



The Hurlingham Academy
The best in everyone™
Part of United Learning

Behaviour & Exclusions Policy



BEHAVIOUR POLICY

This policy document contains:

1. Academy expectations;
2. Policy implementation;
3. Prohibited Items;
4. Sanctions; Binary Behaviour.(APSC), Behaviour Cards and detentions;
5. Rewards;
6. Exclusions.

1. EXPECTATIONS

1.1 At The Hurlingham Academy, learning is at the centre of everything we do. We therefore have a commitment to provide a learning environment where everyone in the school community feels safe, secure and free to focus on achieving their full potential. To ensure every students potential is reached we have implemented a framework outlining clear expectations, promoting a culture where everyone in the school community takes responsibility for positive behaviour and feels safe, valued and respected. Our policy aims to;

- Promote positive behaviour;
- Promote self- esteem, self- discipline and positive relationships;
- Provide a safe environment free from disruption, violence and bullying;
- Ensure a consistent approach to tackling behaviour;
- Promote early intervention

2. POLICY IMPLEMENTATION

2.1 **All staff** to implement the school behavior policy consistently throughout the school by setting the standards required to promote positive behavior.

2.2 **The Head Teacher/Principal** to ensure all staff adhere to the behavior policy and implement robust systems for keeping records of all reported serious incidents, reporting to Governors and parents/carers when required.

2.3 **Students** will be responsible for:

- **Arriving on time:**
 - for roll call;
 - being punctual to all lessons;
 - aiming for 100% attendance
- **Conduct around site:**
 - Ensuring all electronic devices are out of sight and switched off;
 - Leaving expensive items at home (The Academy does not accept responsibility for loss, damaged or stolen items);
 - Wearing correct uniform at all times including black outdoor shoes (no boots, trainers, canvas or steel capped shoes). No excessive jewelry, 3mm stud earrings for girls. No facial, tongue piercings or earrings for boys. No makeup, hair dye or painted/false nails. No beards or moustaches or designs shaved into hair. No "hoodies" as uniform or external coat;
 - Not eating or drinking accept in the school canteen;
 - Not touching, jumping or play fighting.

- **Observing the 'Corridor Code':**
 1. Walk quietly on the left
 2. Wear school blazer at all times, carry coat and bag
 3. Be courteous to staff, students and visitors

- **Conduct in lessons:**
 - Line up quietly outside the classroom prior to the start of the lesson;
 - Enter, sit silently in the seating plan devised by the teacher and immediately commence your starter;
 - Listen in silence whilst the member of staff leading the lesson speaks;
 - Raise your hand to ask a question without calling out;
 - Be equipped: student planner, THA bag, PE kit, pens, stationary;
 - Drinking water bottles only, no eating or chewing;
 - Going to the toilet during break times;
 - Take care of presentation, underline titles, set out work neatly and date. Look after your books, remember your parents, SLT and inspectors will be seeing them;
 - Work to your very best ability without disrupting the learning environment.

- **Homework**
 - Record your homework in your planner;
 - Complete your homework to the best of your ability;
 - Meet all deadlines set.

2.4 Representing the Academy

Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the Academy at all times and are required to positively promote themselves and the school.

Students are expected to:

1. Arrive at school and leave school in full uniform (students are not permitted to wear hoodies);
2. Be polite and courteous at all times;
3. To use public transport, cycle lanes/pedestrian zones safely;
4. Dispose of litter properly;
5. Respect members of the public, our neighbours and property.

2.5 "Lines in the Sand"

There are some behaviours that will not be tolerated. Where these lines are crossed, it is highly likely that students will face a permanent exclusion. An indicative but non exhaustive list include:

- Swearing at a staff member;
- Bringing drugs into school;
- A weapon of any sort including pen knives and BB guns;
- Persistent bullying;
- Persistent disruption of lessons;
- An unprovoked physical assault of another student or a member of staff;

- A behaviour that brings the reputation of the Academy into disrepute;
- Sexual relationships;
- Intentionally setting off the Fire Alarm;
- Gambling;
- Knowingly bringing a trespasser onto the school site;
- Significant breach of health and safety.

3. PROHIBITED ITEMS

3.1 The following items are banned from the Academy premises and school visits;

- Weapons – or any item that can be used with the intention of causing harm
- Alcohol and or drugs
- Fireworks
- Cigarettes/smoking material, lighters and matches
- Stink bombs and water bombs
- Mobile phones and headphones that are heard or visible
- Electronic devices that are heard or visible
- Aerosols
- Bandanas
- Hooded sweatshirts
- Jewellery (accept watches)
- Make-up
- Nail varnish
- Chewing gum

Items will be immediately confiscated and will lead to a sanction ranging from a signature on the behaviour card to an exclusion depending on the severity of the breach.

4. SANCTIONS

4.1 Detention Sanctions: Lateness and Homework

Detention sanctions are set for lateness to school and for failing to complete homework. Students failing to arrive in time for the morning roll call at 8.25am will be required to attend a detention on the same day for one hour. (Any formal medical notes have to be received in writing). Lateness to lessons and truancy will be dealt with under the Binary Behaviour Model.

Failure to complete or meet homework deadlines will warrant a subject detention for one hour on the same day. Failure to attend a detention will result in a 2 hour Senior Leadership Detention on a Friday.

4.2 Demerits

Any breach of the behaviour policy outside of the classroom will warrant a demerit (this does not apply to "lines in the sand", prohibited items, homework or lateness breaches). A demerit may also be issued in the classroom where a teacher feel this is an appropriate sanction. Students receiving four demerits will receive a Senior Leadership Detention on a Friday.

4.3 Binary Behaviour Model (Alternative Pastoral Support Centre)

At Hurlingham and Chelsea we recognise the importance of providing a classroom environment conducive to learning. An environment where every student's opportunity to learn is maximised and where the atmosphere around the school promotes a sense of focus and wellbeing. To enhance this we have introduced the Binary Behaviour Model of managing behaviour to reinforce the key message that lessons are for learning.

Students who fail to meet classroom expectations will have their name written on the whiteboard by way of a formal warning and the member of staff leading the lesson will record the reason why next to the student's name on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to the APSC for a period of one working day. Failure or refusal to go to the APSC will result in a one day fixed term exclusion with the day in APSC completed upon their re-admittance to the school. The member of staff who sent the student to the APSC will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students referred will be required to remain in school until 3.40 pm that day.

There are a number of things that will happen once a student has been sent to the APSC. The following is a simplified version of Binary Behaviour process:

1. The student arrives at APSC:
 - o The student hands over their mobile phone;
 - o The student completes a reflection sheet;
 - o Once the reflection sheet is completed the student is then given additional work to complete;
 - o At the end of the day the student is expected to engage in a restorative conversation with the teacher;
 - o The student remains until the next day until the time they were sent out of lessons (e.g. sent out P3 remain until the end of P3 the following day).

If the student does not engage with any of the above expectations they will be given a Fixed Term Exclusion (FTE).

2. Parents will be contacted by the admin team to inform them their child has been referred:
 - o The admin team will email the teacher concerned to remind them to attend the restorative conversation and contact home.
 - o The teacher will have a restorative conversation with the student
 - o The teacher will then contact home to explain/discuss the incident
3. If the student receives, three FTEs or five referrals in one year they will be required to attend a three day assessment programme in the APSC.
 - o Parents will be required to meet with the Assistant Vice Principal for Behaviour and Safety and will be contacted by a staff member each day with a progress update.
 - o A report will be created on the student, as a result of the assessment that has taken place. Any teaching adjustments as a result will be shared with staff and parents prior to reintegration back into the main school.

4. An additional three exclusions or five isolations will result in a six week period spent in the APSC.
- Parents will be contacted each day with interim meetings each week.
 - An assessment will be completed, as well as teaching adjustments shared.
 - Students will complete an intervention programme which will be shared with the students, parents and teaching staff.

5. REWARDS

5.1 At the heart of any behaviour policy has to be a system that recognises, reinforces and rewards positive behavior and achievement. At The Hurlingham Academy we have introduced the ePraise rewards system that is designed to:

- Motivate and encourage
- Foster the nature of competition between individuals, houses and year groups
- Recognise achievement
- Promote a culture of excellence

ePraise is a rewards system for the students that records the following:-

- % Attendance – each student will receive 1 merit for every time they attend;
- 100% Punctuality – each student receives a merit for arriving to school on time;
- An outstanding piece of work – up to 3 merits;
- Excellent attainment – up to 3 merits;
- Excellent progress – up to 3 merits;
- Excellent attitude to learning – up to 3 merits;
- Excellent uniform and equipment – this should be a given so give a merit where a student has made a significant change to get it right;
- Service to the school community-merits or accolade depending on the level of service i.e. showing around school visitors = merits, library volunteer or organising an event = accolade;
- Service to the wider community, as above:
- Participation in public performance – can be merits or accolade;
- Participation in school visit- award where the student has excelled in representing the school;
- Representing school at Sport, Debate Mate, etc;
- Extra Curricular activity;
- Consistently outstanding performance in all areas – accolade;
- Ambassador of The Hurlingham Academy;
- Academic excellence;
- Academic progress.

5.2 All school staff can nominate a student for an accolade by emailing the Key Stage Co-ordinator's who will present to the Senior leadership Team)

5.3 How students will be rewarded:

Students will be rewarded through certificates, letters home and nominal prizes each term.

- 5.4 Accolades:
Accolades are a way of recognising the achievements of a student, which goes beyond that of most students. They are one off and added individually by teachers on student's profiles, accolades also appear on student reports.
- 5.5 Principal Awards:
Principal Awards are issued to students for:
- Significant achievements both inside and outside of school
 - An outstanding piece of classwork, project work or homework
 - Significant contribution or effort within a subject over a sustained period of time
- Principal Awards will be issued to students at a ceremony at the end of each long term (Christmas, Easter and Summer) where students will be awarded certificates in front of parents and governors.
- 5.6 View progress:
Students and parents can view progress by
- ▶ [https://app.epraise.co.uk/index.php?](https://app.epraise.co.uk/index.php?school=hurlingham)
 - ▶ school=hurlingham
 - ▶ User name and password

6. EXCLUSIONS

At The Hurlingham Academy we believe that learning is the most important reason for being at school. In order to support this ethos, it may be necessary to consider exclusion as a consequence for behaviour which threatens it.

Sections

1. Guidance framework
2. Links to other policies
3. Principles
4. The decision to exclude
5. Fixed-term exclusion
6. Permanent exclusion
7. Appeals
8. Informing parents / carers
9. Internal procedures

6.1 Guidance Framework

- 6.1.1 The Academy Exclusion policy is written in line with the following areas of guidance:
- Exclusions – DfE Guidance
 - United Learning Exclusions Policy

6.2 Links to other Policies

- 6.2.1 This policy should be read in conjunction with 2. Academy expectations and 3.Binary behaviour.

6.3 Principles

- 6.3.1 The Academy is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.
- 6.3.2 We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.
- 6.3.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.
- 6.3.4 We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- 6.3.5 We also take account of our statutory duties in relation to S.E.N.
- 6.3.6 We aim to involve parents as early as possible in any process.

6.4 The decision to exclude

- 6.4.1 The decision to exclude is made solely by the Principal, or the Vice Principal in his absence.
- 6.4.2 There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal:
- a) Where a decision has been made to exclude.
 - b) Where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined by the Principal that it is in the interests of the community for the student to be educated off-site. This is not an exclusion.
 - c) Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
 - d) If a student is given permission by the Principal to leave the premises briefly to remedy a breach of the Academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
 - e) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

- 6.4.3 The decision to exclude a student is not taken lightly and the Principal will:
- Ensure that a thorough investigation has been carried out;
 - Consider all the evidence available to support the allegations;
 - Allow and encourage the student to give their version of events;
 - Keep a written record of the actions taken including the signed statements of witnesses;
 - Be confident that the procedures detailed later in this policy have been carried out;
 - Ensure S.E.N. expert advice has been taken into account where appropriate;
 - Ensure that parents have been kept informed throughout the process and consulted where appropriate.
- 6.4.4 The standard of proof applied when deciding to exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.
- 6.4.5 Exclusion will not be used as a consequence for the following:
- a) Minor incidents such as a failure to complete homework;
 - b) Poor academic performance;
 - c) Lateness or truancy;
 - d) Breaches of Academy rules on uniform or appearance except where these are persistent or in open defiance of such rules;
 - e) Pregnancy;
 - f) As a punishment for the behaviour of their parent / carer.
- 6.4.6 Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

6.5 Fixed-term Exclusion (Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

- 6.5.1 The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy
- 6.5.2 Examples of behaviour that may lead to a fixed-term exclusion include the following:
- Verbal abuse of staff or students;
 - Physical abuse of staff or students;
 - Indecent behaviour;
 - Damage to property;
 - Misuse of illegal drugs or other substances;
 - Theft;
 - Serious actual or threatened violence against another student or a member of staff;
 - Sexual abuse or assault;
 - Carrying and / or supplying an illegal substance;
 - Carrying an offensive weapon* or a banned item;
 - Arson;
 - Persistent poor behaviour contrary to acceptable behaviour outlined in the

- Academy expectations in 2;
- Bullying including cyber-bullying.

* A weapon is defined as any item made or adapted for causing injury.

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

- 6.5.3 The Principal may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.
- 6.5.4 During a fixed term exclusion of 5 or fewer days, work will be set by the Academy for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.
- 6.5.5 For an exclusion of longer than 5 days, the Academy will arrange full-time educational provision from the sixth day of exclusion.
- 6.5.6 Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration meeting at the Academy with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The Academy will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.
- 6.5.7 During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- 6.5.8 Whilst each exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re instatement meeting will be with the Vice Principal. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Principal who will lead the reintegration meeting. This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

6.6 Permanent Exclusion (Level 3 Exclusion)

- 6.6.1 Permanent exclusion is an extremely rare sanction at the Academy and always avoided wherever possible. The decision to permanently exclude is taken only:
 - a) in response to serious breaches of the Academy behaviour for learning policy;
 - b) if allowing the student to remain would seriously harm the education or

welfare of that student or others at the Academy.

- 6.6.2 A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.
- 6.6.3 There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
- a) Serious actual or threatened violence against another student or member of staff;
 - b) Sexual abuse or assault;
 - c) Serious bullying including cyber-bullying;
 - d) Being in possession of an illegal substance and / or supplying an illegal substance;
 - e) Carrying an offensive weapon.

Again this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

- 6.6.4 The Academy operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and the Student Planner.
- 6.6.5 Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.
- 6.6.6 The Principal will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

6.7 Governors Behaviour Committee

- 6.7.1 The Academy has a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB and all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 exclusions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee.
- 6.7.2 6.7.2 The Behaviour Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, or any permanent exclusion.
- 6.7.3 Parents / carers have the right to appeal the decision to exclude their son / daughter. The process is common across United Learning and is different for different levels of exclusion.
- 6.7.4 Full details of how these meetings operate can be found in the following

appendices and also within the DfE Guidance (2012) and United Learning Exclusions policy 2012 but the summary is contained below.

Level 1 exclusion (less than 15 days)

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

Level 2 exclusion (more than 15 days fixed – term)

Principal meets with parents to discuss exclusion.
Behaviour committee meets to review on the exclusion within 15 days of receiving notice of the exclusion.

Level 3 exclusion (permanent)

Student is given initial fixed term exclusion and a full investigation is carried out by an investigating officer. The student and their parents will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Principal. The Principal meets with parents/carers to discuss her decision having completed the process fully and having consulted with others including an S.E.N. expert if appropriate. If the decision is to re instate then the student will return immediately. If the decision is made to permanently exclude the student, parents / carers will be informed by the Principal both verbally and in writing.

Following the Principal's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion.

If the Behaviour Committee upholds the Principal's decision to permanently exclude, parents / carers may appeal to an Independent Review Panel.

In addition, the Principal must consult with the Managing Director of United Learning and the Chair of the LGB (or his/her nominated Deputy as delegated) before the decision is implemented.

6.7.5 An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.

6.7.6 The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student.

6.8 Informing parents / carers

6.8.1 Following any decision to exclude, the Principal must inform parents / carers

putting the decision to exclude in writing and stating the date the exclusion takes effect.

The letter must also explain:

- 6.8.2 The circumstances leading up to the decision to exclude;
- 6.8.3 Why the Principal decided to exclude the student;
- 6.8.4 6.8.4 If relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- 6.8.5 The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- 6.8.6 The parents' right to see and have a copy of their child's record;
- 6.8.7 The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- 6.8.8 If the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the academy;
- 6.8.9 The arrangements for a parent interview at the end of the exclusion to discuss the process of reintegration.
- 6.8.10 For Level 2 and Level 3 exclusions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- 6.8.11 For Level 1 exclusions, the letter will also state that if parents are concerned about the way in which the exclusion was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file.
- 6.8.12 The involvement, if appropriate, of S.E.N. expert advice.

6.9 Behaviour outside the school gates

Our exclusion and behavior policy covers behavior not only within school but outside of school.

We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- 6.9.1 Taking part in any school-organised or school-related activity, or
- 6.9.2 Travelling to or from school, or
- 6.9.3 Wearing our school uniform, or in some other way identifiable as a Hurlingham Academy student. Or for behavior which at any time:
 - Could have repercussions for the orderly running of the school, or
 - Poses a threat to another student or member of the public, or
 - Could adversely affect the reputation of the school.

Date of last review	September 2015	Review period	2 years
Date of next	September 2017	Author	Esther Venegas
Type of policy	Statutory	Approval	LGB
Assistant Vice Principal Behaviour and Safety.	Esther Venegas		