

MAIDEN ERLEGH TRUST

Behaviour Policy (Incorporating rewards, sanctions and attendance)

Including local arrangements for

Maiden Erlegh School in Reading



INITIAL APPROVAL	June 2015 (amended November 2015)
REVIEWED	January 2016

PART ONE: CONDUCT AND BEHAVIOUR FOR LEARNING

Introduction

Academies and Free Schools

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity; and
- Disability.

In particular, the Academies and the Trust will have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between those who share a protected characteristic and those who do not, by having regard to the need to:
 - remove or minimise disadvantages connected to a protected characteristic;
 - take steps to meet the different needs of those sharing a protected characteristic;
 - encourage those who share a protected characteristic to participate in school life and activities in which participation is disproportionately low;
- Foster good relations between those who share a protected characteristic and those who do not, by having regard to the need to:
 - tackle prejudice;
 - promote understanding.

Promoting Good Conduct and Behaviour for Learning

In order to promote good behaviour we acknowledge that we must strike the right balance between:

- rewarding consistently good behaviour and improved behaviour;
- sanctioning poor conduct and, where possible, providing opportunities to restore relationships and good behaviour for learning and make amends.

Rewards for Good Conduct and Behaviour for Learning

The Academy operates a positive behaviour policy and recognises that rewards and praise are generally speaking more effective behaviour management and motivational tools than punishment.

Routinely, members of staff endeavour to use a range of strategies including:

- verbal praise (we endeavour to have a 6:1 praise to punishment strategy);
- written remarks about good work and how to improve work;
- praise referrals to the Head of Year or the Head, Deputy or a member of the Senior Leadership Group;
- commendations;
- telephone calls or emails home.

In addition, the Academy will:

- send praise letters or postcards home;
- award achievement or effort certificates;
- award certificates for service to the Academy;

- award certificates for attendance;
- hold celebration teas/breakfasts;
- celebrate achievements on the website;
- award school prizes (given at presentation and celebration events);
- award subject attainment certificates at the end of each academic year.

Behaviour Support

It is the Academy's aim to initiate support strategies to try and prevent poor behaviours becoming embedded, incidents escalating and to prevent the need for sanctions.

Individual teachers will employ a range of support techniques to avoid having to escalate from a Level 1 issue, for example:

- Encouraging students to use different resources and people to help them with activities (for example, Brain, Book, Buddy, Boss);
- Moving the student to a different part of the classroom;
- Offering a support appointment if they are finding work challenging;
- 2IIHULQDEULHISHULRGRIWLRQWLRQWKHFODVVURP

Where a student displays weak behaviour for learning and does not respond to support or to the reasonable requests of staff, then the primary form of support will be an appointment for a learning conversation after school.

Pastoral members of staff and Heads of Department may also use:

- Report cards in order to reinforce positive conduct and/or behaviour for learning.

The Inclusion Team may also:

- Provide mentoring or bespoke support sessions;
- Use an Individual Behaviour Plan for students who repeatedly transgress the code of conduct;
- Use a Pastoral Support Plan for students whose behaviour is a serious concern and who may be at risk of either fixed-term or permanent exclusion from school.

Sanctions for Poor Conduct and/or Persistently Poor Behaviour for Learning

The law allows schools to impose sanctions upon students for disciplinary reasons only. Sanctions can be imposed for misbehaviour in school, and out of school to such an extent as is reasonable. The following conditions must be satisfied:

- The sanction must be imposed by a paid member of staff, or an unpaid member of staff authorised by the Headteacher;
- The decision to impose the sanction must be made on school premises or while the student is under the charge of the member of staff imposing the sanction;
- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Conduct or the Equality Act 2010);
- 7KHSVDEWLROXWEHUHDVRQEOHDQSURSRUWLQWHWDNLQWRDFFRQWKHVWSHQWIDJHVSHFL educational needs, disability, or religious requirements

A range of more formal sanctions may also be used, but appointments will be used in the first instance.

Where the student fails to modify their conduct/behaviour for learning, the student will be referred to

Middle or Senior Leaders who may impose one or more of the following sanctions:

- a disciplinary detention, either before or after school;
- faculty withdrawal, usually for 1 lesson (or in rare cases, 2 to 3 lessons) where the student will work on their own in a Sixth Form lesson.

Where the student, having been sanctioned in this way, fails to modify their conduct/behaviour for learning, the student will be referred to a member of the Senior Leadership Team who may impose one or more of the following sanctions:

- a longer disciplinary detention;
- extended days;
- a temporary or permanent ban from representing the school on trips, visits or public activities;
- a disciplinary detention on a Continuing Professional Development day or during a training session;
- confiscation of property (for which we reserve the right to search the VW&HOTYEHOROLY)
- faculty withdrawal, usually for 1 lesson (or in rare cases, 2-3 lessons) where the student will work on their own in a Sixth Form lesson;
- an Alternative Learning Programme in school, arranged by Assistant Headteachers and the Inclusion Team;
- an Alternative Learning Programme with an alternative and personalised timetable and/or support from outside agencies (arranged through the Inclusion Team);
- Internal isolation;
- a Fixed Term Transfer ± a supervised isolation and/or personalised timetable in another educational establishment within the Trust.
- a Fixed-Term Exclusion;
- a Permanent exclusion.

The Academy ~~VW&HOTYEHOROLY~~ with any form of alternative learning being used as a last resort, or if a situation has arisen which demands strong and immediate action.

See Annex 2 for the diffHUHOUVWDJHVRIUHVSROHWRSSRUFRQWDQRUEHKDYLRMIRUOHDUDQ

Corporal Punishment

Corporal punishment (the use of physical violence or force to inflict pain as a punishment) is illegal in all circumstances and will never be used at the Academy or anywhere within the Trust.

Use of Reasonable Force or Restraint

Reasonable force covers a range of actions which may be used by members of staff involving a degree of physical contact with students. The force used must be reasonable in the circumstances in which it was used.

All members of staff (including volunteers and parents attending school trips) have the power to use reasonable force to prevent students from:

- committing a criminal offence;
- injuring themselves;
- injuring other people (including students and members of staff);
- damaging property;
- causing disruption in the classroom where they have refused an instruction to leave;
- causing disruption at a school event or on a school trip;

- leaving the classroom where doing so would risk their safety, disrupt the behaviour of others or put others at risk;

The above list contains examples, but is not exhaustive, and there may be other circumstances in which the use of reasonable force is justified.

The Headteacher and authorised members of staff may also use such force as is reasonable in the circumstances when conducting a search of a student without their consent for certain items (see Part Four).

In the case of a student with a statement of educational needs or a disability (as defined by the Equality Act 2010), all members of staff will bear in mind their duty to make a reasonable adjustment for those needs or disability before using reasonable force. This does **not**, however, mean that reasonable force will not be used on a student with a statement of special educational needs or a disability.

Parental consent is **not** required for members of staff to use reasonable force on students. Where reasonable force has been used, the Academy will notify the parents of that fact and the reasons why such force was reasonable in the circumstances. Parents who are unhappy with reasonable force being used on their children are able to submit a formal complaint to the Academy under its published Complaints Policy, however it will be the responsibility of the parents to prove that the force used was not reasonable, it will not be for the member of staff to prove that it was reasonable, and the member of staff will not necessarily be suspended when a complaint is received.

It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a student, or demonstrating techniques in music or physical education, it may be appropriate for staff to touch a student.

The Academy will keep a log of serious incidents involving the use of reasonable force.

Breaches of the Law

Where it is found that a student has acted in breach of the law we will pass on all relevant information to the police.

Mobile Telephones

Students may bring mobile telephones into school, however their use is restricted to before and after school only for Years 7 to 11 (they should have them turned off and put away when on site).

There may be specific times when a member of staff gives a ~~VW&H0VSHUPLVVLRQVRXHWKHLUWHOHSKRQ~~ outside the above restriction, but in all other cases, when used at a time or in a way which is restricted, ~~WKHPRELOHWHOHSKRQZOOEHD\$URKLELWHGLWHRP~~ Academy rules, and subject to the normal rules on seizure, retention or destruction.

~~\$W&H0VPRELOHWHOHSKRQPDDOVREHFRQVFDW~~ Academy as a disciplinary sanction for misconduct by the student. In such cases, the mobile telephone will be retained until it can be collected by the student and/or parent after a period of time agreed by The Trust, this may be up to the end of the current term.

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Any unauWKRULVHGXRIDPRELOHWHOHSKRQZOOEHD\$LGHUHGWRHQUHDFKRIWKH\$FHSWDEO
Agreement for ICT.

Roles and Responsibilities of Members of Staff

This Behaviour Policy is based on consistent, assertive and positive school-wide discipline, namely good habits enforced in one subject area being maintained and reinforced in all other areas. Every member of staff is therefore expected to have a behaviour plan in line with this Behaviour Policy which is clearly explained to students in all of their classes.

Guidelines for the management of behaviour are covered with all members of staff at induction and are refreshed during the year.

When students join the Academy, they receive a copy of the Code of Conduct and the Home-School Agreement and, at the start of each academic year; all students are reminded of the behaviour expected of them in classrooms, around school, when representing the Academy and when using Information Technology.

Specific guidelines in relation to specialist areas and rooms in the Academy will also be discussed with students by the members of staff who teach in those areas of The Trust.

Copies of the Academy's & RGHRI&RQWDUHIRLOL/KHKRPHUNGLDULHV are available on the website and RVLGHDFK+HDGRI<HDUTRIILFH

If, during a lesson, a student does not respond to a PHEHURIVWDIIYLQHUYHOVRQWLRQ, a member of staff VKRGFDOOKHRQDWURQDér. In the majority of situations, WKHRQDWURQDaff will attempt to resolve the situation so that the student may return to the lesson.

Such incidents should be followed-up by the classroom teacher in liaison with the Head of Department/Head of Faculty in the first instance (for example, with an appointment).

For QORQDWUROLELGHOVDUHUHFRUGHGLQJ management Information Systems and parents will be notified either in writing or by telephone call of any action that school decides to take in response to such matters.

Members of staff who witness serious incidents of misconduct in or outside lessons should call the RN patrol EHU. Due to the serious nature of these incidents, the students involved should be immediately isolated while the incident is being investigated, and work should be provided for them to carry out in the interim.

In all cases it is important that:

- these cases are referred as soon as possible to Senior Leadership Group;
- statements are collected from all witnesses (students or members of staff) as soon as possible;
- the students who saw the incident are left in no doubt as to the seriousness of the misconduct;
- the parents of the students involved are informed as soon as there is a basic clarity in relation to what happened.

Where the Academy is made aware of students behaving inappropriately or in a way which is unsafe outside school, the parents of the students will be informed and advice will be given as to how they can support their child. If that misbehaviour or its consequences affect members of the Academy community, or discipline within the Academy, sanctions will be imposed and support offered as appropriate.

For the avoidance of doubt, incidents which occur away from the Academy are handled, in appropriate cases, result in either a fixed-term or permanent exclusion.



The Academy will report any behaviour which may amount to a criminal offence to the police, and support any subsequent police investigation or prosecution by, for example, providing witness statements.

Monitoring

School level rewards, support strategies and sanctions will be recorded centrally in SIMS Management Information Systems. Similarly all attendance records will be collated in SIMS Management Information Systems.

This log will be monitored by members of pastoral staff to check for patterns and trends (for example with respect to gender and ethnic origin). As a result of this monitoring, interventions will be put in place to support individuals and groups as necessary.

As part of the VFKRRO~~T~~KDOIWHUPOUHYLH~~I~~3HUVRQOHYHORSPHQ%HKDYLRLDQ:HOOEHLQGDWD linked to behaviour incidents and responses to those incidents is evaluated. These evaluations are shared with the Local Advisory Board and the School Improvement Plan amended as necessary.

PART TWO: DETENTION

The Academy has the power to impose a detention (including outside school sessions) upon any student under the age of eighteen years as a disciplinary penalty.

Permitted Day

The detention can EH RQ SHUPLWWHG GD which is any school day, any Saturday or Sunday (excluding the Saturday and Sunday immediately before or after a half term break) or any teacher CPD/inset day. This means that detentions may take place after school or at the weekends.

Notice

Historically, parents were required

PART THREE: EXCLUSION

Internal Isolation

In certain circumstances, the Academy may use internal isolation (where the student is removed from his or her formal lessons and placed in another room at the Academy, either on his or her own or with other students who have also been placed in isolation) as a sanction for serious or persistent school behaviour, usually as an alternative to fixed-term exclusion from school.

In such cases, the student will not be locked in the room and will be allowed to eat lunch and use the toilet facilities.

Fixed Term Transfers

In other circumstances, the Trust may use a Fixed Term Transfer (where a student is placed in supervised isolation and/or on a personalised timetable in another educational establishment within the Trust). This is a sanction for very serious or persistent school behaviour, usually as an alternative to fixed-term exclusion from school.

The Trust will take into account whether suitable travelling arrangements can reasonably be made by the parents. Whether making alternative travel arrangements is inconvenient to the parents is **not** a factor which the Trust will take into account.

Exclusions

Only the Headteacher has the power to impose a fixed-term or permanent exclusion. In the event of the Headteacher being absent, the Assistant Headteacher has the power to impose fixed-term exclusion if necessary.

Any decision to send a student off-site (even at lunchtimes) is an exclusion and will be dealt with formally in accordance with The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 ¶WKH 5HJØDWLRQDQ WKH HSDUWPHQW IRU (GFDWLRQ VWDWWRUVKGDQH RQ exclusions ¶WKH*KGDEH' .

Our priority is to try and prevent students being excluded and exclusion from school (fixed term or permanent) is an absolute last resort. Exclusion may be imposed for:

- Physical assault upon another student, member of staff or visitor to The Trust;
- Violent disorder;
- Verbal abuse of another student, member of staff or visitor to The Trust;
- Threatening behaviour of any kind;
- Bullying;
- Discrimination or harassment on the grounds of sex, race, religion or belief, disability, sexual orientation or gender reassignment;
- Sexual misconduct;
- Drug and alcohol related incidents;
- Damage to property belonging to another student, member of staff or visitor to the Academy or the Trust;
- Theft of property belonging to another student, member of staff or visitor to the Academy or the Trust;
- Persistent disruptive behaviour;
- Grooming for any purpose including sexual exploitation and radicalisation;
- Failure to comply with the expectations of an internal isolation or a Fixed Term Transfer.

This list is not exhaustive, and there may be other instances of misbehaviour which are considered to be sufficiently serious in nature to warrant an exclusion.

The behaviour of students outside school can also be considered as grounds for exclusion by the Headteacher.

Permanent Exclusion

A permanent exclusion will be imposed where there has been a serious breach, or persistent breaches, of this Behaviour Policy, and allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academy.

The Decision to Exclude

Before taking the decision to exclude, the Headteacher will:

1. Conduct an investigation into the events leading up to the exclusion, including:
 - Taking signed witness statements from other students and members of staff;
 - Collecting any other relevant evidence possible (for example, photographs or CCTV footage);
 - Taking reasonable steps to obtain a statement from the student at risk of exclusion.
2. Assess the evidence and information obtained during the course of the investigation, and establish the facts (on a balance of probabilities).
3. Ascertain whether there are any underlying causes for the misconduct (for example, if the student has recently suffered a bereavement or has been subjected to bullying).
4. Ascertain whether the student has a statement of educational needs or disability or protected characteristics (as defined by the Equality Act 2010) and whether a reasonable adjustment should be made.
5. Decide whether an exclusion is merited ~~REDO DE SUREDEOLWLHVEADLJL~~, the length of a fixed-term exclusion or whether the exclusion should be permanent.
6. Decide whether an exclusion is lawful, rational, reasonable, fair and proportionate.

Procedure

When the Headteacher has made a decision to exclude, the following procedure will be followed:

1. The parents will be informed verbally, usually by telephone or by email, if that is not possible, of the period of the exclusion and the reasons for the exclusion.
2. The parents will receive a formal notification letter confirming the period of the exclusion, the reasons for the exclusion, and all other statutory information required by the Regulations and Guidance. Every effort will be made to give a copy of this to the parent or student at the time the exclusion is issued.
3. Work will be sent home for the student to complete during the first five days of the exclusion. Where the exclusion is for a fixed period of more than five days, the relevant academy will arrange for alternative educational provision from the sixth day of the exclusion. For permanent

exclusions, the local authority will arrange for alternative educational provision from the sixth day of the exclusion.

4. For an exclusion which results in the total number of days excluded in that term **not exceeding 5 days**, the parents will be invited in the notification letter to make representations about the exclusion which, if received, will be considered by the Local Advisory Board and, in appropriate cases, the Local Advisory Board will not, however, have the power to direct reinstatement, and the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).
5. For an exclusion which results in the total number of days excluded in that term **exceeding 5 days but not exceeding 15 days**, the parents will be invited in the notification letter to make representations about the exclusion which, if received, will result in the Local Advisory Board Disciplinary Committee arranging a meeting **within 50 school days** to review the case and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).
6. For an exclusion which results in the total number of days excluded in that term **exceeding 15 days**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the case immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).
7. For a **permanent exclusion**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will arrange a meeting **within 15 school days** to review the case immediately or on a specified date.
8. For an exclusion which results in the **loss of opportunity to take a national curriculum test or public examination**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will **take reasonably practicable steps to arrange a meeting before the test or examination is due to take place, and in any event within 15 school days** to review the case or direct reinstatement, immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).

The Student's Involvement in Making Representations

Where representations are made by parents, the excluded student may also be involved by writing representations, which should be addressed to the Clerk to the Governors and either taken in to The Trust office, or sent by email to htsec@maidenerlegh.wokingham.sch.uk as soon as possible, and at least two days before the meeting, where relevant.

Local Advisory Board Disciplinary Committee Meeting

Where a Local Advisory Board Disciplinary Committee meeting is to take place, the parents are able to attend the meeting, and be accompanied by a representative (at their own expense) or a friend. The student may also attend, if the parents so wish. The parents, student, representative or friend may make representations to the Governors at the meeting. The parents may also request that a representative of the local authority (and a representative of the local authority in the area in which the student lives, if this is a different area to the academy) is invited to attend the meeting, as an observer only.

Where the Local Advisory Board Disciplinary Committee direct that the student is to be reinstated, the student will be reinstated by the Headteacher immediately or, if so directed, on the specified date, DQWKHHFOXLRDOOEHUHFRUGHGDVZKGUDZKHWVSHOUUHFRUG

Where the decision to exclude is upheld by the Local Advisory Board Disciplinary Committee, the parents will be sent a notification letter informing them of this fact and the reasons for the decision, together with statutory information required under the Regulations and Guidance. In the case of permanent exclusions, this information will include full details of how the parents may ask for a review of the decision by an independent review panel.

PART FOUR: THE POWER TO SEARCH

The Power to Search

The Academy can search anVW&HOUVRUWKHLUSRVHVVLRQIRUDQWHPZWKWKHVW&HOVTFRQHOU a member of staff asks a student to empty their pockets or bag, and they do so, this will be deemed to be consent to being searched.

It is a condition of being allocated a locker or desk that the student provides consent to them being searched at any time, including when they are not present, and students will be asked to sign a consent form at the time that the locker or desk is allocated.

The Headteacher and members of staff authorised by the Headteacher have the right to search a student or their possession, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a SURKLELWHGLWHPDQWKHVW&HOU member of staff suspects that a student LVLQRVVHVVLRQID SURKLELWHGLWHPDQWKHVW&HOU to empty their pockets or bag, the Academy can impose an appropriate sanction for this refusal.

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- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- lighters or matches;
- fireworks;
- pornographic, abusive or racially inflammatory images or texts;
- literature or images considered to be purporting extremist views;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

The Academy and or the Trust reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

Authorised Members of Staff

Searches will only be conducted by members of staff authorised by the Headteacher. The Headteacher has authorised the following members of staff to conduct searches:

- All members of the Senior Leadership Team;
- Pastoral leader
- Senior Student Support team
- The Special Educational Needs Co-ordinator

Searches

In almost all cases, the member of staff conducting the search will be the same sex as the student, and the search will be conducted in the presence of another member of staff acting as a witness, who will also be the same sex as the student.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the student or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the same sex as the student and without a witness present.

SO PHPEHUV RI VWDII FRQFWLQD VHDUFK RI D VWXGHQ ZOO KDYH GM UHJDUG WR WKH VWXGHQW expectations of privacy during the search. The student will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

Reasonable Force during a Search

The Headteacher and members of staff authorised by the Headteacher may use such force as is reasonable in searching a student or their possHVVLRRUDSURKLELWHGLWHP'

Parental consent is **not** required for reasonable force to be used during a search. Where reasonable force has been used, the Academy will notify the parents of that fact and the reasons why such force was reasonable in the circumstances. Parents who are unhappy with reasonable force being used on their children are able to submit a formal complaint to the Academy under its published Complaints Policy, however it will be the responsibility of the parents to prove that the force used was not reasonable, it will not be for the member of staff to prove that it was reasonable, and the member of staff will not necessarily be suspended when a complaint is received.

Confiscation of Items Found

The Academy can seize, retain or destroy any 'prohibited item' found following a search.

The Academy can also seize any item found in any circumstances which is considered to be harmful or detrimental to The Trust, or any item which is evidence in relation to a criminal offence.

In addition, the Academy can confiscate, retain or dispose of any item belonging to a student as a disciplinary sanction for misconduct by the student, where reasonable to do so.

Alcohol

Where alcohol is found, the Academy will seize and dispose of it. Alcohol will not be returned to the student or the parent/guardian.

Drugs

Where controlled drugs are found, in almost all circumstances the Academy will seize these and hand them over to the police as evidence as soon as possible, and support any subsequent investigation or prosecution. Where there is a good reason for doing so, The Trust may dispose of the controlled drugs instead of handing them over to the police.

Other Substances

Where other substances are found which are not believed to be controlled drugs but are believed to be illegal (e.g. solvents, paint thinner, etc), the Academy will dispose of them. They will not be returned to the student or the parent/guardian.

Stolen Items

Where items which are believed to be stolen are found, the Academy will seize these and hand them over to the police as evidence as soon as possible, and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where the item is of low value), the Academy may return the stolen items to their rightful owner instead of handing them over to the police.

Tobacco and Cigarette Papers

Where tobacco and cigarette papers are found, the Academy will seize these and dispose of them.

Fireworks

Where fireworks are found, the Academy will seize these and dispose of them. They will not be returned to the student or the parent/guardian.

Pornographic Videos or Images

Where pornographic videos or images are found, the Academy will seize these and dispose of them. If the pornography is extreme or involves children, the Academy will hand the video or images over to the police, and support any subsequent investigation or prosecution.

Where a mobile telephone or electronic device is seized, the Headteacher or authorised member of staff may search the device if they believe they reasonably suspect that there is data or a file on the device which has been, or could be, used to cause harm, to disrupt teaching, or to break the Academy rules, and delete the data or file if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the student who owns it.

Other Items

In most cases, the item will be retained by the Academy and the student will be given the opportunity to inform the Headteacher or authorised member of staff.

The Academy ZOORWLIWKHVW&HOTYSDUHOVKHUHDSURKLELWHGLWHPKDWEHHHQ

Liability for Confiscated Items

OHPEHUV RIVWDIIKRKDYHVHLHGDSURKLELWHGLWHPKDYHDGHIHEHWRDQURFHHGLUEURXK against The Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy.

Accordingly, The Trust will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

PART FIVE: ATTENDANCE

Expectations Regarding Attendance

Regular attendance and good punctuality are crucial factors for students to achieve their full potential at school. Students attend school for 190 days each year. The Trust expects 100% attendance and, on average, attendance is consistently above 96%.

Parents have a legal obligation to ensure that their children attend school regularly but also a role in encouraging their children to see the value of education.

Attendance Register

The Trust is required by law to maintain an attendance register. The attendance register must be taken at the start of the morning session of each school day and once during the afternoon session.

If a student of compulsory school age is absent, the register must show whether the absence is authorised or unauthorised. Each student must be recorded as:

- Present;
- Attendance an approved educational activity;
- Absent; or
- Unable to attend due to exceptional circumstances.

The absence of a student to take part in a supervised educational activity outside the Academy but authorised by the Academy is recorded as an DSSURYHG HGKDWLRODFWHLW regarded as SUHVHW'

The Academy will follow up any absences to ascertain the reason for the absence, establish whether the absence is approved or not, and identify the correct attendance code for the register.

In addition to a morning tutor registration, we take an electronic register during each lesson (last period registration counts as the statutory afternoon record). Where a student is absent for a lesson, and there is no recorded reason for that absence, the teacher will alert On Patrol who will verify the student has not signed out or gone to another area of the school (eg: the Welfare Office). If the student cannot be found on site after a reasonable search, then parents are contacted. Where a child has identified vulnerabilities and/or special educational needs, then On Patrol may determine to call parents immediately. Similarly the school may take the decision to contact the police directly if there is a risk of significant harm to the student.

Illness

Parents are expected to notify the Academy before 8.50 a.m. on each day that their child will be absent due to illness. Where a student does not register for a morning session and there is no explanation for their absence, the Attendance Officer will contact the parents to inform them of this. The first day calling procedures are contained in Annex 5.

If an email or telephone message has been received, the parents are not required to send a further acknowledgement in writing, however the Academy reserves the right to ask for confirmation in writing at any time. Decisions as to whether an absence is authorised or unauthorised will be made by the Academy.

Emails may be sent to:

MEROffice@maidenerleghschool.co.uk

as long as they are received from an email address which has previously been registered with the Academy on its data base.

Medical or Dental Appointments

Medical or dental appointments should, in all cases, be made after the Academy day has ended, except in an emergency. Appointments must be notified to the Academy in advance of the appointment, and evidence must be provided by way of a letter from the health professional involved, or the production of an appointment card.

Requests for Leave of Absence during Term Time

From 1 September 2013, the regulations governing the granting of leaves of absence to students in term time changed. Leaves of absence can now only be granted in 'exceptional circumstances'.

For the avoidance of doubt, going on holiday during term time does not constitute exceptional circumstances, and a leave of absence during term time will not be granted to parents for this reason (e.g. to care for a terminally ill relative who lives in another country). The Academy may, in some circumstances, grant a leave of absence to attend a funeral or wedding of a close relative, namely a parent, sibling and, in cases where there was regular contact, grandparents.

Parents should submit requests for a leave of absence to the Academy office **at least 15 days** before the first date of the proposed absence. Such requests must be in writing and outlined **in detail** the reason for the request for leave of absence, the number of days that the student would be absent, and any consequences should the leave of absence not be granted.

Parents should not assume that a request for leave of absence will be granted, and no arrangements (for example, travel tickets or accommodation) should be booked before the request has been considered and authorised. The Academy will not accept any responsibility for any losses incurred in consequence of the refusal of a request.

Absence of a student will never be authorised retrospectively, and any such absence will be recorded as unauthorised.

If a request for leave of absence is refused and the student is subsequently absent on any of the days that the request related to, the Academy will notify the local authority, which is likely to result in the issue of a penalty notice to each parent for each day of the absence for each child. This is also the case if a request is authorised, but the student is absent for longer than agreed.

Absence for Religious Observance

A request for leave of absence to take part in a day exclusively set aside for religious observance by the religious body to which the parents belong will be agreed by the Academy. A request for such absence should be made in writing **at least 15 days** in advance. The Trust may seek advice from the religious body before agreeing the request.

Students going off roll and preventing Children Missing in Education

All children, regardless of their circumstances, are entitled to an appropriate full time education. Maiden Erlegh Trust works with local authorities to ensure that children do not go missing from education and/or fall into the NEET category.

7KH\$DGHPVW\$WHQDEH2ILFHUPRQWRUVDW\$WHQDEH\$HRQGDW\$ Day basis and refers to the Head of Year names of individual students who may require additional support. The Assistant Headteacher and the Attendance Officer monitor attendance patterns across the Academy and trends for particular groups

Where members of staff are concerned than an absence or pattern of absence raises a safeguarding concern (including possible links to forced marriage or female genital mutilation), they will consult with WKH\$DGHPV Child Protection officer.

Punctuality

Students are expected to arrive punctually to school and to lessons. Lateness will be recorded in registers by both tutors and teaching staff. By the end of each school day, we will send a text message to parents of any student who arrived late for the morning session, asking them (the parents) to provide a reason why.

Attendance Rewards

Outstanding and excellent attendance and punctuality will be recognised through the award of termly certificates to students who complete a full term with 100% attendance, or who complete a year with over 98% attendance and no late arrivals.

Attendance student support strategies

Students whose attendance is not considered satisfactory will need positive reinforcement on their return to school, and the Inclusion Team and/or Pastoral Team will seek to provide support by working with students and their parents to encourage a more positive attitude towards attendance.

The Inclusion Team and Pastoral Team have positive roles in assisting those who are potential 'school refusers'. Non-attendance will usually be addressed by the Assistant Headteacher and/or the Educational Welfare Officer, however in certain situations, where time is of the essence, it may be appropriate for either the Achievement Centre and/or Pastoral Team to confront the problem as a matter of urgency.

Students who miss school through accident, injury or ill health often worry about the work being missed and about travelling around the busy school site on their return. The Achievement Centre and Pastoral Team can co-ordinate work to be carried out at home and offer support to the student on their return. These members of staff will also be in close contact with the Education Welfare Officer and other outside medical and support agencies, as necessary.

Where students are absent, the actions outlined in Annex 6 are

followed.

Sanctions

Persistent Absence: See Annex 6

Truancy: Truancy will be punished with one KRMVGHWHOLRQQVW&HAWZOOI expected to make up all work missed, through appointments with teaching staff.

Lateness: Students who are late to school will serve up to one KRMVGHWHOLF Parents of persistent offenders will be contacted, and may be asked to bring students to school by 8.00 a.m. for a period of time, or to attend a meeting with Assistant Head Teacher.

Support for Parents

3DUHWVZOO EH NH SWIXOOLRUPHG DERXWWKHLUFKLOGTEHKDYLRXUDWWHQDEFTDQSXEWXD
Academy will seek to work in partnership with parents in order to improve behaviour through, for example, meetings, pastoral support plans, etc. Wherever possible, members of staff will cooperate ZWKSDUHWVHTVVWVIRUGHWHOLRQWRDYRLGFOPKADWV.

The Academy will encourage parents to make use of outside agencies (e.g. Education Welfare Officer, Behaviour Support Team, Child and Adolescent Mental Health Services (CAMHS), etc.) and parenting classes, where appropriate, and will assist with arrangements for the use of these agencies. In each case a formal referral will need to be made by the Academy with the consent of the parents (for example, a Single Service Request or Common Assessment Framework Form).

Roles and responsibilities regarding attendance

School teachers and other teaching members of staff have a vital role in the registration of students.

School registers are marked at 8.40 a.m. and again at the start of each lesson. The official registration for the afternoon session is at the start of Period 4.

A list of unexplained absences will be created every day by the Attendance Officer, and these will be followed up with the parent by either the Attendance Officer or the Head of Year.

Teachers and other members of staff will take an electronic register at the start of every lesson. Any unexplained absences (for example where a student was present earlier in the day) will be reported LPPHGLDWHO RRSBWU

The Head of Year has a crucial role in following up and monitoring absence. If there is any concern following an absence and a note has not been received, the Head of Year or the Attendance Officer will contact the parents direct immediately.

Punctuality

Where a student is late to a session, staff may ask them to put in writing the reasons for the lateness. This will be dealt with by the tutor or teacher in the first instance with a Level 1 response.

Where a student displays persistent lateness, the Head of Year will contact the parents. Support and a Level 2 response will be actioned.

Monitoring

Monitoring of attendance is carried out in liaison with the Education Welfare Officer. The Education Welfare Officer will meet the Attendance Officer on a regular basis to discuss problems with attendance and punctuality. The tutor or the Education Welfare Officer will notify the Head of Year about students whose attendance is causing concern (for example, three broken weeks, patterns of non-attendance or extended absence) or whose punctuality is poor. The Education Welfare Officer will liaise between parents and The Trust and make every effort to get students back into school. In consultation with The Trust, the Education Welfare Officer will, if necessary, commence prosecution of parents who do not co-operate with this process.

Every half term, an analysis of behaviour and attendance logs forms part of the ~~DGHP~~ self-evaluation. This analysis will then be shared with and discussed by the Senior Leadership Team, the Chief Executive Officer and the Board of Trustees (through the Local Advisory Board Pastoral meetings).

ANNEX 1: THE TRUST CODE OF CONDUCT

All students are expected to conduct themselves in a manner which promotes the interests of the community of the Academy and the Trust.

Treat everyone in the school community with kindness and respect

Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).

Move around the school and classrooms in a safe and responsible manner

Use the correct stairs and one way systems, and do not run or push others as you move around The Trust. You may put RWKHUSHRSOHYVDIHWDWbldvne door open for other people.

Respect the school environment and the property of others

It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. 7UHDWRWKHUSHRSOHYSURSHUWDVRXOGZVKWKHPWRWUHDWRMV

Be attentive and polite in lessons and contribute positively

The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.

Attend school regularly and arrive at school and lessons on time

Students are expected to make their way directly to and from school and should disperse quickly and in an orderly manner. It disrupts the lesson if you are late and it is difficult for you to take part if you do not have the right equipment with you.

Take responsibility for and manage your own learning

Ensure your work and home work is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.

Listen and follow all reasonable instructions from members of staff

Teachers have the right to decide who sits where and to determine the content of a lesson.

Use digital technology and the internet safely and positively

You must abide by the Acceptable Use Agreement: your use of mobile telephones or any other digital technology should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the Academy into disrepute (for example, where the academy or members of the Academy community are mentioned on social media and blogging sites outside of school).

Students in Key Stage 3 & 4 are permitted to bring their mobile telephones to school as long as they remain switched off at all times whilst they are on the Academy site.

Dress smartly and appropriately at all times

Wear the correct uniform as laid down in the diary. Make sure that you are smart, for example have your shirt tucked in and your tie done up properly.

Unacceptable Actions

Unacceptable actions are listed under Annex 2 (Stage 4). This list is not exhaustive and there will be other instances of unacceptable behaviour for which action will be taken.

Additional Expectations

Students may not bring cars or motor cycles in to The Trust grounds for any reason.

ANNEX 2: CONDUCT LEVELS AND SCHOOL RESPONSES

LEVEL 1 – SINGLE/FIRST OCCURANCE	
In Classrooms/Duty Areas	
Disruption to learning, for example calling out, off task Eating in class, silly behaviour, lack of equipment Homework incomplete, sub-standard or not done Lateness to lessons	One warning, short teacher appointment Short teacher appointment

LEVEL 2 – PERSISTENT OCCURANCE (2/3 TIMES IN ONE LESSON/BREAK OR PATTERN OF BEHAVIOUR OVER 2/3 LESSONS/BREAKS)	
In Classrooms/Duty Areas	
Disruption to learning eg: calling out, off task, etc Eating in class, silly behaviour, lack of equipment, Homework issues Lateness to lessons	1. Longer appointment 2. Parents contacted by teacher 3. Referred to Head of Department/Head of Faculty for Department/Faculty Appointment

LEVEL 3	
In Classrooms/Duty Areas	
Defiance of staff Rudeness to staff Use of offensive language ± swearing Bullying (of any student, including if linked to a protected group)* ± including verbal abuse, taunting, teasing, name calling, physical and e-bullying Fighting Theft Smoking or being in possession of tobacco	1. On Patrol called 2. On Patrol resolution OR takes to withdrawal 3. Staff statement(s) passed to Middle Leader/Senior Leadership Group lead by end of day 4. Investigation by Middle Leader/Senior Leadership Group lead 5. School Detention issued

*Low-level and where students are receptive to restorative approaches.

LEVEL 4 – SINGLE/FIRST OFFENCE OF LIST BELOW OR PERSISTENT LEVEL 3 OFFENCES	
In Classrooms/Duty Areas	
Bringing the Academy or the Trust into disrepute Bullying or harassment Damage to property belonging to another student, member of staff or visitor to the Academy or the Trust Defiance of staff which puts the safety of staff and/or students in jeopardy Discrimination or harassment on the grounds of sex, race, religion or belief, disability, sexual orientation or gender reassignment Drug and alcohol related incidents Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others Physical assault upon another student, member of staff or visitor to the Academy or the Trust Possession/use of a dangerous weapon Sexual misconduct Bringing into school a prohibited item Theft of property belonging to another student, member of staff or visitor to the Academy or the Trust Threatening behaviour of any kind Posting abusive, misleading or illegal comments, images or other content in emails or on social networking sites or blogs. Verbal abuse of another student, member of staff or visitor to the Academy or the Trust Grooming for any purpose including sexual exploitation and radicalisation; Failure to comply with the expectations of an internal isolation or a Fixed Term Transfer Violent disorder	1. On Patrol called (or critical incident called) 2. Staff statement(s) passed to Senior Leadership Group by end of day 3. Investigation by Senior Leadership Group Lead 4. Results of investigation referred to Senior Leadership Group 5. Sanction decided (from Detention to Permanent Exclusion)

OTHER INCIDENTS

Truancy

All incidents of truancy will be referred to the relevant Head of Year. The teacher will set an appointment for the student to make up missed work. The Head of Year will set a one hour school detention for the act of truancy.

Lateness to school

Sanctions for lateness: 2 lates in a week = 30 minute detention, 2nd late detention in a half term = 1 hour detention. Further late detentions in a half-term term will lead to the imposition of 8am starts.

Mobile Telephones (During or Outside Lessons)

Where mobiles are visible but not on or causing disruption, students will be given one warning to put it away. Where mobile telephones are on and/or causing disruption, the student will be asked to report to the Assistant Head Teacher at the end of the day (the member of staff will email the Assistant Head Teacher to inform them).

Chewing Gum

All incidents should be reported to the Assistant Head Teacher and the student will be asked to report to the Assistant Head Teacher after school.

Uniform/Appearance

6WXGHQVZOOEHLYHQQDUDQHPLQHUWRUHFWLWKHLUEUHDFKRIWKHDGHPYXQRUPSROLF

After that, any breach of the uniform and appearance policy will be reported to the Head of Year or Assistant Head Teacher and students will be given the opportunity to rectify the situation eg:

- Putting on the correct uniform
- Taking off unapproved items
- Removal of make-up and/or extra jewellery

Where students are unable or unwilling to correct their uniform or appearance, they will report to the Assistant Headteacher in charge of their Key Stage at the end of the day. The Assistant Headteacher will determine the course of action to take and may also be required to serve a detention after school.

Examples of other sanctions for isolated or rare cases:

- Short no-notice detentions at the end of the day.
- Longer detentions (before or after school).
- Lunchtime detentions.
- Community service.
- Wearing plasters to cover up unauthorised piercings.
- A requirement to change into item(s) of spare uniform provided by the school.
- Being sent home briefly to put on the correct uniform (*used primarily with the sixth form but this can be used with other students with the parents' permission*).

If a student is defiant or rude towards a member of staff, they will be sanctioned for this in line with our Behaviour Policy (Levels 3 or Level 4). Persistent and wilful uniform/appearance breaches, or failure to attend detentions will be treated as Level 3 defiance and sanctioned accordingly.

Examples of sanctions for increasingly persistent cases:

- School detentions with a senior member of staff.
- Alternative Learning Provision away from normal lessons.
- A requirement to attend school on a CPD day.
- Withdrawal or privileges including the right to go on fixtures, trips and visits.



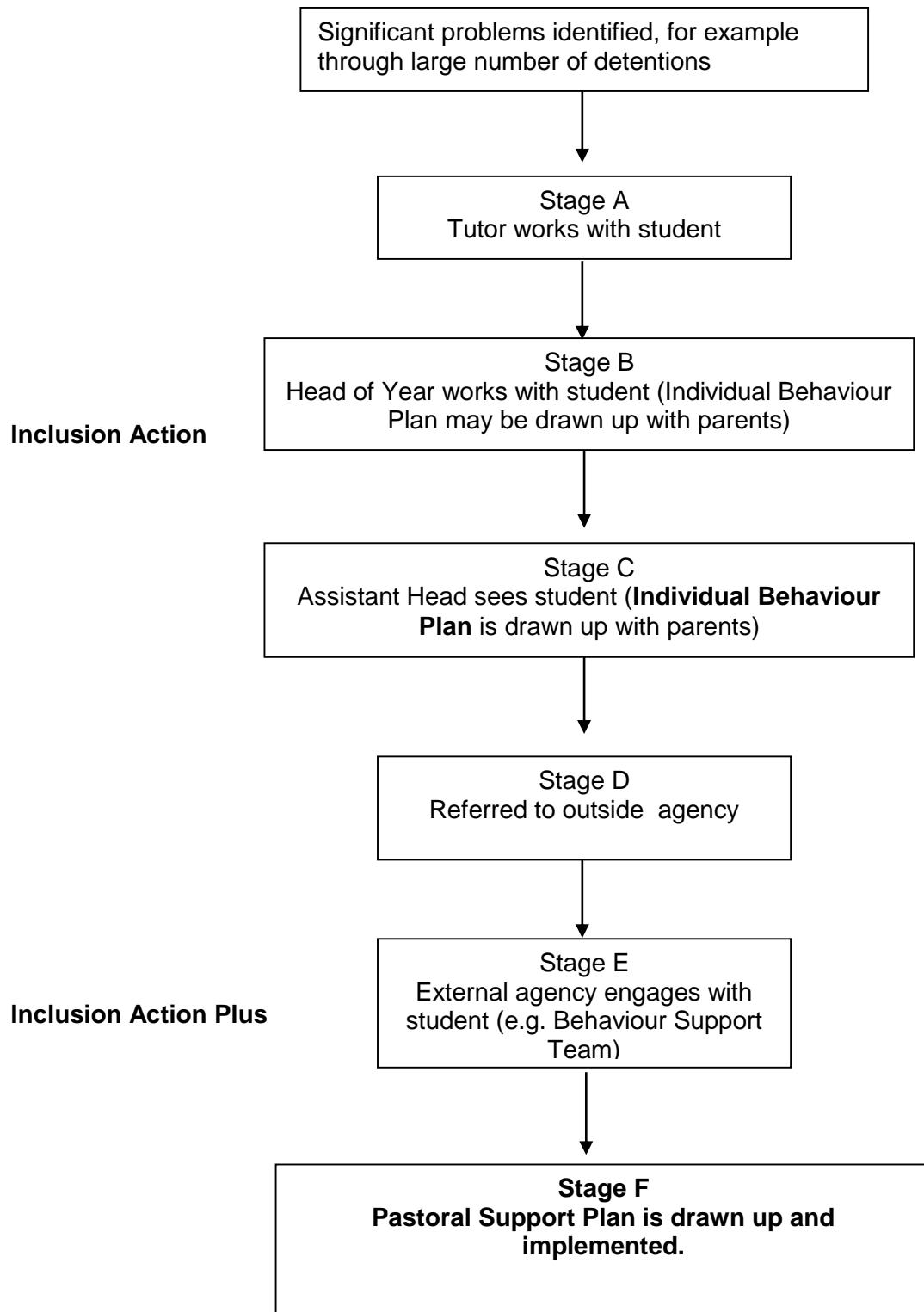
1. Nothing you do or say should:

- prevent you or your classmates learning to the best of their ability
- prevent teachers working effectively
- be unkind or hurtful

2. Defiance is disrespectful and causes disruption.

ANNEX 4: THE PASTORAL SUPPORT PLAN

IMPLEMENTATION STAGES



ANNEX 5: FIRST DAY CALLING

These are the current procedures for First Day Calling:

START OF EACH DAY

TELEPHONE
MESSAGES

C

EMAIL
MESSAGES

C

REGISTERS

9.10 a.m.

C C

e c

9.20 a.m.

C e
C C
C C
C C

WHERE AN EXPLANATION IS GIVEN

C @@

WHERE A PARENT THINKS
THEIR CHILD IS IN SCHOOL
(IE: POTENTIAL TRUANTING OR RISK)

C @@
C C C C e
C C C e C
C C C
C C e
C

WHERE THERE IS NO RESPONSE BY
PARENT

e C C e C C e C
C C C C C C C
e C e C e C C
C C e C e C C
C C C C C C C
C C C C C C C

ANNEX 6: REDUCING PERSISTANT ABSENCE

		TRIGGER: at risk of falling below 93% attendance OR if 3 broken weeks of attendance or 10+ days of unauthorised absence
No previous record of <95% or 3 broken weeks attendance and not Pupil Premium	Previous record* of <95% attendance or 3 broken weeks and not Pupil Premium	Previous record* of <95% or 3 broken weeks attendance and Pupil Premium
Telephone contact by AO to determine reasons for absence. AO logs result of contact.	1. Telephone contact by AO to determine reasons for absence (reason logged by AO). 2. Letter from AHT to indicate concern re attendance and inform parents that close monitoring of attendance will happen for 4-6 weeks. 3. Head of Year meets with student to determine if there are in-school factors (which may be included in letter home).	1. Telephone contact by AO to determine reasons for absence. 2. Response passed to Head of Year who meets with student to determine if there are in-school factors. 3. Educational Welfare Officer deployed: letter from AHT to underline the concern and to call parent in if no improvement. 4. Discuss possible supplementary interventions with Head teacher and Maiden Erlegh Trust Inclusion lead.
Absence is legitimate: refer reason to Head of Year to decide if further action required. AO adds to attendance monitoring list.	Absence is unexplained or not legitimate: 1. Letter home from AHT. 2. Head of Year contacts home and meets with student to determine if there are in-school factors. 3. AO adds to attendance monitoring list.	If attendance improves, Head of Year meets with student to congratulate. If attendance remains a concern: a) 2 nd letter home from AHT calling for meeting with parents b) Referred to Educational Welfare Officer if still no improvement
	Attendance falls <90%: AHT calls meeting with parents and student to draw up an Individual Attendance Plan which is reviewed fortnightly	

MONITORING

1. Half termly attendance figures to AHT for Self Evaluation Form.
2. Names of Persistent Absences by year group to AHT for Self Evaluation Form with interventions
3. Attendance for all PP students in-put into spread sheet termly ± AHT to be told of any PP student whose attendance falls <95%

* Record held by Attendance Officer AO

ANNEX 7: PROCEDURES FOR POTENTIAL CHILDREN MISSING IN EDUCATION

We use [Local Authorities for Children Missing Education, 2015](#) as a guide.

1. See Annex 6 for actions relating to persistent or regular unauthorised absence.
2. For actions regarding Exclusions see Part Three of this policy
3. :KHUHØDUHDØUHWKDWDVWØGHØLVPRYLOWRDØØPHGVFKRROØSRVWWKHVWØGHØV&RPPRØUDØIHU)LOH&7)RØVKH s2s website to the destination school.
4. Where we are aware that a student is moving abroad, to an independent school or to school not using Common Transfer Files, the CTF is posted on the s2s website to the out of maintained school destination.
5. Where we are aware that a student is moving to a British Forces school (a) if we know the name of the school we transfer the CTF using the s2s website to destination SCE School (b) if we do not know the name of the school, we refer the student to the Education Welfare Service.
6. Where we are aware that a student has left or is leaving and we do not know the destination school, we refer to the Education Welfare Service.