning poor behaviours.



Social Time Detention: Detentions may be issued for break or lunch-times. Students will be given adequate time for a comfort break at the end of the detention, and will be supplied with a meal if it is lunchtime.

Removal From Lesson: students can be removed from lesson and placed in another lesson if their behaviour has been poor.

Community Service: students can be required to clean and tidy aspects of the site as directed and supervised. Any damage to the school site or property can result in this sanction with parents/carers paying to repair or replace items also.

Reports; There are four levels of report - Form Tutor, SSO, Head of Year and Senior Leader. These run for two weeks at a time before review in the shape of a 'Commitment Card' with two clear targets.

Re-Focus: When students persistently misbehave or are involved in a serious incident they may be put into 'Re-Focus' to reflect on behaviours and complete work set. Students can also be placed in Re-focus whilst incidents are fully investigated.

Behaviour Panel: Students who have a record of persistently poor behaviour may come before the Behaviour Panel which can be convened. Students are asked to account for their poor behaviour and given close support and guidance to change their behaviour over an agreed period of time when it is reviewed.

Behaviour Improvement Programmes: Various programmes may be offered to students, aimed at modifying behaviour through supportive measures. Students may be removed from the timetable for or work in a small isolated group, before being re-integrated back into their timetable over time

Passport Programme: This is normally limited to Year 7 and 8 students who are vulnerable to a fixed term exclusion. Students are placed in a neighbouring school for a period of up to six weeks as a temporary measure.

Managed Move: To prevent a possible Fixed Term Exclusion, the academy may work with a neighbouring school to offer a student a fresh start to school. The Academy is part of the FMAT Trust and may use the Trust schools as either a temporary or permanent alternative to attending Bournville School. The move would not be viewed as an exclusion, but seen as a strategy to give students an opportunity to have a fresh start.

Shared Seclusion: We may work with local schools to give a Bournville student time in isolation at a partner school in Bournville uniform.

Fixed Term Exclusion (FTE); This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Head of Academy is the only person who can exclude a student. All incidents are investigated by the Pastoral Team and checked by the Deputy Head of Academy.

The academy complies with DfE statutory guidelines on exclusions (2012). Most FTEs are limited to 5 days, but in special circumstances, there is the facility to extend the FTE to up to 45 days.

As part of the Fixed Term Exclusion process, we expect all parents to comply with the information contained in the letter of exclusion and accompany their child at a re-integration meeting at the Academy. Students who return to the academy without a re-integration meeting without their parents/carers present will remain in 'Re-Focus' until such time as the meeting can take place. Students returning from a period of exclusion may spend a proportionate amount of time in 'Re-Focus' as part of our re-integration procedures.

Permanent Exclusion: Is the very last resort if all other strategies have failed to make an impression of the Students behaviour. In such circumstances, the academy will hand deliver a letter inviting the Parents or Carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process.

In addition to the range of strategies used internally, there are several external strategies available:

Alternative Timetable; The academy can utilise on a temporary or permanent basis alternative providers who offer half day, full day or two day programmes. The decision to use such a strategy is dependent on the individual and budget constraints.

Alternative Provision: This is a full time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements. Students are visited by Staff every half term and attendance and behaviour is monitored daily.

The Academy also works with outside agencies due to the need to involve the expertise and support of people outside Bournville School when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the academy can enlist support from, appropriate to the student's needs:

- Education Welfare Service
- Behaviour Support Service
- Educational Psychologist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Home teaching service
- Integrated Family Support Team
- Children's Services

This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. Bournville School works in cooperation with West Midlands Police and may engage the support of the School Police Liaison Officer, when appropriate. In the event of a crime or suspected crime we may share information with the police

Rewards and Recognition System:

Rewards are central to the promotion of good work and behaviour and contribute to the creation of a positive learning community by motivating students and recognising success and achievement in and out of lessons. Rewards should be for genuine achievement; they should be applied consistently and fairly for them to be valued.

Students will be awarded "Griffins" which are recorded on the school system. Griffins are accumulated and are worth varying level of points. The points are then used to acknowledge the students using certificates, blazer badges, participation at the celebration evenings, or for access to rewards such as movie afternoons and reward trips.

Praise, recognition, rewards and celebration of achievement and improvements in conduct are used to reinforce and emphasise the high standards of behaviour expected. This information is available in student diaries.

Legal Powers:

Detentions

The law on detentions says...

"By virtue of Section 92 of the Education and Inspections Act 2006, there is a legal right for teachers to detain students after the end of a school, academy or college session or on most weekends, without parental consent."

Details of how the school uses detentions are given in Appendix B.

Power to search without consent:

The law says...

"In England, sections 550ZA and 550ZB of the Education Act 1996 empower a head teacher to search a student or a student's possessions if the head teacher has reasonable grounds for suspecting that the student has a 'prohibited item' i.e. a knife, an offensive weapon, alcohol, controlled drugs, stolen property, an article that may be used to commit an offence or to cause injury or damage or any other item which the school rules identify as an item for which a search may be made."

We have a responsibility to ensure all members of our community are safe: Bournville School will not tolerate any dangerous items brought on site. If it is deemed that items threaten the safety or well-being of any member of the Academy or wider community these items will be confiscated and the police may be involved.

Legislation allows Bournville School staff to search students without consent if it is believed that a student has brought into the Academy any prohibited item(s). Prohibited items could include such things as: (this list is not exhaustive)

- **Knives or weapons**
- **Alcohol**
- **Illegal drugs**
- **Stolen items**
- **Tobacco, cigarette papers and lighters**
- **Fireworks**
- **Pornographic images;**
- **Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).**

The Academy can also frequently arrange for the Police to use a knife arch to keep all children safe. We expect every child to cooperate with the Academy whenever a knife arch is present. We also use metal detecting wands.

The police will be informed if students bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered. The police may also be informed if there are incidents of physical violence in school between students – assault is assault regardless of whether it happens inside the school gates.

Our ability to discipline students and maintain an orderly and safe environment in the Academy can on occasion rely on the confiscation of items from students. Any item that is confiscated (see above for Prohibited Items) is placed in a 'Quarantined Property Envelope' and placed in the Academy safe. On completion of the 'Quarantined Property Form', parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the students to either take the item home at the end of the Academy day, or for parents to collect the item(s) from the Academy reception.

Any member of staff conducting a search must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Bournville School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Further guidance regarding the power to search and confiscate student property can be found in the Department for Education (DfE) guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

The Use of Force to Restrain Students

All members of Bournville School staff have a legal power to use reasonable force. This power applies to any member of staff at Bournville. It can also apply to people whom the Head of Academy has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on an academy organised visit. Reasonable force can be used at Bournville to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Staff at Bournville can use reasonable force to:

- Remove a disruptive student from the classroom where he/she has refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts an academy event or an academy trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- Restrain a student at risk of harming themselves through physical outbursts.
- Prevent damage to academy property.

Staff at Bournville cannot use force as a punishment – it is always unlawful to use force as a punishment

Mobile Phones

Mobile phones should be turned off and out of sight from the moment a student enters the academy premises until they are outside the academy premises at the end of the day. Mobile phones may not be used on site at any time of the academy day. Students whose phones are visible or are not turned off can expect them to be confiscated and parents/carers will be asked to collect from reception. Students who continually flout this rule will be banned from bringing their mobile phone to the academy and parents/carers will be invited to discuss this with the Head of Academy.

Parents/carers are expected to contact students by calling school reception.

Our policy is fully outlined in the school's 'Mobile Phone Policy'.

Appendix A

What types of behaviour should be sanctioned?

The following examples of behaviour should place the student into our Green, Amber, Red system, where the student may receive a detention if they are not heeded after a formal warning:

- Chewing/eating/drinking without permission
- Use of bad language
- Out of seat without permission
- Disturbing other students/throwing paper
- Failing to follow instructions first time
- Refusing to do work
- Answering back
- Turning round/swinging on chair
- Calling out/not listening to others
- Graffiti in book/on work
- Interfering with other students' property or work to deliberately distract others

This list is not exhaustive and can include any behaviours that are deemed to be in breach of our 'Code of Conduct'.

A Senior Staff 'call out' may be required if students display any of the following:

- Persistent refusal to co-operate that significantly impacts on the learning of the class
- Threatening behaviour towards another student
- Swearing directed towards another student
- Vandalism of property.
- Refusing to hand over a mobile phone (non-compliance with the Mobile Phone Policy)
- Swearing or threatening behaviour which is directed towards a member of staff
- Physical violence towards another student
- Racist or homophobic remarks
- Dangerous behaviour

NB: If a student is persisting with low-level disruption and has already been issued a teacher detention, this would also warrant a Senior Staff Call-Out and staff attending the call-out may use a range of options to further sanction students (see pages 8-10).

Appendix B: GAR System in the secondary phase:

The GAR ("Green, Amber, Red") system is a key part of our behaviour system.

All students begin each lesson on Green. If student's behaviour is unacceptable or slows their learning or that of others then they may progress through the following stages:

- Warning.
- Amber.
- Red.

An amber or a red will be recorded on SIMS by the teacher. A student on an amber may improve their behaviour sufficiently and the amber may be removed by the teacher at their discretion.

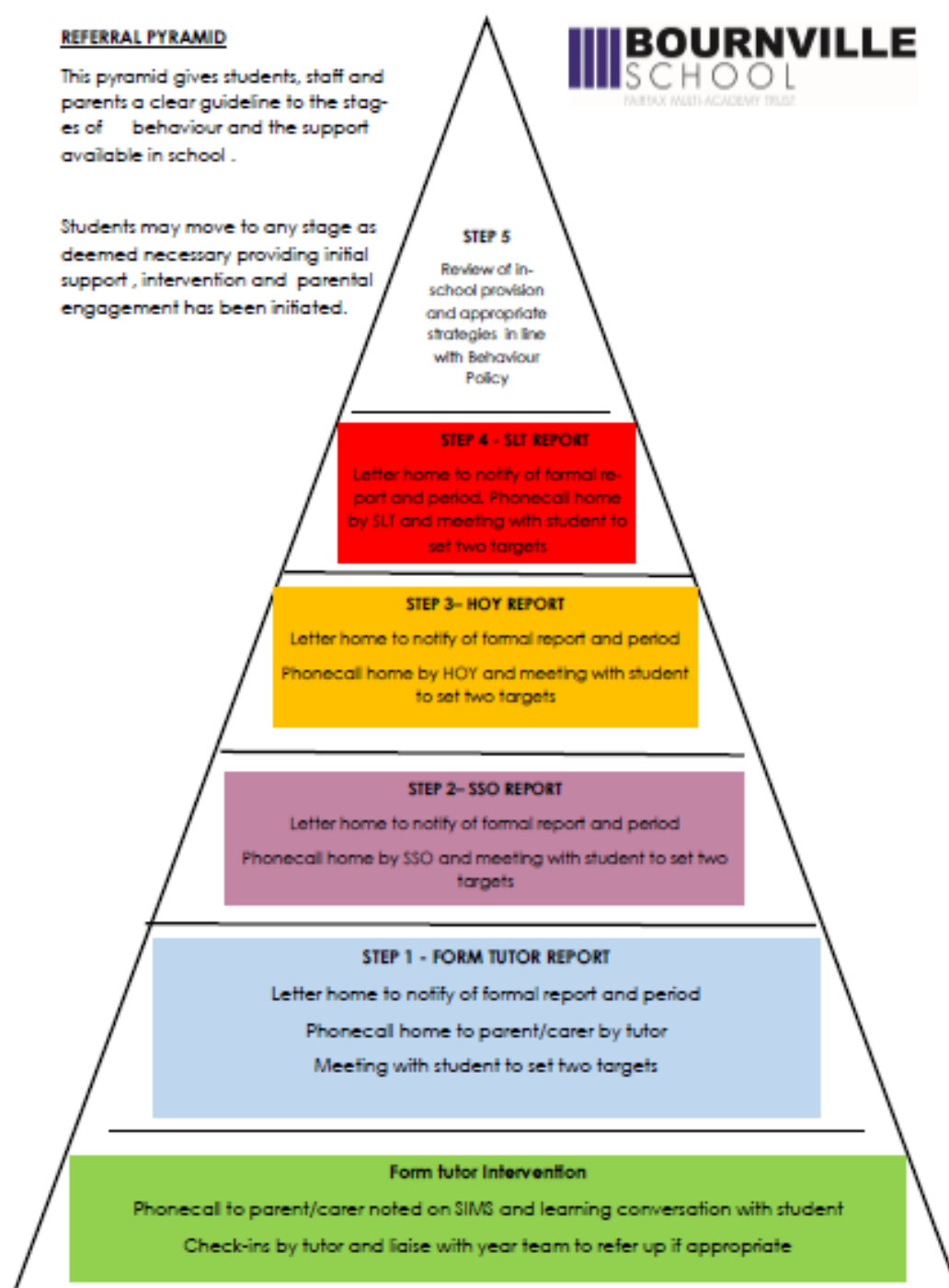
Ambers and reds are collated at lunchtime each day, i.e. before period 5. This means that any ambers or reds that were received during periods 1 to 4 each day or during period 5 the previous school day, will be counted together. Two ambers will result in an after-school detention, as will one red. Each red will cause a twenty minute detention, so that two reds will result in a forty minute detention and three reds will result in a one hour detention. Staff may also issue a red for misbehaviour outside of lesson. The school will send a message out to Parents/Carers via the MyEd mobile 'phone "app" to give notice out of courtesy, and we encourage all parents to install MyEd onto their mobile 'phone.

Students who miss detentions will be set an appropriate sanction such as a breaktime detention.

Students who are late to school will be set an appropriate sanction such as a breaktime detention.

Staff who have given a student a detention are expected to attend the detention in order to have a restorative conversation with the student. This is designed to ensure that the student understands why the detention was set and to ensure that the relationship between the student and the staff member has been repaired prior to their next lesson together.

Appendix C: Referral Pyramid in the secondary:



Disciplinary stages following Step 1 and Step 2 pastoral support in secondary

Step 3

Head of Year Warning (SEND-Co to attend where appropriate)

- I have been presented to the Disciplinary Panel of the school because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.
- I agree to follow the home school agreement and to two clear RRS targets
- I agree to a Passport or Managed move to another school if there is no improvement in my behaviour or conduct
- I agree to improve my behaviour and attitude to learning or be presented to the Deputy Head of Academy

Proactive Mentoring and Monitoring

- Head of Year to monitor on SIMS report for an agreed period of time in meeting
- Head of Year to monitor data and to complete regular parental contact.
- Pastoral intervention programmes to be sought

Step 4

Deputy Head of Academy Warning

- I have been presented to the Disciplinary Panel of the school for a second time because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.
- I agree to follow the home school agreement and to two clear RRS targets
- I agree to improve my behaviour and attitude to learning or be presented to the Head of Academy at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Deputy Head of Academy to monitor on SIMS report for a period of time decided
- SSO to monitor with Deputy Head student data and to complete regular parental contact.
- Pastoral intervention programmes to be sought

Step 5

Head of Academy Warning

- I have been presented to the Disciplinary Panel of the school for a third time because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.
- I agree to follow the home school agreement and to two clear RRS targets
- I agree to alternative provision to avoid permanent exclusion if the school decides
- I agree to improve my behaviour or be presented to the Head of Academy and a School Governor at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Head of Academy to monitor on paper report for a period of time decided
- Deputy HOA and Head of Academy to monitor data and to complete regular parental contact

Final Step

Governor Warning

- I have been presented to the Disciplinary Panel of the school for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the school community
- I agree to follow the home school agreement and to two clear RRS targets
- I agree to alternative provision to avoid permanent exclusion if the school decides
- I understand that if there is no improvement then I may be permanently excluded

Proactive Mentoring and Monitoring

- Head of Academy and Deputy Head of Academy to monitor data and to complete regular parental contact.

Permanent Exclusion