



Beamont Collegiate Academy

BEHAVIOUR POLICY

Date approved by the Governing Body	9.02.17
Signature of Chair to the BFP committee	L Waterson
Signature of Academy Principal	A Moorcroft
Date of next review	29.01.18
Date of next review	Spring term 2019

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1. Availability of the Behaviour Policy

- 1.1 This policy is available on request to pupils, the parents of pupils and prospective pupils of the Beamont Collegiate Academy. While pupils may, themselves, raise concerns and complaints under this policy and procedure, the Academy will involve parents should this occur. Copies are available from;

**The Principal
Beamont Collegiate Academy
Long Lane
Warrington
Cheshire
WA2 8PX**

Tel: 01925 579500

- 1.2 A copy of our Behaviour Policy is also available from the Academy's main office located at Reception.

2. Forward

- 2.1 The education white paper *The Importance of Teaching*, published in 2010, set out the government's plans for the future of education and included many proposals for managing behaviour. This bill became law in 2011. It follows that easily accessible guidance for Academies must be available to reflect changes to existing legislation and best practice.

3. What does the new legislation cover?

- 3.1 The government has published four separate pieces of guidance, each of which covers different issues related to pupil behaviour.

- *Ensuring Good Behaviour in Academies* sets out Academies' general powers and duties in relation to behaviour and attendance.
- *Behaviour and Discipline in Academies: Guidance for Principals and Academy Staff* focuses more exclusively on staff powers
- *Use of Reasonable Force: Advice for Academy Leaders, Staff and Governing Bodies* deals with when it is appropriate for staff to use force
- *Screening, Searching and Confiscation: Advice for Academy Leaders, Staff and Governing Bodies* deals with the powers that Academies have to search pupils.

- 3.2 However, in addition to this guidance, *Use of Reasonable Force* addresses allegations in a use of force context. *Use of Reasonable Force* states that if a

pupil complains about force used by a member of staff, the burden of proof rests with the complainant to show that the staff member acted unreasonably.

- 3.3 The guidance warns that Academies should not automatically suspend teachers accused of using force. These points reflect the government's drive to support teachers in enforcing discipline. Staff at the Academy will therefore no longer be suspended on a pupil's word.
- 3.4 The behaviour guidance also prescribes elsewhere that Academy behaviour policies should set out the disciplinary action that will be taken against pupils who have made malicious allegations against staff.
- 3.5 Certain staff, including Principals, have an existing statutory power to search pupils without consent if they suspect pupils of having 'prohibited items'. These currently include knives and alcohol. This now also includes mobile phones and cigarettes as 'prohibited items'.
- 3.6 Appendices 1 and 2 contain the main points of the legislative changes to behaviour guidance.

4. Introduction

- 4.1 At the Beamont Collegiate Academy we expect all pupils to behave appropriately and to the best of their ability. There will be a rigorous approach to behaviour with expectations set even before the pupils arrive at the Academy. Our home/Academy behaviour contract clearly sets out our expectations with regards to pupil behaviour and any young person who wishes to attend the Academy will have to agree this and sign it. Parents will also be expected to sign.
- 4.2 At BCA we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- 4.3 Every effort will be made to help pupils behave appropriately. Staff will be expected to lead by example and will model courteous and considerate behaviour. Pupils will be treated with respect and good manners used towards them. In return staff and visitors will expect to be treated politely and respectfully by the pupils.
- 4.4 We understand some pupils are working to improve their behaviour. We intend to use a staged approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in terms of reduced instances of inappropriate behaviour and each pupil who is working on behaviour targets will have regular reviews with the Progress Leader or senior member of staff. Staff will be made aware of the targets on

the behaviour plan and will use strategies outlined as being most successful for supporting the pupil.

4.5 Beamont Collegiate Academy seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that wider society expects acceptable behaviour as an important outcome of the education process. As such, pupils should promote and display positive, appropriate behaviour and become role models for their peers.

4.6 Beamont Collegiate Academy as a learning community is committed to ensure success for all. This means that in all work with young people we will aim to ensure that they:

- Achieve their potential and enjoy their learning
- Stay healthy and safe
- Make a positive contribution to the Academy, the community and the wider world

4.7 The Academy will promote standards of behaviour based on respect for learning, respect for others, respect for the environment and respect for oneself.

5. Our Behaviour Expectations

5.1 We aim to foster an environment which encourages, reinforces and supports appropriate behaviour and promote care and respect for the Academy environment.

5.2 To these ends, we will outline clearly what are acceptable standards of behaviour and ensure a consistent approach in responding to positive and negative behaviour.

5.3 We will promote care, courtesy and respect for others together with self-discipline, honesty and positive relationships.

5.4 We will ensure that the Academy's expectations of behaviour are clear and understood by governors, all staff, pupils and parents/carers.

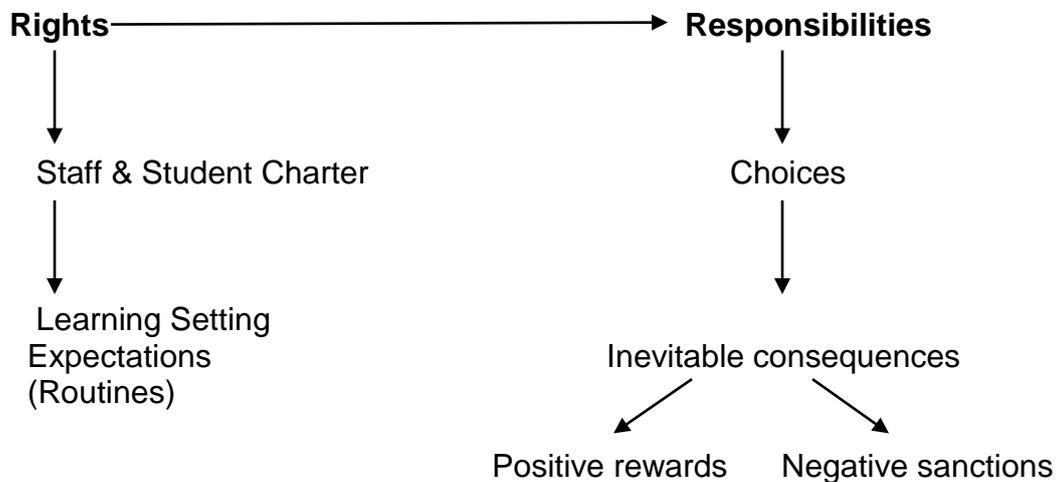
5.5 The Academy will encourage a whole Academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability and disability.

6. Choices and Consequences

6.1 To enable a clear and consistent agreed approach towards correct behaviour all pupils have the responsibility to ensure that they understand

the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take.

- 6.2 Pupils will be allowed to make choices so they can take responsibility for their own behaviour (see below)



- 6.3 It will be made clear to pupils at all times that choosing a particular behaviour will also be choosing a consequence. (See page 11)

- 6.4 We believe all pupils have responsibility for their own actions.

7. Supporting consistency in behaviour management

- 7.1 At the Academy we believe a consistent approach to behaviour management goes hand in hand with excellent teaching and learning.

- 7.2 The Academy Leadership Team will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

- 7.3 All staff will be expected to use appropriate behaviour management strategies including, wherever necessary, the teaching of appropriate behaviour.

- 7.4 There is an ongoing programme of staff development and support that will ensure everyone is clear on the strategies and methods staff must use that will ensure there is a consistent approach to behaviour management. All staff will receive regular training with regards to behaviour monitoring, management and the promotion/development of appropriate behaviour in individual pupils and groups of pupils.

- 7.5 In addition we have very effective pupil support systems that ensure pupils have every opportunity to be guided and helped to behave appropriately.

- 7.6 Liaison with parents is key in the promotion of excellent behaviour and we support parents/carers to help them to develop strategies that will help their child both at home and in the Academy.
- 7.7 Where there is a more complex family need, we will liaise with other agencies as appropriate.
- 7.8 We recognise that specialist behaviour intervention is required for some situations and pupils who continue to exhibit inappropriate behaviour despite our efforts to help them will be referred initially to the SENCO for further investigation. In some cases the advice of an Educational Psychologist will be sought. When there are additional family needs, a CAF may be completed.
- 7.9 The Leadership Team will also ensure that there is consistency in the organisation of spaces and facilities across the building and outside spaces so that all aspects of the Academy environment help to promote good behaviour.

8. The Principal's responsibilities

- 8.1 The Principal has certain legal responsibilities in developing the behaviour policy and will ensure that the measures aim to;
- Promote appropriate behaviour and respect
 - Prevent bullying
 - Ensure that pupils comply with staff requests with regards to conduct
 - Regulate the conduct of all pupils.

9. Behaviour guidelines

- 9.1 The following guidelines will help to promote a positive attitude to behaviour.
- 9.2 The Academy believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity.
- 9.3 Pupils, with the support of parents/carers, will attend the Academy on time.
- 9.4 Pupils are required to attend all timetabled learning sessions unless written permission is obtained from the appropriate member of staff.
- 9.5 Any uniform pupils are required to wear will be correctly worn and pupils will maintain a good standard of personal presentation.

- 9.6 Pupils will ensure they have the required equipment to carry out their learning tasks and will complete assignments on time.
- 9.7 Mobile phones are to be switched off and placed in bags during lessons (except if directed to use them by a member of staff)
- 9.8 No personal jewellery is to be worn other than a wristwatch and one pair of plain stud earrings; however religious symbols may be worn underneath clothes.
- 9.9 Medic alert bracelets and necklaces may be worn and need to be visible
- 9.10 Extremes of hair fashions and make-up are not allowed.
- 9.11 All Academy buildings and equipment will be used properly and with respect. We expect pupils to keep any books or ICT equipment issued to them in good order and not damage them.
- 9.12 The Academy staff and pupils will aim to maintain the highest standard of appropriate behaviour at all times.

10. Rewards and Sanctions

- 10.1 Although rewards are important in encouraging appropriate behaviour there is also a need for sanctions to be applied in cases of unacceptable behaviour. The Academy not only relies on rules, it functions more effectively if it promotes respect for all. The Academy will use a variety of rewards and sanctions to supports its Behaviour Policy. (See Page 10)
- 10.2 Academy staff will be clear about why sanctions are being applied and use staged warnings (Consequence ladder).
- 10.3 Staff will also clearly state what changes the pupil will have to make to comply with the Behaviour Policy.
- 10.4 Where necessary, staff will use a method of removal and detentions, to restrict the pupil's opportunity to continue with inappropriate or unacceptable behaviours.
- 10.5 Detentions: Where detentions are given, parents will be informed in most circumstances, through a letter or a telephone call. The school will work with parents to make alternative arrangements in response to a parent written request for a deferment due to a reason deemed valid by the school.

Parental consent is not required for detentions

- 10.6 Staff will encourage the pupil to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate.
- 10.7 If deemed appropriate parents/guardians will be invited to attend discussions relating to the pupil's behaviour.
- 10.8 For serious misdemeanours/cause for concern or if there is a developing pattern or inappropriate behaviour, a referral will be logged on SIMS. This will ensure that the incident(s) will be logged and any subsequent action is recorded. For incidents of serious behaviour the Academy may choose to remove students from other pupils in the Retrack room. As with all other disciplinary penalties, the academy will inform parents and guardians.

Isolation as a disciplinary measure. As with all other disciplinary penalties, the academy will inform parents and guardians.

- 10.9 **Exclusions:** The academy conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare. Where ever possible the academy will work with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

- 10.10 In exceptional circumstances the Academy may wish to involve and use specialist external support and the use of specialist teachers.
- 10.11 In the case of unfounded malicious allegations against a member of staff, the pupil who has made these allegations will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

10.12 For some pupils their behaviour difficulties may be so severe and complex that they may require a statement of special educational needs. This will be determined by the Special Education Needs Co-ordinator and through Educational Psychologist advice.

11. Codes of Conduct, Behaviour for learning Consequence ladder

11.1 To ensure every member of the learning community is clear about expected behaviour in the Academy environment and in different learning spaces and settings there will be clear classroom expectations and a behaviour for learning consequence ladder will be displayed.

These should be accessible to all pupils and staff and explained in terms that they understand.

11.2 Where pupils experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught.

11.3 Some pupils with recognised behaviour difficulties may need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. In all cases every pupil should be made clear about what is appropriate behaviour for them.

11.4 The Academy recognises that management of learning spaces and teaching methods play an important role in influencing pupil behaviour. The learning environment will offer a clear and visible message as to how pupils' efforts are valued.

11.5 The relationship between the teacher or tutor and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

11.6 The Staff & Student Charter is:

Staff will

- Start each conversation with students with Good Morning or Good Afternoon.
- Arrive punctually to your classroom and welcome every student at the door. Check uniform on entry, and deliver a "do it now" activity.
- Provide an appropriate seating plan for your class and its needs.
- Take the register.
- Walk on the left hand side in the building and ensure high standards at all times. Ensure corridor behaviour and expectations match those in lessons.
- Hold open the doors for students and other adults and be thankful when they do it for you.
- At the end of the lesson, reward students, review learning and check uniform. Ensure the class are dismissed in an orderly fashion.
- Challenge any poor behaviour and do not walk past an issue. Always maintain a calm manner allowing students to have their say.
- Dress professionally to a high standard as you would in an office environment.
- Arrive promptly to duties and supervise students to ensure a safe environment.
- Not use electronic devices, unless it enhances teaching and learning.
- Not allow students to leave your lesson. If they do ensure a note is written in their planner.
- Ensure all students are safe and well. Model the behaviour you expect to see yourself.

Students will

- Start each conversation with adults with Good Morning or Good Afternoon.
- Arrive punctually to your classroom and ensure your uniform is neat and tidy. Be ready to start learning as you walk through the door.
- Sit in the appropriate seat chosen by your teacher.
- Answer your name in a polite, respectful manner.
- Walk sensibly and orderly in the corridors, ensuring you make way for adults. Behaviour on the corridor will be the same as in a classroom.
- Hold open the doors for adults and other students and be thankful when they do it for you.
- Wait sensibly to be dismissed by your teacher, ensuring your uniform is neat and tidy.
- Always allow members of staff to speak because you will be able to, "have your turn."
- Wear your full uniform with pride. Black shoes, blazers and ties on. Top buttons should be fastened.
- Behave sensibly at free time and ensure you throw all litter away and respect all staff.
- Not use electrical devices unless your teacher has given permission.
- Not ask to leave your lesson. If you are allowed, go on your own with a note in your planner.
- Follow all rules and policies and display positive behaviour towards the environment and others at the academy.

Making the right choice

- 13.1 Rewards will be used to encourage and reward appropriate behaviour and sanctions will be applied in cases of unacceptable or inappropriate behaviour.
- 13.2 If there are instances of inappropriate behaviour pupils will always be warned about the consequences of their choices to either continue or take an alternative course of action (which may need to be clearly explained). This will allow pupils to make an informed choice.

13.3 The Academy operates the following hierarchy of rewards and sanctions to support positive behaviour. (see below)



13.4 Students will be rewarded for every lesson in which they demonstrate positive behaviour. This will be recorded on the register and linked to an online rewards system to encourage students and parental engagement. Students will have the opportunity to 'spend' their points at the online shop. There will be celebration assemblies at the end of every half term to recognise outstanding achievement in the academy. Staff will also keep in contact with parents or guardians to promote positive behaviour in the academy.

14. Pupil behaviour off the Academy Site

14.1 Our behaviour policy also sets high expectations for positive, appropriate behaviour off the Academy site. This includes behaviour on activities arranged by the Academy, such as;

- Work-experience placements, educational visits and sporting events
- Behaviour on the way to and from the Academy
- Behaviour when accessing other learning settings including alternative provision.

14.2 The Academy will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating pupil behaviour when they are off the Academy site and not under the lawful control or charge of a staff member.

14.3 The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the inappropriate behaviour
- The extent to which the reputation of the Academy has been affected
- Whether the behaviour in question was on the way to or from the Academy, outside the Academy entrance, or otherwise in close proximity to the Academy

14.4 In addition the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff) will be considered.

14.5 It will also be taken into account whether the behaviour was while the pupil was on work experience, taking part in a themed enterprise or community project, or participating in a sports event with another Academy (i.e. when the pupil might be expected to act as an ambassador for the Academy),

which might affect the chance of opportunities being offered to other pupils in the future.

- 14.6 Many extended Academy activities will take place away from the Academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.
- 14.7 We will deal with behaviour during off-site extended Academy activities which are not supervised by Academy staff in the same way as behaviour during college or work experience placements.

15. Objectives for regulating offsite behaviour

- 15.1 To maintain good order on transport, educational visits or other placements such as work experience or college placements.
- 15.2 To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public.
- 15.3 To provide reassurance to members of the public about care and control over pupils and thus protect the reputation of the Academy.
- 15.4 To provide protection to individual staff from harmful conduct by pupils of the Academy when not on the site. The term 'staff' refers to anyone employed by the Academy to deliver a learning experience or activity.

16. Communicating the rules for behaviour out of Academy

- 16.1 The Academy will work with any transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access to transport) to improve behaviour. Expectations will be made clear through a 'safe travel' lesson as part of the pupil curriculum in the Academy.
- 16.2 The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.
- 16.3 The Academy will, through standard communication routes, set out how parents can;
- Report inappropriate offsite behaviour of specific pupils
 - Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the

issues.

16.4 A standard procedure for applications for educational visits will include clear statements to parents and pupils about behaviour standards and processes. (See Off-Site Activities Policy)

16.5 The staff handbook will include clarity about expectations and procedures related to transport, educational visits, work experience and college placements. It will also make clear to staff the procedures related to in appropriate conduct by pupils when off-site.

17. Monitoring, Evaluation and Review

17.1 The Governing Body will review this policy at least every two years and whenever there is a change in legislation or guidance and assess its implementation and effectiveness.

17.2 The policy will be promoted and implemented throughout the Academy.

This policy is to be used in conjunction with the following advice:

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Behaviour and discipline in schools Advice for Headteachers and school staff
January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools -
A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Use of reasonable force Advice for Headteachers, staff and governing bodies
July 2013

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/
file/355362/use of reasonable force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

Searching, screening and confiscation Advice for headteachers, school staff and
governing bodies February 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/
file/279245/searching screening confiscation advice feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

Preventing and tackling bullying Advice for headteachers, staff and governing
bodies

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/62
3895/Preventing and tackling bullying advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) July 2017

Exclusion from maintained schools, Academies and pupil referral units in
England Sept 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

APPENDIX 1 - ENSURING GOOD BEHAVIOUR IN ACADEMIES DfE GUIDANCE

A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give Academies the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the Academy's authority to discipline its pupils;
- Principals to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the Academy;
- governing bodies and Principals to deal with allegations against teachers and other Academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in Academy and explains how they apply to teachers, governing bodies, pupils and parents.

THE BEHAVIOUR POLICY

Every Academy must have a behaviour policy. The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Principal, Academy staff, parents** and **pupils** when developing these principles.

Principals are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the Academy and how that standard will be achieved, the Academy rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Principals'** must publicise the Academy behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

POWERS TO DISCIPLINE

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in Academy and outside Academy, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Principals'** can also decide to **suspend or permanently exclude** a pupil.

SEARCHING PUPILS

Academy staff can search **pupils** with their consent for any item which is banned by the Academy rules.

Principals and **staff authorised by the Principal** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

USE OF REASONABLE FORCE

All **Academy staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse must be taken seriously, but Academies should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

- The Academy's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against Academy staff.

EXCLUSION

- The **Principal** decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available

and the need to balance the interests of the pupil against those of the whole Academy community.

- Depending on the type of exclusion, in most cases **parents** have the right to make representations to the **governing body** (or discipline committee). In all cases of permanent exclusion **parents** have the additional right to appeal to an independent appeal panel.
- **Academies** are under a duty to provide suitable full-time education for the excluded **pupil** from the sixth Academy day of any fixed period exclusion of more than five consecutive Academy days. **Local authorities** are under a duty to provide suitable full-time education from the sixth Academy day of a permanent exclusion.

PARENTS

- **Academies** are required to have, and to ask parents to sign, a Home Academy Agreement that outlines the responsibilities of the **parent** and the **Academy**; including those around behaviour and attendance.
- **Parents** are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a Academy or by making other suitable arrangements.
- Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a Academy attendance order from the **local authority** requiring them to register their child at a Academy.
- For Academy-registered **pupils**, **parents** must ensure that their child attends punctually and regularly. If they do not, the **Academy** or **local authority** may ask them to sign a parenting contract or may issue a £50 penalty. The **local authority** may also prosecute a parent who fails to ensure their child's regular Academy attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.
- **Parents** have a clear role in making sure their child is well behaved at Academy. If they do not, the **Academy** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during Academy hours within the first five Academy days of any exclusion. If they do not, the **Academy** or **local authority** may issue a £50 penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion.