

Robert Bloomfield Academy

Behaviour and rewards including Exclusions Policy

Current Version	January 2024
Ratified	Ratified by the Local Governing Body
Validity	Annually
Next Review	January 2025
Author	Tom Guiney – Senior Assistant Principal

Statement of Intent

Managing pupil conduct is not a binary process. In all conduct related investigations, pupils are treated as individuals and a case-by-case protocol is adapted which follows this policy. By this, we mean that the unique circumstances that have led to a breach in the Home School Agreement will be fully investigated and a proportionate consequence applied.

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1. Policy Rationale and Aims

All teachers have the right to teach and all pupils have the right to learn in a mutually respectful environment.

Robert Bloomfield Academy (RBA) aims:

- To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
- The staff and governors of RBA recognise the need to ensure a positive atmosphere based on a sense of community and shared values.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

In addition, this policy complies with our funding agreement and articles of association.

3. Statutory Authority

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 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants. This also means that:

- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline pupils for misbehaviour outside the Academy.
- Teachers can confiscate pupils' property.
- Teachers have a specific legal power to impose detention outside Academy hours. Parental consent is not required.
- Teachers have the powers to search without consent for prohibited items.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

This policy has been developed in response to "The Equality Act 2010, The Children's Act 1989, the Protection of Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Education and Inspections Act 2006 and Advice for Academy Leaders, staff and Governing Bodies on Preventing and Tackling Bullying DfE (July 2017), New OFSTED Framework 2023, Keeping Children Safe in Education 2023 and the most recent anti-bullying guidance.

5. Roles and responsibilities

All stakeholders sign a Home School Agreement which clearly states families and schools work together to support the conduct policy.

Role of the Local Governing Board, a committee of the MAT Board

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.
- A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear representation from parents Fixed Term Exclusions (FTE) and appeals against Permanent Exclusions (PE). RBA buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

Role of the Principal

- The Principal has overall responsibility for both pupils and staff. The Principal takes the lead in defining the aims of the Academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the Academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a child. This would have to be upheld by the LGB.
- The Principal will ensure that their Academy has a behaviour and reward display.

Role of the Staff

- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the Academy site.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of punishments to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied.

Role of Parents/ Carers

- RBA acknowledges that relationships with parents/carers are important. RBA should be a welcoming place, which encourages parental involvement.
- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents' evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the working together agreement.
- RBA expects parents to support their child's learning and take responsibility for their behaviour. RBA

- encourages parents to work in partnership with them and to support their actions.
- RBA staff will inform parents if any concerns arise concerning their child's welfare or behaviour.

The methodology of investigation

There are multiple ways that a conduct concern can be raised. When an issue occurs in a lesson or in direct sight of a member of staff, the protocols set out in this policy will be followed.

When an action which breaches our Home School Agreement is reported after the fact or by a third party, an investigation will be launched. The procedure is as follows;

- Non-judgmental statement gathering from alleged parties
- Witnesses identified and statements gathered (where available)
- CCTV checked (where applicable)
- Pupil conference with the facts as they have been gathered
- Conversations with families to progress/update investigation but awareness that we will never share details of another student, their actions and their sanctions with families
- A sanction, if required, will be applied
- Follow up support will be provided for all parties. This may be Pastoral Intervention of Head of Year led
- Restorative Justice protocols undertaken

6. Pupil code of conduct

Living our VOICE values of Excellence in and around the Academy is our primary request of all pupils. Our Code of Conduct details how we will work to positively support all pupils reach their potential. We expect all pupils:

- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

This is confirmed when pupils are enrolled into RBA through the Working Together Agreement. All stakeholders have an equal responsibility to ensure they uphold the principles of good conduct.

7. VOICE NOTE Behaviour

Our Values, Your VOICE:

Our behaviour curriculum models and reinforces the behaviour we expect from students in order to ensure that they demonstrate excellence every day, which means to:

- Attend all lessons, on time
- Arrive fully equipped

- Wear full uniform
- Be mindful and respectful of other learners
- Complete all tasks to the best of their ability
- Conduct themselves safely
- Speak and act respectfully

Behaviour Curriculum:

Our form time activities and assemblies will focus on each aspect of our VOICE values. We believe that over-communicating the message is vital to help students to turn these expectations into habits and will therefore regularly repeat these expectations.

In addition, we utilise our VOICE Notes that students carry around with them throughout the day to keep the emphasis on our VOICE values and ensure students are praised for consistent high standards.

VOICE NOTE

Students at RBA are successful learners because they use their **VOICE** by:

- VITALITY**: Showing energy and enthusiasm
- OPPORTUNITY**: Prioritising their learning
- INDEPENDENCE**: Developing autonomy and resilience
- COMMUNITY**: Supporting and encouraging others
- EXCELLENCE**: Always giving their best

Name: _____
 Year: _____ Form: _____ Date: _____

SESSION	MON	TUES	WEDS	THURS	FRI
AM FORM					
LESSON 1					
LESSON 2					
BREAK					
LESSON 3					
LUNCH/LESSON 4					
LUNCH/LESSON 5					
LESSON 6					
PM FORM					
VOICE DAY?					

Where behaviour is not excellent, staff add the following behaviour codes to the **VOICE Note**:

VALUE							
Excellence	C1	E	Equipment	L	Late	U	Uniform
Opportunity	C2*	Dis	Disruptive	P	Passive	R	Refusing
Community	C3	Dan	Dangerous	I	Inappropriate	T	Truancy

* Teacher initially takes the **VOICE Note** as a **Correction Stage Warning**.

8. Rewards and Consequences

Rewards

It is our intention that pupils be regularly praised and rewarded, for living our VOICE values, in the following ways:

- Achievement points in lessons
- 'VOICE Day' points for an excellent day of all ticks
- 'VOICE Week' points and email home for an excellent week of all ticks
- Entry into weekly assembly prize draw for a VOICE week
- Praise certificates for accumulating numerous VOICE weeks (5, 10, 20 etc.)

- Access to VOICE events for an excellent half-term (e.g. PSHE VOICE celebrations)
- Access to trips and extracurricular events for those who meet threshold to be invited

Consequences

Whilst we strive to ensure that students are excellent at all times, there will inevitably be occasions where students do not meet the expected standard. The table below shows the behaviour that will accrue consequences and, because a policy cannot be completely black and white, how staff might use their professional judgement when implementing:

Code		Behaviour Displayed
C 1	Late	Arriving after the majority of the class without good reason
	Equipment	No pen, reading book, planner etc.
	Uniform	Non-school hoodie, trainers etc.
C 2	Disruptive	Shouting out, moving around the room, making noises etc.
	Passive	Not working, quietly putting no effort in
	Refusing	Not following explicit instructions or defiance
C 3	Dangerous	Pushing, grabbing, throwing items, running indoors etc.
	Inappropriate Language	Swearing, rude/derogatory comments
	Truancy	Out of lessons without permission

Professional Judgement

While these behaviours are to receive consequences in most cases, it is absolutely right that staff should use their professional judgement and make reasonable adjustments if needed, e.g. if a student with neglect at home is missing uniform or a bereaved child is being passive.

Consequences Ladder

Code	Behaviour	Consequence	Actioned by:
C1	<ul style="list-style-type: none"> • Lateness • Incorrect uniform • Missing equipment 	Code on VN & Sims	Teachers
C2	<ul style="list-style-type: none"> • Two or more C1 behaviours in a day • Disrupting learning • Passive learning • Refusing instructions 	As above and 5 minute correction conversation with tutor	Teachers
C3	<ul style="list-style-type: none"> • Persistent C2 behaviours • Dangerous behaviour • Inappropriate language • Internal truancy • Lost/damaged VN 	As above and next day break time detention	Teachers
C4	<ul style="list-style-type: none"> • Persistent C2 or C3 behaviours • Refusal to attend break time detention • Refusal to hand over VN • Destruction of or refusal to complete VN • Repeated internal truancy • Threatening/bullying behaviour 	As above and 45 minute SLT detention on Friday	Teachers, HOY
C5	<ul style="list-style-type: none"> • Persistent C3 or C4 behaviours • Refusal to attend 30 minute SLT detention • External truancy • Bring school into disrepute • Swearing at or threatening a staff member • Persistent threatening/bullying behaviour • Theft • Vandalism • Fighting 	As above and one or more day(s) in Behaviour Support	HOY, Pastoral Director and SLT
C6	<ul style="list-style-type: none"> • Failure to comply in BSU • Serious breach the school behaviour policy • Possession of items that threaten the safety of others • Violent behaviour • Physical assault • Persistent disruptive behaviour 	Suspension	Principal or SLT Proxy
C7	<ul style="list-style-type: none"> • One off, serious incident that threatens the safety and welfare of the school community • Serious breach of school behaviour policy • Persistent disruptive behaviour 	Permanent exclusion	Principal or SLT Proxy

While this is a comprehensive list, it is not exhaustive and therefore the Senior Leadership Team may have to use their judgement and discretion to allocate an appropriate sanction.

Zero-tolerance approach to harassment and violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

School Trips

The school reserves the right to withdraw attendance on school trips, where we believe health and safety could be compromised or where student behaviour is not reaching RBA expectations.

School Transport

There are two types of School Transport. Conduct on transport provided by RBA for a school trip, event, fixture etc will simply follow the terms of acceptable conduct as outlined in this policy.

School transport provided by the Local Authority as a means to and from school has a separate operating system. All pupils who use the LA school transport are expected to abide by their Code of Conduct

https://www.centralbedfordshire.gov.uk/info/3/schools_and_education/530/apply_for_school_transport/10

- The CBC code of conduct outlines what is expected of parents and pupils who access home to school transport and it is advised that parents read them before accepting the provision of transport.
- Pupils or parents who fail to abide by the code of conduct when using school transport provided by us may be banned from accessing the provision for a set period of time, or permanently depending on the severity of the incident.

Please note, CBC state that by accepting the transport provision from Central Bedfordshire Council you (the parent) are agreeing to the Code of Conduct

Incidents on a bus will be investigated jointly by the School, Contractor and Central Bedfordshire Council with the use of CCTV footage (if available) and witness statements.

- Failure to adhere to the Code of Conduct will result in the issuing of a warning and/or a ban determined by the frequency and/or the level of offence.
- Any transport ban implemented will be supported by the School and notice will be provided to the Parents/Carers via the school, but addressed from CBC.
- If a ban is issued by CBC, it will be the responsibility of the pupils' parent, carer or guardian to arrange alternative school transport to and from school until the ban finishes or on a permanent basis.
- It is in the best interests of parents, pupils and staff to become familiar with and abide by the code of conduct.
- Absence will be coded as unauthorised if a parent does not provide an alternative transport options for their child during a ban and the EWO service may choose to issue a penalty notice

Transport Escalation Matrix (CBC Code of Conduct)	
Category 1: Warning or withdrawal from transport if repeated	Not wearing a seatbelt (where provided) Swearing at the driver/passenger assistant/general public Disobeying an instruction given by the driver and/or passenger assistant Littering the vehicle Misuse of the bell Refusal to remain seated whilst the vehicle is in motion
Category 2: short term withdrawal from transport issued	Lack of consideration towards driver/passenger assistant/member of the public Minor vandalism Smoking Verbal abuse towards driver/passenger assistant/other passengers Repetition of any incident which resulted in a ban or previous warning Interfering with safety equipment Distracting the driver by moving around the vehicle whilst it is in motion.
Category 3: long term or permanent withdrawal from transport	Misuse of emergency exit and windows Misuse of main entrance door Bullying or harassment Assault of another passengers/driver/passenger assistant both physical & verbal Intentionally distracting the driver Throwing objects around inside or out of the vehicle Pushing others through doors or windows Serious acts of vandalism.
Students who choose to repeatedly act in a manner that is detrimental to the safety and well-being of others may be permanently excluded from transport	

Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Conduct Management

Power to use reasonable force

The legal provision, as defined by the DfE in their policy “Use of reasonable force Advice for headteachers, staff and governing bodies July 2013” on academy discipline also provides members of staff with 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.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging Property

Physical restraint:

- Must always be used as a last resort
- Must be applied using the minimum amount of force and for the minimum amount of time possible
- Must be used in a way that maintains the safety and dignity of all concerned
- Must never be used as a form of punishment

Principal/ Senior SLT and authorised Academy staff may also 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. Force cannot be used to search for other items banned under the Academy rules.

If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. This policy serves as an executive summary, but every stage identified in the DfE Guidance on acceptable use of Force in schools will be followed.

Where possible a member of staff who is ‘Team teach’ trained should attend an incident where physical intervention/the use of reasonable force may be required.

The School has a right to engage with external agencies if we feel appropriate, for example the Police in the event of illegal behaviour.

Confiscation

Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening of pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Mobile phones are prohibited in the Academy. If they are seen by staff, they will be confiscated and stored in the school office. A parent will need to collect the phone at the end of the day.

Internal Seclusions/Behaviour Support (Formerly known as Internal Exclusions)

Pupils are removed from their normal timetabled lessons and supervised by a member of the Pastoral team or SLT. This is not a suspension from school, but an internal strategy to avoid escalation. Work from their timetabled lessons is brought to pupils or set on Google Classroom. They are educated on site away from their peers for the time agreed by the school. Sometimes we may use another school's within BEST Trust as a venue for the seclusion. In this case, and with on-site provision, parents will be informed ahead of an agreed plan. We may also occasionally place pupils in the classrooms of senior leaders/HOY/HOD to avoid escalation. This will always be in classrooms where pupil's own year group is not being taught.

Pupils will receive supervised breaks where they will be able to get some fresh air, but they will not be on the playground, as per norm. This consequence may be used to sanction pupils who are consistently not meeting our expectations or as a result of a 'one off' act of dangerous or unruly behaviour.

The length of an internal strategy will be determined by the Principal and/or SLT and will be proportionate to the conduct offense.

Managed Moves

Managed moves are processes which allow pupils to move between schools without the stigma of exclusion. RBA works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a pupil with a "fresh start" when it is felt that all other processes have been exhausted or where the relationship between the pupil, parent/carer and the academy has in effect broken down.

The route to a Managed Move is pre-emptive and should not be applied as a last resort. Managed Moves are regulated and quality assured through the Central Bedfordshire Fair Access Panel. Please see the Fair Access Protocol documentation from the DfE on this process.

Exclusions

The Academy will follow the Department for Education guidance "Exclusion from maintained schools, Academies and pupil referral units in England,". September 2023. This policy serves as an executive summary, but every stage identified in the DfE documentation will be followed.

Suspension (previously known as Fixed Term Exclusion)

Excluding a pupil from the Academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Senior Assistant Principal) has the authority to exclude a pupil. In all cases the parents will be informed either by telephone and letter on the day the pupil is excluded and the reasons for the exclusion.

Parents will be given the option to collect the pupil from school if appropriate. On the pupil's return to the Academy, a readmission meeting will be arranged with a parent/guardian. This will be with a senior member of staff. Work will be set during the period of the exclusion. If a pupil is excluded for a second time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process.

You have the right to make written representations about this decision to the governing body. If you wish to make representations, please refer to the Complaints Policy for further information.

Offences for which exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language towards a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of academy property
- Bringing or using illegal substances, including alcohol, into the academy
- Possession of any offensive weapons in the academy or item deemed to be offensive/ able to cause harm
- Using illegal substances or alcohol in the academy
- Supplying or selling illegal substances in the academy
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another pupil
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another pupil or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the academy into disrepute, this may occur inside or outside the academy.

If a pupil is excluded for a period of more than 5 days alternative educational provision will be provided at another Educational site. Parents/carers have the right to appeal against a decision to exclude their child.

Permanent Exclusion (PE)

A decision to exclude a pupil permanently is very serious and is considered as a last resort, in response to a serious breach, or persistent breaches of the Academy's Behaviour Management Policy or where allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others in the academy. The decision to permanently exclude will be taken by the Principal.

You have the right to make written representations about this decision to the governing body. If you wish to make representations, please refer to the Complaints Policy for further information.

The school will follow the protocols set out in Exclusion from maintained schools, academies and pupil referral units in England 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

10. Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Student Action Panel will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Safeguarding

Changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a

pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

We recognise there may be incidents involving inappropriate conduct between children known as child on child. In these situations, there may be victims and children alleged of causing harm. It is our duty to ensure that these incidents are fully investigated, with appropriate support for both the child alleged and victim, alongside consequences from a conduct perspective. Decisions will be guided by the victim, wherever possible and on an individual basis a course of action will be taken to restore a positive outcome for all involved. Where it is deemed necessary, incidents of this nature will follow the school child on child abuse policy

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

13. Monitoring & Evaluation

RBA hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour is reported to the local governing bodies on a regular basis. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

14. Implementation & Review

This policy will be made known to all staff, parents/carers and governors, and published on the RBA website. Copies are also available upon request from the Academy office. This policy will be reviewed yearly or as required.

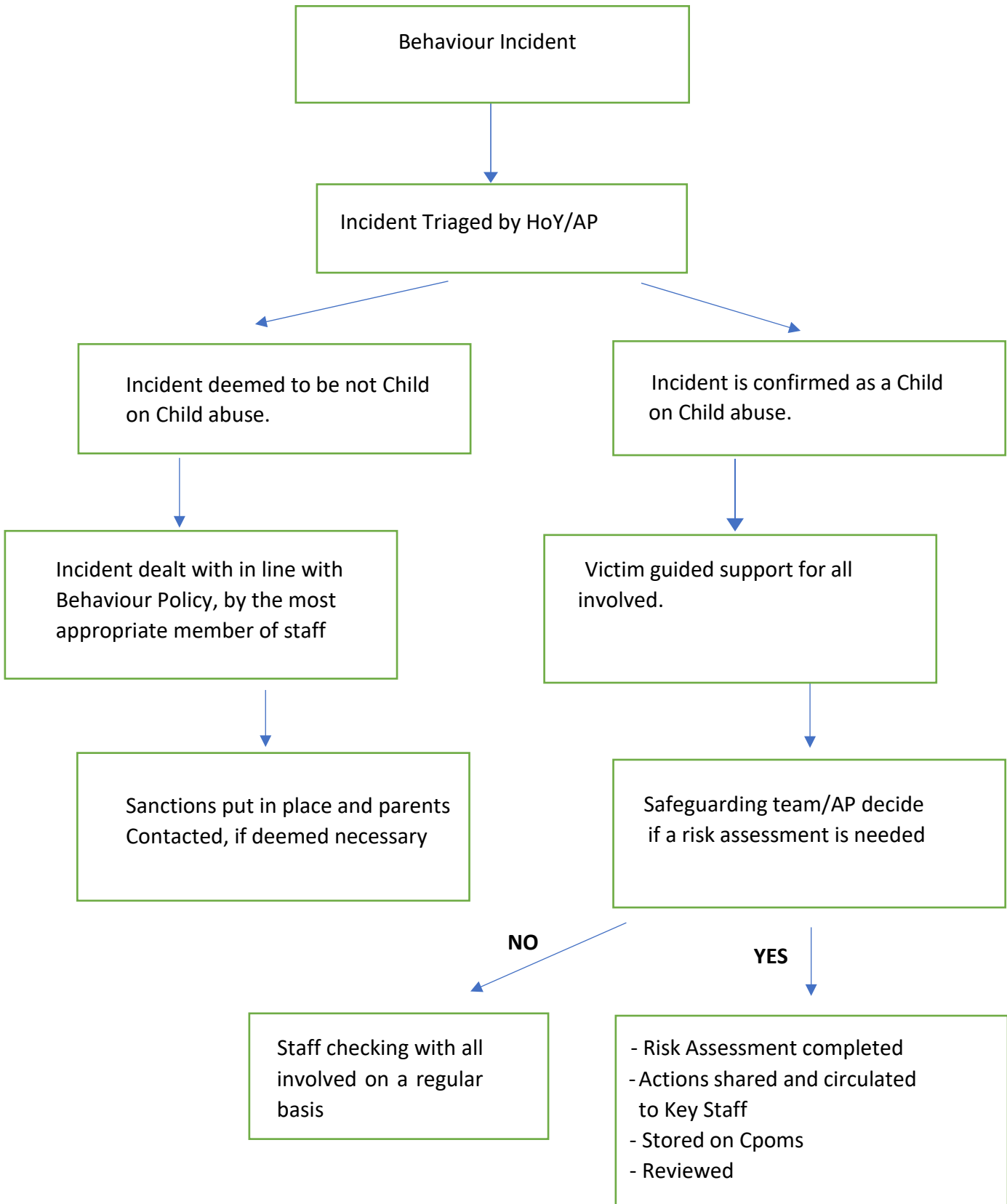
15. Author and Date

Author: Tom Guiney – Senior Assistant Principal

Approved by: John Linehan - Principal

Date: January 2024

Next Review: January 2025



Appendix 2 - Home School Agreement

As a School we will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and update on your child's progress at parent meetings, Tutor evenings, Data Capture Reports and Attitude to Learning Reports.
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer,
- Respond to any concerns from your child or parents/carers
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behavior, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set home learning tasks which supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through email, telephone, Edulink App, ParentMail
- Respond to communications from parents in a timely manner, following school policies
- Treat pupils consistently, equally and fairly.
- Set high standards of behaviour with no tolerance of bullying or racism.
- Provide enrichment and extra-curricular activities to increase the cultural capital of every student
Follow our school policies and procedures, applying them consistently

Parents / Carers will:

- Make sure their child attends school regularly and on time. I will notify the school if my child will be absent. I will make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect

- Engage and attend all required parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary
- Support the school with the conduct development of my child and work with, not against, the school on all matters

Pupils will:

- Arrive at school and lessons every day on time and ready to learn
- Try my best to do my work and ask for help if I need it
- Do my homework on time and raise any issues with my teachers
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other pupils' safety
- Wear the correct school uniform and take a pride in my appearance
- Bring to school all the equipment I need each day
- Treat all members of the school community with care and respect
- Understand and follow the school rules
- Look after school equipment, and show respect for the school environment and local community
- Work hard and respect the right of others to learn.
- Value being a Trustee of RBA
- Be polite and friendly to others, treating the RBA community with respect
- Treat school equipment and buildings with respect.
- Behave well on the journey to and from school.
- Make the most of opportunities to join in all activities.

Appendix 3 - Internet Access & Computing Devices Parent & Pupil

As a user of a range of computing devices (computers, laptops, iPads etc.), the school network and the Internet, I agree to comply with the school rules on their use. I will use the devices, network and access the internet in a responsible way and observe all the restrictions explained to me by the school.

Pupil Internet Use:

I will only use the computer systems in school, including the internet, email, digital video, mobile technologies etc for school purposes.

- I will neither download nor install software onto school devices.
- I will only log on to the school network/email system/websites using my own user name and password.
- I will follow the school's computing security rules, and not reveal my password to others. I will only use my school email address.
- I will make sure that all my online communication is responsible, respectful and sensible.
- I am responsible for my behaviour, choices and actions when using online resources such as email, blogging sites and internet searches. This includes images I might choose to look at, searches I might make, resources I use or download and the language I use.
- I will not search for, view, download, upload or forward any material that may be offensive or illegal. I will report any such material to my teacher or other member of staff immediately.
- I will not give out any personal information such as my name, phone number, address or photograph.
- Neither will I give out any personal information about others.
- Images of pupils/staff will only be taken, when prior consent has been given to the school. These images may be stored and used for school purposes in line with school policy.
- My on-line activity, both within school and elsewhere, will not cause distress to anyone nor bring my school into disrepute.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not copy material from the internet and present it as my own.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the internet and other related technologies will be monitored, logged and made available to the Network Manager, Senior Staff and the Safeguarding Team.
- I understand that this code is to keep me safe and to highlight the responsibility I have towards others. If I choose to break this code the school will apply sanctions and will contact my parents/carers.