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# Student Behaviour and Disciplinary Policy



## Policy Control Page

<b>Status</b>	Approved
<b>Responsible Person</b>	Principal
<b>Authors</b>	Principal Inclusion Officer (behaviour support) Assistant Principal for Education- Teaching and Learning Assistant Principal for Education-Student Support Assistant Principal Safeguarding and Care
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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- To teach our students that actions and choices have consequences
- to focus on a positive approach using encouragement, verbal praise, incentives and rewards, in preference to a negative approach of criticism and punishment
- To use restorative approaches where appropriate to support conflict literacy

## 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](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

## 3. Vision, Approaches and Definitions.

### 3.1 Our vision

*'The Deaf Academy nurtures and grows confident, resilient and independent Deaf young people. The curriculum supports the development of robust behaviours, knowledge and skills to excel in the wider world. Our curriculum intent informs everything we do across Education, Care, Support and the whole Academy.'*

### A Deaf SEND/SEMH provision

*At the Deaf Academy we embrace the diversity of both our learners' communication needs and special education needs, and support them on a journey towards a strong sense of self and a clear identity. Our curriculum is designed with our learners at its heart, with the destination of world-readiness as its driving force.*

- *Deafhood: a process of self actualisation establishing a Deaf Identity through experience and growth as a member of a deaf community.*
- *Special Needs/Social Emotional Mental Health Needs: those who require special education provision and experience to realise their human potential*
- *Deafness as a multiplier: we recognise deafness has a multiplier effect on the impact of other special educational needs.*

We are committed to creating an environment in which all Deaf children and young people can flourish and feel safe. Our prime concern is always student’s welfare and achievements, whilst maintaining a purposeful and caring learning environment. We believe that everyone has the right to feel safe and to be treated with respect and compassion always, whilst sharing an understanding that we all have a responsibility to ourselves and to others.

Here at the Academy we understand the importance of unconditional positive regard.

We accept and support students exactly as they are. We seek to understand behaviour and support our students in learning to manage themselves and their behaviours in a positive and socially acceptable manner.

**Our pledge to students:**

We know every learner and do not have pre-conceived ideas of their potential.

We value high quality teaching of knowledge and skills but understand it is the independent application of these which defines success.

We understand that together we are all always developing and therefore we constantly strive to reflect, support and evolve as a team.

**Key Principles of Curriculum**



**3.2 Our approaches**

**Restorative Approach**

The principles of the restorative approach allows children, young people and staff to take responsibility for the impact of their behaviour on other people, by providing space and time that allows a fair process of communication. This process involves discussion with those involved in an incident to ascertain what happened and what was the impact caused; leading on to an opportunity for choices to be made to repair the harm and allow closure, providing resolution to conflict.

- Building and nurturing relationships.

- Listening to unmet needs of those in conflict.
- Repairing harm done to relationships through inappropriate behaviours.
- Considering everybody's needs in the process.
- Recognising responsibility for behaviours.
- Encouraging accountability for those behaviours (actions).
- Developing emotional literacy by providing a safe forum for people to express difficult emotions.
- Promoting positive lifestyles, reducing risk taking behaviour and attitudes.

### Types of Restorative Approach:

#### 1. Restorative Discussion

This is often used when incidents happen in front of member of staff and can be managed immediately in a safe and supportive manner. This can be something as simple as an apology or acknowledgement of what has happened. The Restorative Discussion must be written up by the member of staff involved, with all outcomes included.

#### 2. Restorative Meeting

This is a more structured conference where those whose behaviour led to an incident have agreed to take part in a meeting, as well as those who may have been harmed by the incident. In some situations, a Restorative Meeting can take place when some, but not all of those involved, have agreed to take part.

#### 3. Repair and Reparation

This approach is more common when a young person has damaged or taken something. In this situation it would be voluntarily agreed with the parties involved, along with a senior manager that the young person can help to clear up, repair or repay for any damages or losses.

### Consequences

A restorative approach is not appropriate when there has been significant harm caused, or when a criminal sanction may be applicable.

Additionally, a restorative approach is not appropriate in the following circumstances:

- If the young person is presenting immediate risk.
- The young person is refusing to cooperate in a restorative approach.
- The young person is persistently behaving in the same way despite restorative approaches being used previously.

### Permissible consequences to significant incidents

Providing a safe space allowing the student to calm and reflect on their actions and process any information given as to reason why their actions were inappropriate.

Loss of privileges or restricted free time if a student's behaviour and attitude is felt to be unsafe by putting themselves or others at risk. Activities can be delayed or alternative options given allowing students to change their behaviour.

Reparation to make amends for a wrong doing, by providing payment or other assistance to those who have been wronged.

## PACE Approach

### What is a PACE attitude?

- Playful – using an open, spontaneous playful stance; using a story telling voice/facial expressions rather than a lecturing voice/facial expressions. This creates a safe space where the young person can tell their story without feeling judged and where they are encouraged to explore.
- Acceptance - of the young person's internal perspective. Whether or not you personally agree with the young person's behaviour, this is about accepting the thoughts, feelings, wishes and perceptions of the young person, recognising them to be valid as they are their perceived reality.
- Curiosity – exploring the cause of the poor behaviour with non-judgemental questions to understand their motives. So instead of saying 'Why did you do that?' – Which implies criticism, you might say 'I wonder where you learnt that?' or 'Help me to understand why that is...'
- Empathy – making sense of and experiencing the internal world of the young person and how they experience what is happening. To be empathetic, you have to be able to feel with them, to genuinely connect with the bad feelings they are experiencing.

The purpose of PACE is to enable staff to have a conversation with young people who have experienced trauma, by:

- Helping the young person to express him or herself
- Helping the young person to understand his/her emotions
- Enabling staff and young people to have a shared understanding of the young person's actions.

***By using the PACE principles staff are able to understand how previous or current trauma is affecting the behaviour of young people.***

Differences in approach from Residential Care and Education.

Residential School and College Care provisions will follow the same Behaviour Policy as Education. However due to the nature of the setting, Residential Care will adopt a different approach to managing certain situations should they occur. More information can be seen in the Care Handbook.

### 3.2 Definitions

Level	Type	Definition
Level 1 & 2	Lower Level Misbehaviour	Lower level behaviours that disrupt learning. Many of these are classroom management issues that can be dealt with by the teacher or education wider team.
Level 3	Misconduct	Persistent lower level behaviour or behaviour that are in breach of our policy that require a formal intervention. These are dealt with by teaching teams with support from middle leaders or senior leaders if required.
Level 4	Gross Misconduct	This can be persistent misconduct or an act that is so serious of nature that it requires a hearing and investigation.

## 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

Bullying can include:

Type of Bullying	Definition
Emotional	Being intentionally unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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/signed	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social media sites, messaging apps or gaming sites

Details of our Academy wide approach to preventing and addressing bullying are set out in our anti-bullying strategy and uses a reporting system to record any incidents in line with the latest DFE guidance.

## 5. Roles and responsibilities

### 5.1 The governing board

The Safeguarding and Care Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Safeguarding and Care Committee will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the Safeguarding and Care Committee giving due consideration to the Academy's statement of behaviour principles (Appendix A). The Principal will also approve this policy.

The Principal will ensure that the learning environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents within 48 hours (24 hours if a Physical Intervention is used) on BehaviourWatch

The senior leadership team will support staff in responding to behaviour incidents.

It is our view that the deliberate, skilful, non-judgemental attitude of staff is the cornerstone of all successful behaviour management. Understanding the basic approaches for promoting positive behaviour continues to reflect both inside and outside of the classroom.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Student code of conduct**

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the premises
- Treat the Academy property and resources with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside the Academy
- Arrive on time for all classes
- Accept responsibility for their own attendance and aim for over 95% each term
- Act as a role model for other students
- No energy drinks, smoking or vaping on-site

All Post 16 Students are asked to sign a Behaviour Contract and Mobile Phone Usage Agreement within the first week of their induction onsite, see Appendix C.



All students also sign an ICT Agreement which is valid for 1 year, see Appendix D.

### Respect poster:

Respect yourself, Respect others, Respect your environment and Respect your learning.



## 7. Rewards and sanctions

### 7.1 Promoting and Supporting Positive Behaviour:

#### Positive Behaviour – a consistent approach

We want all of our students to show positive behaviour.

Our approach to promoting positive behaviour is universal and consistent within our Education and Care settings. This includes the way we, as adults, model positive behaviour to students and the expectations that we have for our students when they are taking part in activities either on or offsite.

It is our view that the deliberate, skilful, non-judgemental attitude of staff is the cornerstone of all successful behaviour management. Understanding the basic approaches for promoting positive behaviour continues to reflect both inside and outside of the classroom.

#### **The Academy Approach (Education and Residential Care)**

Staff will ensure that an environment of learning opportunities is created to ensure effective teaching can take place. Students are encouraged to accept and recognise responsibility for their own actions and the consequences of their decisions.

#### **Aims:**

- To create a climate where learning can flourish.
- To protect basic rights of safety, learning and respect.
- To set the boundaries in which children can feel successful and achieve.
- To teach students about socially appropriate and acceptable choices.
- To help students feel good about themselves and others.
- To help give students, staff and parents a sense of direction and a feeling of common purpose.

Appropriate behaviour will be reinforced through the delivery of well-planned lessons that motivate all students and a stimulating school environment.

Signed/verbal positive reinforcement from staff on a day-to-day basis; including smiles and positive gestures are equally important. Assemblies provide a time for celebration of recognition for positive behaviours and hard work through the awarding of Praise Points. Regarding awarding prizes and gifts from the Academy (such as selecting Students of the Term, or students who are leaving the Academy at the end of their School or College Education), these will always be corporate and declared items rather than personal will being mindful and respectful of professional boundaries.

### **Praise Points:**

The Praise Points reward system helps students to recognise their hard work, great behaviour, kindness and when they have really tried their best. Students are awarded Praise Points by staff, when they have reached 25 slips they are awarded a badge during assembly plus a postcard is given to the students to take home, this supports clear communication of achievements with parents.

Students are awarded badges for achieving 25, 50 and 100 Points. Vouchers and badges will be given to Students of the Term, nominated and elected by the Principal, Curriculum Managers and Head of Behaviour to reinforce the praise and recognition for their work and attitude to learning. The goal is for our students to eventually leave the Academy as well-adjusted and confident young people who can take responsibility for their own futures, awards at the Academy help us achieve this.

### **7.2 Dealing with inappropriate behaviour:**

Our aim is to use positive reinforcement to achieve an ethos within the school whereby the use of sanctions becomes increasingly unnecessary. Some of our students may find this challenging and difficult to achieve. This may be due to communication difficulties, a lack of social awareness or struggling to understand the boundaries of acceptable behaviour. In such cases the use of sanctions is necessary.

Under the Teachers' Standards it is the expectation that all teachers manage behaviour effectively to ensure a good and safe learning environment.

As with schools whose students are returning home each day, we value support from and dialogue with parents/carers. From time to time, it may also be necessary for care staff to take the role of supportive parent in order to re-inforce the message that learning and behaviour are important at all times and not just during the school day. This may mean having praise, rewards or sanctions in care related to achievement or negative behaviour in school. For example, in liaison with school staff, care staff may support a student in a celebration assembly or may impose a consequence as a result of failure to complete homework or continuing inappropriate behaviour in school. Expectations of behaviours within the Residential setting are explained in more detail in the Care Handbook.

### **Sanctions:**

Sanctions will be used where appropriate and to support students in recognising that their actions are unacceptable. Teachers will exercise their professional judgement and a degree of flexibility in relation to the age, understanding and circumstances of the individual student involved. All sanctions will be proportionate, considered, and supportive and decided on a case-by-case basis.

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal/signed reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

More significant incidents or behavioural concerns may require formal meetings. These could result in warnings being given (verbal or written), suspension or exclusions.

### 7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on a trip or on transport on the way to or from education.

### 7.4 Malicious allegations

Where a student makes an accusation against a member of staff or another student, and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct

### 7.5 Exclusions

#### ***Approach to Exclusion at the Deaf Academy.***

The Academy endeavours to ensure that exclusion procedures at academies conform with statutory guidance set forth by the Department for Education (DfE) in 2012 and updated in September 2017.

We take interrupting students learning very seriously and acknowledge the negative impact on students. We therefore follow the Devon County Council "golden rules" (principals) on exclusion:

- 1 Permanent exclusions should only take place in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- 2 All exclusions must follow the correct procedure as set out in the Department for Education's Statutory Exclusion guidance 2017.
- 3 All exclusions must be officially recorded as exclusions.
- 4 All exclusions must be for disciplinary reasons only.
- 5 All schools must have a behavioural policy for students to follow.
- 6 Head teachers should, as far as possible, avoid permanently excluding looked after children.
- 7 Head teachers should, as far as possible, avoid permanently excluding children with EHC plans for special educational needs.
- 8 Students cannot be excluded for poor academic attainment or for reasons relating to the actions of their parents.
- 9 The Head teachers decision to exclude must be taken on the 'balance of probabilities'. That means that it is more likely than not that the student did what they are accused of.
- 10 Head teachers must not send a student home to 'cool off' even if parents or carers agree, this would amount to an unofficial and therefore unlawful exclusion.
- 11 Head teachers must give a student the opportunity to share their views.

12 If a child with SEN is showing poor behaviour or is at risk of exclusion, the head teacher must look first at what additional support could reasonably be put in place.

13 Head teachers must demonstrate to the Governors that their school is already using a range of strategies to support this student.

14 Head teachers must find out if there is anything that hasn't already been mentioned at school by other members of the school community that will help them come to the right decision.

15 Head teachers should look at providing extra support to groups who are known to be at a greater risk of exclusion.

### **Use of Exclusion**

Under the law, the Principal, Assistant Principals, the Governing/Trustee body, Local authority and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion;
- The period of exclusion
- Whether to direct the Academy to reinstate an excluded student

The Governing/Trustee body, Principal and Assistant Principals are responsible for promoting good behaviour on behalf of The Academy's students and for securing an orderly and safe environment for students and staff.

### **Deciding whether to exclude a student**

Only the Principal and in his or her absence a member of SLT acting with his or her authority, can exclude a student from the Academy. A decision to exclude a student will be taken only:

- If allowing the student to remain in the Academy would seriously harm the education, health and safety or welfare of the student or others in the Academy.

The decision to exclude a student is a matter of judgement for the Principal who will take into account the likely impact of the misconduct on the life of the Academy. This may include behaviour on or off the Academy premises which is in breach of the standards of behaviour expected by the Academy.

Before reaching a decision to exclude either permanently or for a fixed period, the Principal will:

- a) Ensure that a thorough investigation has been carried out;
- b) All previous behaviour incidents recorded on the relevant systems have been documented and completed-
- c) Consider all the evidence available to support the allegations, taking account of the Academy's behaviour and equal opportunities policies, and, where applicable, the race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- d) Allow and encourage the student to give his or her version of events, if necessary support will be provided by familiar staff or parents to facilitate this;
- e) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment; When appropriate, consult others, but not anyone who may later have a role in reviewing the Principals decision, for example a member of the Governing/Trustee body.

### **Permanent exclusions**

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently exclude a young person for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug
- Acting in a manner that puts the health and safety of the student, and or others at risk. For example: use/supply of prohibited substances such as alcohol and legal highs
- Carrying an offensive weapon

### **Fixed-term exclusion**

In the case of fixed-term exclusions, the Principal may exclude a student for up to 45 days in any one year. Five days to be administered as a general maximum for any one incident or series of incidents where possible. Distance for travel, and timings within the school year (holidays, half terms and home weekends) may impact the fixed-term period but the students best interests will be considered should the period be in excess of the 5 days.

### **Marking Attendance Registers following Exclusion**

When a student is excluded temporarily, he/she will be marked as absent using Code E by the Office Administration staff

### **Unofficial exclusions**

Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers.

The relevant regulations do not state a minimum length of exclusion. If students are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

In every instance where a student is sent home for disciplinary reasons, the Principal shall formally record and specify the length of the exclusion (for reporting purposes this will be recorded as a half day, whole day or lunchtime).

### **Providing full-time education from the sixth day**

From September 2007 schools are required to provide full-time education from and including the sixth day of any period of fixed-period exclusion of six days or longer. Days of fixed-period exclusion are not to be aggregated. The education must not be provided at the school unless the excluding school hosts shared provision for excluded students with at least one other school.

Parents/ Carers are responsible for the whereabouts of their child during the first five days of any period of fixed-period exclusion up to five days and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification during this period.

The Principal will be required to inform the appropriate local authority (LA) of the permanent exclusion.

At the Deaf Academy, the decision has been taken by the Governors and Principal not to exclude on a fixed-period basis for any longer than 10 working days.

### **Procedures following permanent exclusion**

In the case of a permanent exclusion the student remains on the roll of the Academy until any appeal is determined, or until the time limit for the parents/carers to lodge an appeal has expired without an appeal being brought, or the parent has told the Academy in writing that no appeal is to be brought.

Once a permanent exclusion has been upheld by the governing body, the LA has a duty to assess the students' needs and how to meet them, including any special educational needs the student may have. Once the student is removed from roll, the LA is responsible for ensuring that suitable full-time education is provided, either at another school or, where necessary, making use of a Student Referral Unit or other alternative provision.

If the LA considers that parenting is a factor in the behaviour of the student who has been excluded, consideration shall be given as to whether it may be appropriate to offer a parenting contract or apply to the magistrate's court for a parenting order. The Academy may not require a parent/carer for a school student to sign a parenting contract as a condition of their child being admitted following permanent exclusion.

### **The Exclusion Appeal Process at the Deaf Academy**

A parent/carer/student over the age of 18 should write formally within 5 days of receipt of an exclusion. In the first instance any appeal would be heard by the original deciding committee. They must formally write to the Chair of Trustees stating the grounds for an appeal. A second appeal committee will be formed and a meeting held within 5 working days of receipt of the formal notification to appeal. Members of the committee will consist of 3 non-staff Trustee Governors and will be led by either the Chair, Vice Chair of Trustees or Chairs of one of the sub committees.

If the Principal makes a decision to permanently exclude a young person from The Academy, they will ask 2 non-staff members of the Trustee Governors to hear the grounds for the permanent exclusion and ratify, or overturn the decision. These Trustee Governors will not be able to sit on any of the appeals committees.

### **When exclusion is not appropriate**

Exclusion should not be used for:

- a) Minor incidents such as failure to do homework
- b) Poor academic performance
- c) Lateness or truancy
- d) Pregnancy
- e) Breaches of school uniform rules or rules on appearance (for example relating to Jewellery, body-piercing, hairstyles etc.), except where these are persistent and in open defiance of such rules
- f) Punishing students for the behaviour of their parents, for example where parents refuse, or are unable to attend a meeting.

## **Reintegration**

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the Academy prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student. For further details, please see the risk of exclusion policy.

## **Informing parents/Carers**

The Principal will inform the parent/carer of the period of exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Behaviour & Safety Governor/Trustee Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the Academy may notify the Social Services department and the police if, in the Principals view, the child/young person, or any other person may be at risk as a result of failure to meet the terms of exclusion.

## **Informing the Governing body and Local Authority (LA).**

Within one working day the Principal will inform the Governing/Trustee body and the LA of:

- Permanent exclusions
- Exclusions which would result in the student being excluded for more than five days (or more than ten lunchtimes) in any one term.
- Exclusions which would result in the student missing a public examination

For fixed-period exclusions totalling five or fewer school days, or ten or fewer lunchtimes or half days, in any one term will be reported to the Governing body once a term.

All exclusions are reported to the local authority within one working day.

## **8. Behaviour management**

### **8.1 Classroom Management**

<b>Level</b>	<b>Type</b>	<b>Lead</b>
<b>Level 1 &amp; 2</b>	<b>Lower Level Misbehaviour</b>	<b>Class Teacher/Curriculum Manager</b>
<b>Level 3</b>	<b>Misconduct</b>	<b>Curriculum Manager/Senior Manager</b>
<b>Level 4</b>	<b>Gross Misconduct</b>	<b>Senior Managers</b>

<b>Level 1</b>	<b>Incident</b>	<b>Action</b>
1	Classroom Disruption – low level	Classroom strategies
1	Classroom Defiance – low level, temporary refusal to follow instructions, first incident of	Classroom strategies

	disregard for Academy rules linked to smoking/vaping/energy drinks on site	
1	Verbal/Signed Aggression – towards friends with no intent	Stopped, reminded of appropriate behaviours and Student Behaviour Contract
1	Physical Interactions	Stopped, reminded of appropriate behaviours and Student Behaviour Contract
1	Vandalism – accidental or carelessness	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Possibly involved in repair
<b>Level 2</b>	<b>Incident</b>	<b>Action</b>
2	Classroom Disruption – repeated low level	Classroom strategies
2	Classroom Defiance - low level, temporary refusal to follow instructions, beginning to become a pattern of behaviour. This includes leaving lessons without permission	Classroom strategies
2	Verbal/Signed Aggression – towards others with possible intent	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Record on BehaviourWatch. Support students with conflict resolution
2	Physical Aggression – intentional low level	Stopped, reminded of appropriate behaviours and Student Behaviour Contract Record on BehaviourWatch. Support students with conflict resolution
2	Vandalism – repeated accidental or carelessness	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Involved in repair. Record on BehaviourWatch
<b>Level 3</b>	<b>Incident</b>	<b>Action</b>
3	Classroom Disruption – high level or persistent low level	Inform Curriculum Managers Set independent work at work station Record on BehaviourWatch, meeting arranged and inform parents
3	Classroom Defiance – persistent low level, ongoing refusal to follow instructions showing a pattern of behaviour. This includes leaving lessons without prior permission, ongoing disregard for Academy rules linked to smoking/vaping/energy drinks on site	Inform Curriculum Managers Set independent work at work station Record on BehaviourWatch, meeting arranged and inform parents
3	Verbal/Signed Aggression – towards others with	Stopped, reminded of appropriate behaviours and



	intent to harm	Student Behaviour Contract. Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk Support students with conflict resolution
3	Physical Aggression – intentional harm to others	Stopped, reminded of appropriate behaviours and Student Behaviour Contract Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk Support students with conflict resolution
3	Vandalism – deliberate act	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Involved in repair. Record on BehaviourWatch, meeting arranged and inform parents
3	Sexual Harassment/Inappropriate touch – unwanted conduct of sexual/unwanted nature. In addition, sexualised comments, jokes or taunting. Sexting	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Record on BehaviourWatch, meeting arranged and inform parents Possible reporting to Police Invite support from local PCSO
3/4	Theft of Financial Exploitation	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Record on BehaviourWatch, meeting arranged and inform parents Possible reporting to Police
3	Malicious Allegations – towards staff or students	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Record on BehaviourWatch, meeting arranged and inform parents
<b>Level 4</b>	<b>Incident</b>	<b>Action</b>
4	Verbal/Signed Aggression – towards others with intent to harm	Stopped, reminded of appropriate behaviours and Student Behaviour Contract. Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk Support students with conflict resolution
4	Physical Aggression – intentional harm to others	Stopped, reminded of appropriate behaviours and Student Behaviour Contract Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk Support students with conflict resolution

4	Vandalism – deliberate act	<p>Stopped, reminded of appropriate behaviours and Student Behaviour Contract.</p> <p>Involved in repair.</p> <p>Record on BehaviourWatch, meeting arranged and inform parents</p>
4	<p>Sexual violence.</p> <p>Intentional sexual touching, rape.</p>	<p>Stopped, reminded of appropriate behaviours and Student Behaviour Contract</p> <p>Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk</p> <p>Support victim to inform Police</p>
4	Discriminatory Behaviour – with intent and understanding of what is being communicated	<p>Stopped, reminded of appropriate behaviours and Student Behaviour Contract</p> <p>Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk</p> <p>Support students with conflict resolution</p> <p>Support student with education regarding why discrimination is not tolerated</p> <p>Bullying Prejudice Hate Incident (BPHI) form to be completed</p>
4	Persistent bullying	<p>Stopped, reminded of appropriate behaviours and Student Behaviour Contract</p> <p>Record on BehaviourWatch, meeting arranged and inform parents. Placement at risk</p> <p>Support students with conflict resolution</p> <p>Support student with education regarding why bullying of any kind is not tolerated</p>

## 8.2 Physical Restraint

### Physical Interventions

Staff receive Non Abusive Psychological and Physical Intervention training (known as NAPPI) to recognise and deal with incidents of challenging behaviour and to promote positive behaviour. In exceptional circumstances, fully trained staff may need to take action where the use of reasonable and proportional intervention using NAPPI may be required.

The Academy has an aspiration to become a physical intervention free environment – the PACE Training is ensuring we are all one step closer to achieving this goal. The use of physical interventions are carefully reviewed and monitored and this is evidencing a sharp decline in the use of physical restraints.

To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going training for de-escalation and diffusion strategies, which promotes self-management and provides techniques for staff to effectively manage unwanted behaviours should they arise.

Current Ofsted Guidance can be seen here regarding physical interventions:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Physical Interventions:

- Will rarely be used, will be as a last resort, and only after all other interventions have been exhausted and only by fully trained staff
- Should only be used if the student is putting themselves or others in danger and where failure to intervene would constitute as neglect
- When used, will require the students risk assessment and individuals placement plans to be reviewed. Student placement plans include triggers and positive behaviour strategies to deescalate any potential challenging behaviour. Physical Interventions are used as a last resort. The placement plans also include information of not only what causes the student distress but also what makes them happy and feel safe.
- This training includes assistance in managing staff member's responses and feelings arising from working with children who have emotional difficulties, which result in challenging behaviour. Incidents of physical intervention are recorded on a student's file. After every incident students are given the opportunity to give their view and are supported to recognise that staff response is a result of their behaviour. This training is refreshed annually.
- Staff involved in a physical intervention will also be debriefed and supported by the Inclusion Officer and the onsite Academy NAPPI Lead if the incident occurred within Education hours, if during Residential hours they will be debriefed by either one the NAPPI Leads or Shift Leader/Residential Manager. This is to allow them to express their thoughts and views on why the intervention was necessary and how to reduce the risks of further interventions.

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and is also documented in our [Care Handbook](#).

## 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

Due to the wide spectrum of learners at the Academy, we have adopted an integrated approach to behaviour management. The focus will always be to understand the cause of behaviours – and remembering that all behaviour is a form of communication.

### Our core two aims being:

1. **Aspiration** - Ensuring that we set high standards of behaviour for our learners to enable them to maximise their potential.
2. **Inclusion** - Recognising the diversity of learners' additional needs, backgrounds and aspirations within our student body and the need to ensure that we are inclusive in our approach.

To this end we have adopted a dual pathway which includes both a disciplinary and restorative approach to enable flexibility to meet learner needs.

## 9. Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 10. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and **Safeguarding and Care Subcommittee** At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (Appendix A) will be reviewed and approved by the Full **Governing Board** every two years.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

## **Appendix A: Written statement of behaviour principles**

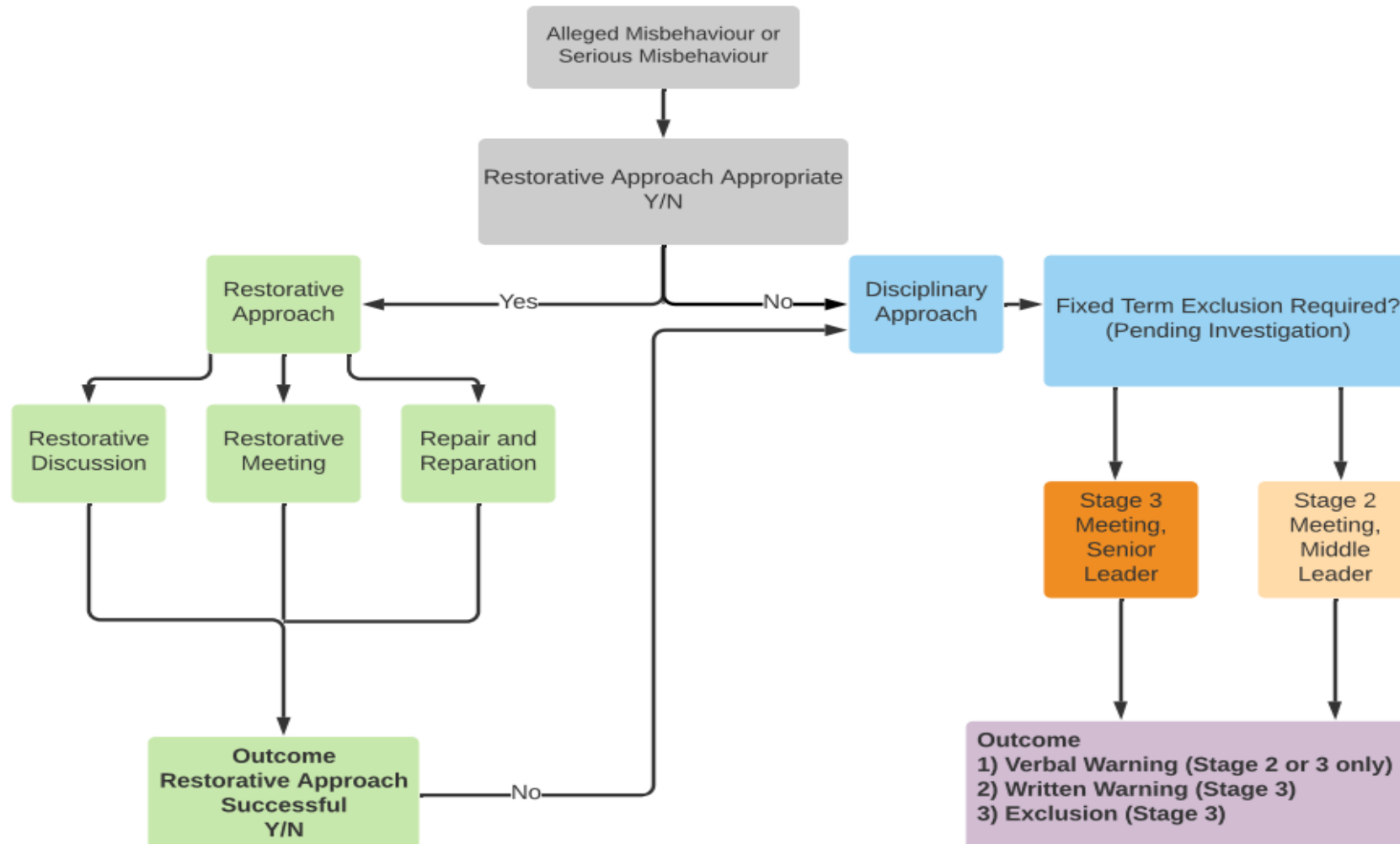
- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Safeguarding and Care Committee every year.

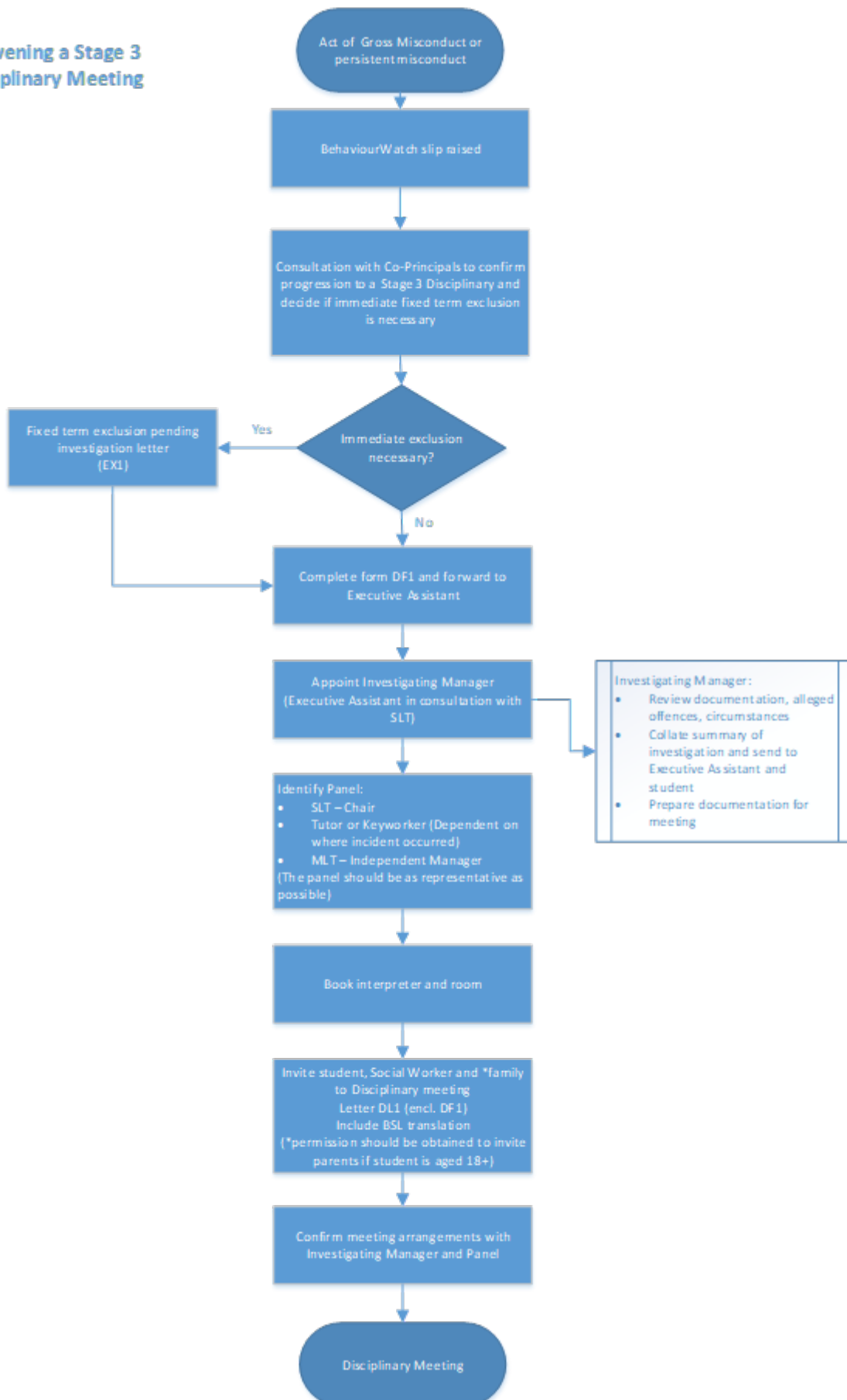
## Appendix B: Flow Diagram

### Academy Behaviour Management Flow Chart (Misbehaviour and Serious Misbehaviour)



**Procedure for conducting stage 3 disciplinary hearing etc.**

**Convening a Stage 3 Disciplinary Meeting**



## **1. Introduction**

A Stage 3 Disciplinary Panel Meeting may be convened on grounds of gross misconduct or persistent misconduct.

In order to instigate a Disciplinary Panel Meeting a Manager must complete Form DF1, or documentation to the same effect, and forward to the Executive Personnel Assistant.

An Investigating manager will be appointed by the Executive Personnel Assistant. It will be their task to collect evidence and then recommend appropriate action. The Principal must be consulted if a Stage 3 Disciplinary Panel meeting is to be convened. In some cases, another course of action might be more appropriate.

The Executive Personal Assistant will identify a senior leader to chair the meeting and, where possible, two additional panel members. The panel should be representative as possible.

A Disciplinary Panel should only be convened if the evidence collected and the alleged severity of the incident warrants a period of exclusion.

## **2. Convening a Disciplinary Panel Meeting**

The Executive Personnel Assistant having made initial enquiries concerning the availability of the potential investigating manager and Panel Members, will write to the student – with a BSL copy of the letter - giving a date for the Disciplinary Panel Meeting. As stated, wherever possible, this will be within ten working days of receiving the recommendation. The letter to the student should include 'if you do not attend the Meeting and have not contacted the Academy with a good reason at least 48 hours prior to the Meeting, the Meeting will proceed without you.'

The Executive Personnel Assistant will then contact the Investigating manager and Panel members to confirm the date etc. of the Disciplinary Panel Meeting.

(The Investigating manager is a member of Academy staff who has agreed to present the Academy's side of a case, including, where relevant, interviewing witnesses and gathering statements.)

## **3. Investigation into the Case by the Academy Representative**

The Investigating Manager will review the documentation available on the student, alleged 'offences' and particular circumstances of the case.

The Investigating Manager will review relevant staff and students about the incident(s) which have led to a recommendation to proceed to a Disciplinary Panel Meeting.

As a result of this investigation and collecting of evidence the Investigating Manager will collate a summary of the Academy's side of the case which should be sent by the Executive Personnel Assistant and to the student, if appropriate, in advance of the Meeting. The names of witnesses need not be stated but a summary of their statements/allegations should be included. The summary should include details of the allegations and an indication of the supporting evidence.

The Investigating manager should prepare documentation for the Meeting as follows:

### **Guidelines for collection of evidence - Proforma**

1. Front page - list of contents and evidence included (including name and status)
2. List of any persons mentioned in statements (including name and status)
3. Statements from witnesses, other relevant parties
4. Information on others involved who have not provided statements
5. Academic/tutorial information on student (where relevant)
6. Any previous documentation related to behaviour, conduct, academic concerns
7. Analysis of consequences of recommendation not being upheld, e.g. risks in terms

of achievement/retention figures, effect on rest of class group



All statements should be signed and dated. If a physical attack is alleged, there should be written evidence from one of the following as appropriate:- doctor, tutor, security, first aider, witness.

### **Rights of the Student who is being called to Disciplinary Panel Meeting**

A student may choose a 'friend' to assist in preparing and presenting her/his case and in any appeal.

*The student's 'friend' indicates a person whom the student might choose to advise and/or support her or him. The 'friend' might come from within the Academy or outside, but may not be a 'representative by profession' e.g. solicitor, barrister*

S/he will, on receiving details of the date of the Meeting, has the opportunity to contact potential witnesses to support her/his case. S/he can collect written evidence and also identify witnesses to support her/his defence of the case. The student or student's 'friend' should inform the Executive Personnel Assistant of any witnesses that will be called as soon as possible before the date of the Meeting and not less than three days before, so that they can be notified.

Any attempts to intimidate, threaten or unfairly influence witnesses either while a case is being prepared, during or after the Meeting, will lead to further serious Disciplinary action being taken on those responsible.

If the student has been excluded prior to the Disciplinary Meeting s/he should seek the assistance of an Inclusion Officer in contacting potential witnesses and collecting supporting statements.

### **5. Composition of the Panel and Their Role**

The Panel convened will, wherever possible, consist of:

- A member of the Senior Management Team (as Chair)
- Education or Residential Care representative (Tutor/Keyworker)
- An independent manager (Middle Leadership Team)

and also present, but not as members of the Panel, the Investigating manager and the Executive Personnel Assistant as Clerk to the Panel, whose role is to take notes and advise on procedural issues. The Panel should have no less than three members.

Equality issues may also affect the make-up of a Panel, as Panel membership should wherever possible be balanced in terms of gender and ethnicity.

The Panel's role will be to consider the evidence and make a decision as to the most appropriate action necessary taking into account the nature of the breach, the impact on the Academy community and any associated risks, and the individual circumstances of the student.

### **6. The Panel Meeting**

- The Panel will convene in sufficient time before the Disciplinary Meeting to receive reports and other documentation and to allow sufficient reading time. If appropriate, the student will also be given the same reports and documentation at this time, with BSL support given as required.
- The Chair of the Panel will introduce those present and explain the proceedings.
- The Investigating Manager will present the evidence from their investigation.
- Witnesses' evidence should usually be in the form of a written statement [DF4] or BSL video. Exceptionally by agreement with the Chair, a witness may be invited to the meeting.
- Members of the Panel will ask questions of the Investigating Manager to satisfy them that they have a full picture of the investigation findings.
- The student or her/his friend will put her/his explanation of events.
- Members of the Panel will ask questions of the student to satisfy themselves that they have a full picture of the student's explanation.

- The student or her/his friend have the right to provide witness statements to support their explanation.
- The Panel will invite the Investigating Manager to add any clarification to the findings presented and will ask any further questions required to clarify the evidence.
- The Panel will invite the student or his/her friend to add any clarification to the explanation presented and will ask any further questions required to clarify the evidence, particularly where there is disagreement as to the facts of the incident.
- The Panel Chair will ensure that the Investigating Manager and the student or his/her friend feel that they have presented all relevant information to the Panel and that Panel members have no further questions.
- The Academy Representative and student/friend will then be asked to withdraw.

## **7. Decision of the Panel**

Having heard the case the Panel will consider the evidence presented and make a decision for which they are all in agreement.

The Chair of the Panel will complete Form DF3, Decision of the Disciplinary Panel Meeting.

The student will then be asked to come in.

The student and affected parties will be informed of the decision(s) immediately verbally by the Chair (and it will be confirmed in writing within five working days) and each will have five working days from the date of the written communication for them to appeal.

## **8. Right of Appeal**

The student and affected parties have the right of appeal to the Chair of Governors. The Governors Appeal Meeting will be clerked by the Principal's nominated delegate.

Any appeal must be lodged with the Executive Personnel Assistant in writing within five working days of the date of the written communication to the student and affected parties.

The Student Disciplinary Appeals Panel will be concerned to review:

- fair and consistent application of the Academy's Procedures and Guidelines, at all stages, including the Panel Meeting, and
- fair and consistent application of sanctions taken, and or recommendations made in the context of the Academy as a whole

Appeals may therefore only be made on the basis of

- procedural defect
- inconsistent/unfair application of sanctions or recommendation(s)

Having submitted the basis for their appeal in writing, the student or affected parties may present the basis of their appeal in person to the Governors Appeal Meeting, if they wish. They may be accompanied by a 'friend'.

The Chair should ask for written/BSL submissions and attendance in person from the Chair of the Panel or the Academy representative to assist them in considering the Appeal.

A summary record of the Appeal Panel will be kept, and will be made available to named parties on request.

The decision of the Governors Appeal Meeting will be final. The decision of the Governors Appeal Meeting will be communicated in writing to the student and/ or affected parties with brief reasons for the decision by Executive Personnel Assistant.

## APPENDIX C

### Student Behaviour Agreement

This agreement is to help all students conduct themselves in a manner that reflects the Deaf Academics Behaviour Policy.

As a student at the Deaf Academy, I will:

- Treat staff, students and the environment with respect
- Try my hardest in all lessons
- Be respectful in my language and manner in and around the Academy buildings
- I will attend all lessons, arriving on time and ready to learn

As a student at the Deaf Academy, I will not:

- Use threatening behaviours
- Be violent to any other student or staff member
- Distract or hinder other students learning

**STUDENT NAME:** \_\_\_\_\_

**DATE:**

## Mobile Phone Usage in College

### *Agreement*

- i. Students are only permitted to use mobile phones at break/lunch times and in an emergency
- ii. Mobile phones must not be used during learning without permission from the class teacher
- iii. Failure to adhere to the rules on mobile phones will result in the following consequences.

### *Consequences*

In the event of a student failing to comply with the above conditions the following sanctions will apply

- i. **First Incident**  
On the first offence, the phone/audio device will be removed from the student and brought to reception, where it will be stored securely and will be returned at the end of the day. The student will receive a warning from management.
- ii. **Second Incident**  
Should a student be found to be using a phone/audio device for a second time, the phone/audio device will be removed from the student and brought to reception where it will be stored securely and will be returned at the end of the day. Parents/Carers will be notified of the incident.
- iii. **Third Incident**  
Should a student be found to be using a phone/audio device for a third time, the phone/audio device will be removed from the student and brought to reception where it will be stored securely and will be returned at the end of the day. Parents/Carers will be notified of the incident. The student will have to leave the phone at reception upon arrival until further notice.
- iv. If the student continues to use their mobile phone and/or refuses to hand it in to reception, Parents/Carers will be invited in to discuss next steps with management.

I have read and agree to the above. If I have issues around safe mobile phone use I will inform a member of the Safeguarding Team.

.....

*JM Hookway*

STUDENT SIGNATURE

APPENDIX D

LINK: <https://youtu.be/kcjZuXwYa5w>

**Student ICT Acceptable Usage Agreement**

1. *I understand that the Academy will monitor my use of the ICT systems, email and other digital communications.*
2. *I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password and should log off the network when leaving computers unattended.*
3. *I will immediately report any illegal, inappropriate or harmful material or incident to a member of staff.*
4. *I will use electronic devices appropriately and not access any illegal, inappropriate or harmful material.*
5. *I will not access, copy, remove or otherwise alter any other student's files.*
6. *I will ensure that if I take images of others I will do so with their permission.*
7. *When taking photographs, videos, video messaging or live streaming I will respect the privacy of those around me. Unless I have someone's direct consent, I will ensure they are not visible or audible.*
8. *I will not use chat or social networking sites to bully, intimidate or harass.*
9. *I understand that in the event of a safeguarding concern, unauthorised use or suspected misuse I may have my electronic device usage restricted.*

*I have read, understand and agree to the above:*

Student Name:

Signed:

Date: