

BEHAVIOUR POLICY

Version	Date
Last reviewed	October 2021
Date of next review	October 2022
Owner	Principal
Approver	Chief Executive

Contents

1.	Introduction.....	2
2.	Academy Behaviour Management.....	4
2.1	Behaviour for Learning System.....	4
2.2	Detention.....	4
2.3	Report Cards	5
2.4	Step-Out	5
	Timings	5
	Entry.....	5
	Layout.....	5
	Work and Entry Routine	5
	Lunch.....	6
	Referrals.....	6
	Reasonable Adjustments	6
2.5	Suspensions.....	6
2.6	Provision of education for students suspended for more than 5 days.....	7
2.7	Phased Reintegration Timetable	7
2.8	Permanent Exclusion.....	7
2.9	Inclusion Meetings	8
2.10	Reasonable Adjustment	8
2.11	Managed Moves & Fair Access panel.....	8
2.12	Inclusion Panel	9
2.13	Alternative Provision.....	9
3	Mobile Phones	9
4	Jewellery & Piercings.....	9
5.	Screening, Searching and Confiscation	10
6.	CCTV	11
7.	Use of Reasonable Force	11
7.1	What is Reasonable Force:-	12
7.2	When can Reasonable Force be used:-.....	12
8.	Discipline beyond the Academy Gates	12
9.	Behaviour Committee.....	13
10	Independent Appeal Panel.....	14
11.	Police.....	14
12.	Restorative Practice	15
13.	Reporting and Recording	15
14.	Communicating the Policy.....	16
15.	Links to other Academy policies	16
15.1	Safeguarding Policy	16
15.2	Uniform Policy	17
15.3	Bullying Policy	17

1. Introduction

Airedale Academy is committed to its values of Ambition, Bravery and Respect. Student conduct towards themselves, each other, their learning environment and the opportunities given to them should reflect these values. Airedale Academy has high expectations; its policies and practice promote an environment conducive to learning, ensuring optimum progress and high achievement for all young people, irrespective of their differing needs.

The Academy provides a secure and safe environment for students who should remain on site throughout the Academy Day and leave promptly at the end of the day unless engaged in enrichment activities.

Airedale Academy seeks to encourage young people to make positive choices and believes that students should adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Airedale Academy is conscious that even when encouraged to make the right choice, some students may jeopardise their own learning or that of others. Strategies may then be used to bring about changes to these behaviours to encourage students to comply with the Academy rules and re-engage with learning. In some circumstances, Airedale Academy and the Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of other students, the Academy, or its community: this may result in inclusions, suspensions or in the most serious circumstances, permanent exclusion.

Airedale Academy's Behaviour Policy makes reference throughout to the following DfE documents:-

- Exclusion from maintained schools, Academies and pupil referral units in England 2017
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017;
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and
- Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. Airedale Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Academy Expectations

Students are expected to:-

- Attend every day, arrive at the Academy and to lessons punctually and prepared to learn.
- Bring appropriate equipment for the Academy Day.
- Wear the Academy uniform correctly.
- Be polite, courteous, and respectful to everyone on the Academy site
- Comply with all reasonable requests or instructions from staff at the first time of asking.
- Make the most of the opportunities offered to them.
- Take responsibility for their own conduct and the choices they make.
- Have regard for their own safety and that of others.
- Limit the spread of Covid-19 through minimizing contact, maximizing distance and good hygiene.
- Limit inappropriate and unnecessary physical contact with other students and staff

Teaching & Learning Non-Negotiables

- Meet and Greet at the door
- Coats off prior to entering the classroom
- The first 5 minutes are silent- Do It Now; planners & equipment on desks; dates and titles underlined with a ruler; register taken Independent work to be completed in silence
- One voice, everybody listens!
- Everybody contributes and reads when asked
- RESPECT at all times
- Exemplary presentation at all times
- No eating, no chewing, no coats on, no earphones in, no shouting out...
- Plain water only
- Homework to be written into planners, when prompted
- Students to sit in a prescribed seating plan
- Standard English and correct grammar at all times
- Blue or black pen for written tasks; purple pens for assessment tasks
- What / Why / Link introduced at the start of the lesson – students able to articulate the ‘Why’

2. Academy Behaviour Management

2.1 Behaviour for Learning System

‘Behaviour for Learning’ encourages students to reflect on their choices and consequences and is used throughout the Academy. Its principal role is to support learning by tackling and dealing with low-level disruptive behaviour. If unchecked, this sort of behaviour has the potential to ruin lessons and undermines the authority of the teacher. ‘Behaviour for Learning’ is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Behaviour for Learning

- Stage 1 – warning (name on board)
- Stage 2 – restorative conversation at staff convenience (tick against name)
- Stage 3 – removal to another classroom – 30 min detention
- Stage 4 – HOY/Patrol referral. Immediate contact home. Step Out until completion of successful restorative conversation*. Additional 30 min detention

* If the pupil refuses to acknowledge the poor behaviour and does not accept the restorative conversation, they will remain in Step Out and may receive an additional Step Out for the following day.

2.2 Detention

There are two layers of after-school detention:-

- Stage 3: 30 minutes after school.
- Stage 4: An additional 30 minutes after school

Students with Stage 3 or 4 call out will be given a detention on the next available day. The incident will be logged by staff. Parents/carers will be made aware of the removal and the forthcoming detention. This will be communicated via a phone call, or, if staff are unable to reach parents/carers, via text message/MCAS notification. If a parent/carer wishes to discuss any detentions issued, they should contact the relevant staff member or Head of Year. Students who are absent or who fail their detention will have a rollover. Those who persistently fail to comply will see receive an escalation. Multiple Stage 3s/4s over a short period of time may result in Step Out. This will be at the discretion of Heads of Year, Key Stage Leads and SLT.

Students whose behaviour does not meet expectations at social times may receive a lunchtime detention. These students eat lunch and spend their social time away from peers. DFE guidelines state that schools do not have to give parents notice of after-school detentions or tell them why a detention has been given. However, Airedale Academy believe it is in the best interests of our students that we work together and will always endeavour to inform parents/carers of why and when a detention has been given.

2.3 *Report Cards*

Students who not able to meet academy behaviour expectations may be placed onto a report card to track their behaviour around the academy. The decision to place a student on report may come through a faculty or from the pastoral leaders. Students typically need to show a minimum of 10 school days of positive behaviour to remove themselves from the report. If they are unsuccessful, the report they are on will be escalated to Head of Faculty/Key Stage Lead and then eventually to a member of SLT.

2.4 *Step-Out*

Step-Outs are a form of internal exclusion and are an **alternative to suspension**. They need to be viewed as such by staff, students and parents. Where possible, we should continue to consider all viable options before Step-Out. Behaviours which merit Step-Out include but are not limited to refusal to comply, foul and abusive language, bullying, smoking, severely disruptive behaviour, wilful damage to property.

Students may be brought to Step Out during the school day for any inappropriate behaviour. They may also be placed in Step Out for failure to adhere to policies regarding personal presentation, such as breach of uniform policy, jewellery/piercings, nails.

Timings

9.00am – 4pm

This includes half-day provision am or pm.

Entry

Morning entry and afternoon exit via Y7 gate.

Students must give in their mobile phone on entry for safe-keeping.

Students may be 'wanded'

Bags and coats to be given in at reception. Students may take a bottle of plain water into main room.

Layout

Booths are numbered and will be allocated to students by staff.

Seating plan layout will be completed and records kept for potential track and trace.

11 booths in main room with PCs.

1 non-computer station – suitable for art work and 3 exam desks in main reception area.

Work and Entry Routine

Step-Out begins with one hour silent reading. This supports the whole drive and priority of reading. Fiction and non-fiction books and newspapers are available to all students. They may also bring suitable reading material from home.

Google Classroom

Worksheets, reading material, revision books.

KS3 CGP booklets

Online resources: Hegarty, Educake, GCSE POD – laminated access sheets provided.

Lunch

Lunch orders will be taken. This is restricted to cold food only. Students may bring a pack-up from home.

Referrals

These are made to SLT via Behaviour Team, KSL & HOY or HOF

Reasonable Adjustments

Designed to offer extra support and prevent failure to complete Step Out, reasonable adjustments can be made for students who are identified as SEN, have extenuating circumstances or have multiple complex needs. These students may be offered an alternative location in which to do their Step Out time if deemed necessary. Time may be shortened or time-out given.

2.5 Suspensions

‘Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012).

Previously known as fixed term exclusions, a suspension is awarded for extreme persistent disruption or for one-off incidents. All decisions to suspend are serious and only taken as a last resort or where the breach of the Academy rules is serious. Here follows a non-exhaustive list of behaviour which may warrant an exclusion:-

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs, tobacco, and energy drinks and/or alcohol related offences.
- Smoking on the school grounds.
- Leaving the school site without permission at breaks and lunch.
- Failure to comply with the requirements of the ‘Consequence System’ see section 2 above.
- Wilful damage to property.
- Bullying of any kind, including cyber, prejudice and discrimination based bullying
- Sexual misconduct.
- Theft.
- Behaviour off-site whilst representing the school or wearing the academy uniform.
- Inappropriate use of social networking and media sites and mobile phones.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Physical assaults on staff, students or other adults.
- Other serious breaches of Academy rules or Home-School Agreement.

The school will consider police involvement (Safer School Police Officer or a report to WY Police) for any of the above offences where appropriate. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy. In extreme cases, depending on the severity of the behaviour and the affect that it may have on Airedale Academy and the wider community, the Principal may decide a permanent exclusion is appropriate.

2.6 ***Provision of education for students suspended for more than 5 days***

Airedale Academy recognizes the need to keep suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed five days fixed term. Where this is the case, in extenuating circumstances, work will be provided and an alternative provision offered, usually in the form of education at a local academy.

2.7 ***Phased Reintegration Timetable***

As an alternative to exclusion a Principal may, in limited circumstances, sanction use of a partial timetable (phased reintegration) to support a student. This will follow local authority guidance and will be tailored to best suit the needs of the student.

2.8 ***Permanent Exclusion***

‘A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the students or others in the school’. (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012’).

Generally, after or 45 days in a year, (15.5 days in a term) of suspension, it is understood that Airedale Academy is likely to have exhausted the strategies available to deal with the persistent disruption to the learning of others presented by these students. In addition, the student concerned will have lost so many days of learning it would be unlikely that the academy could offer any other reasonable support. The Principal would be likely to look at a permanent exclusion. The Principal retains the right, at any time, to permanently exclude students who persistently cause disruption to the learning of others even though the Academy has not issued 45 days of exclusion. One-off serious offences may also result in a permanent exclusion.

The Principal alone will make the judgement where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:-

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- possession or supplying an illegal drug;
- carrying an offensive weapon;
- making a malicious or serious false allegation against a member of staff;
- arson or threats of arson;
- theft and damage to school property;
- breaking in and entering the school building without permission.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

The Principal may permanently exclude a student for:-

- one of the above offences; or serious breach of the exclusions offences
- persistent and defiant behaviour including bullying (which would include cyber and prejudice or discrimination based bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Airedale Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, laser pens and bladed items etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners or other household objects.

In addition, Airedale Academy also considers the following to be serious incidents likely to result in the permanent exclusion of a student:-

- Setting of fires in or around the Academy site.
- Repeated or serious misuse/damage of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption.

2.9 *Inclusion Meetings*

Inclusion meetings bring together SENCOs, Safeguarding, Attendance and Behaviour teams. Such meetings allow discussions on how best to support students with a range of learning, behavioural and social needs. Intervention strategies can be discussed, trialled and measured to best support the complex needs of our students and prevent recurring exclusions. There may be referral to external agencies with whom we work closely to best meet the needs of our students.

2.10 *Reasonable Adjustment*

Students with special needs and extenuating circumstances may have sanctions reasonably adjusted.

2.11 *Managed Moves & Fair Access panel*

Airedale Academy will work with students, parents/carers and neighbouring schools to offer students the opportunity of a ‘fresh start’ through a Managed Move. Where we have informal links, we will attempt to expedite the process through direct contact with the school to which the pupil wishes to transfer. Where appropriate and when criteria is met, these cases will be presented through the Fair Access panel of the Wakefield Local Authority.

2.12 Inclusion Panel

Airedale Academy will refer to Wakefield Inclusion Panel cases where student behaviour and circumstances are exceptionally challenging. Airedale Academy will advocate for the best possible outcome for the student and liaise with parents/carers for a solution.

2.13 Alternative Provision

Airedale Academy may refer students to alternative provision in an attempt to respond to the needs of a particular students and individual circumstances. This will be done on consultation with the student and parent/carer. A timeframe will be established, success criteria, as well as opportunities for review. Airedale Academy use a variety of alternative providers and will continue to widen its offer. Transport may or may not be provided. The offer is at the discretion of Airedale Academy and it may be withdrawn at any point. Airedale Academy reserve the right to withdraw the alternative provision due to poor attendance, refusal to attend or where student behaviour is not responding positively to the input the provision is offering.

3 Mobile Phones

Students may have a mobile phone in their school bag, switched off. Mobile phones are not to be used by students on site, from the time when students enter through the school gates across the yellow line. This includes form time, lessons, social times and between lessons. Students who need to urgently contact a parent/carer should go to the hub during social times. Phones will be confiscated if seen by members of staff and kept in the hub until the end of the day. Students who persistently refuse to comply will have phones confiscated and parents/carers asked to come in and pick them up.

Any incidents of cyber-bullying, being disrespectful or generally unacceptable behaviour on social media towards students or staff may be punishable in school by Step Out, Suspension or Permanent Exclusion. They will also be referred to the Safer Schools Police Officer. Where incidents take place outside of the school day, we advise all parents and carers to report cyber-intimidation to the police.

4 Jewellery & Piercings

Students are only permitted to wear a small, single stud earring in the lobe of the ear. Facial, cartilage and body piercings and jewellery are not to be worn by students in school. Items of jewellery will be confiscated by staff and kept by the hub. They can be collected at the end of the school day. Students who refuse to remove piercings will be sent home but will not have access to mainstream lessons.

5. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies' January 2016.

In addition to the practice identified in the DfE guidance, Airedale Academy also bans the following items:

- Knives, blades or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, lighters, matches and cigarette papers;
- e-cigs and other vaping material
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and

As a result, is within its rights to search students for them under the Education Act 1966 compatible with Article 8:-

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion will cause disruption to the Academy or be detrimental to Academy practice.
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of support staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal (e.g. drugs) must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result of a search.
- Energy and carbonated drinks can be seized and disposed of by members of staff.
- Where alcohol has been confiscated, the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate or return it to a parent/carer.

- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the Academy finds other substances, which are not believed to be controlled drugs, these can be confiscated where staff believe them to be harmful or detrimental to good order and discipline.
- Where staff find stolen items, these should be delivered to the police as soon as reasonably practicable or may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

6. CCTV

Airedale Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. Further details of how the Academy uses CCTV can be found in the Data Protection Policy.

7. Use of Reasonable Force

Please refer to the DfE guidance 'Behaviour and Discipline in Schools' January 2016.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

7.1 What is Reasonable Force:-

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

7.2 When can Reasonable Force be used:-

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:
 - Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - Prevent a student from behaving in a way that disrupts a school event or a school trip or visit;
 - Prevent a student from leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - Prevent a student from attacking a member of staff or another student, or to stop a fight in school;
 - Restrain a student at risk of harming himself or others through physical outbursts.

8. Discipline beyond the Academy Gates

Whilst in uniform students are ambassadors for the academy. Parents/carers are encouraged to report to the police as soon as possible any criminal behaviour, anti-social behaviour or serious bullying incidents that occur off the Academy premises and which pose a threat to a member of the public or a student. This also refers to incidents surrounding the use of social

media and network sites. Students whose actions could be deemed to bring the academy into disrepute will be sanctioned internally. In extreme circumstances, e.g. being arrested for being in possession of drugs or an offensive weapon, could then lead to exclusion. Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a Step Out, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff, SLT must be informed. In addition, if the SLT considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the Academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site. In extreme behaviour situations, it may be necessary to send the student home supervised by a member of staff or ask a parent to collect their child. Students must adhere to uniform/off site attire guidance as given by the trip leader, in line with the guidance provided by the Senior Leadership Team.

Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. For example: -

- Students are discouraged from smoking on their journey to and from the Academy. If they are found smoking at or near Academy premises the behaviour system will be used;
- Piercings (other than ear studs) must be removed or they will be confiscated by staff and returned at the end of the day. If the violation of the rule on piercings is continuous then the academy reserves the right to confiscate the piercings and ask parents to collect.

9. Behaviour Committee

A meeting of the Behaviour Committee will be convened by the Academy's Discipline Committee Clerk when: -

1. A student persistently fails to comply with academy expectations; or
2. A student has received over 15 days' exclusion in one term; or
3. Recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Behaviour for Learning system.

The Behaviour Committee will comprise three Governors from the Academy Council (or another Academy Council within the Trust) who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or with effect from a given date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. There will be a Governors Disciplinary Panel meeting for

every subsequent exclusion. The Clerk will circulate the paperwork for the Discipline Committee meeting to all parties invited to attend at least five days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish. Parents/carers also have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

The Principal, a member of the Senior Leadership Team and the student's Head of Year may also be invited to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision to lodge an appeal.

10 Independent Appeal Panel

Airedale Academy will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Behaviour Committee. Airedale Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Behaviour Committee not to reinstate a permanently excluded student.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

11. Police

Airedale Academy has its own Safer Schools Police Officer. Their role is to bridge the gap between school and community and deal with issues that have the potential to cross over the two settings.

Airedale Academy will share with the SSPO, information regarding behaviour incidents. The SSPO may choose to speak to students and/or their families regarding the incident.

Airedale Academy will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Academy will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

12. Restorative Practice

Airedale Academy is a school that uses Restorative Practice. Where possible we will endeavour to use Restorative Practices in order to try and resolve situations and to achieve agreeable outcomes. Where appropriate we aim to involve all parties affected by an incident and make them part of any conferences that take place.

13. Reporting and Recording

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Academy's behaviour policy. Records of behaviour incidents are maintained using the e-behaviour system. Logging of incidents and monitoring of trends is completed electronically, as appropriate, in line with GDPR. The Academy regularly reminds staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised them of the correct procedures for recording statements. Statements may be written, scribed or voice recorded, and will always be discussed and accuracy confirmed.

Behaviour incidents are monitored in order to identify issues and trends. Airedale Academy makes effective use of database facilities to support the implementation of its procedures. All staff receives individual and collective feedback on behaviour management issues, trends and the outcome of referrals.

Incidents of disruptive behaviour are monitored in terms of: -

- Type of incident
- Critical times/days
- Critical places
- Students involved
- Staff involved
- Victims involved
- Profiles of students involved
- Timeliness of response
- Outcomes

Airedale Academy ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender, age, out of class, bullying and children in public care.

Appropriate levels of confidentiality are observed within the recording, monitoring and reporting arrangements.

Airedale Academy evaluates its policy against key improvement objectives which include individual behaviour, academic progress, general behaviour patterns, use of rewards and sanctions, staff support, behaviour management trends and the effectiveness of the policy in encouraging positive behaviour.

14. Communicating the Policy

Airedale Academy has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules and expectations, the Airedale Academy home-school agreements, newsletters, the school website and other normally used channels. All families new to the academy are given a personalised input around systems and expectations.

The behaviour policy is communicated to all new and existing students. It is reinforced through the school rules, the Airedale Academy Home-School Agreement, student notice boards, classrooms and corridors, student newsletters, school assemblies and within the curriculum wherever relevant.

Staff and student representatives are consulted regularly about the policy and its implementation.

The behaviour policy is communicated to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

The Airedale Academy behaviour policy has been adopted by the Academy Council and will be reviewed annually.

15. Links to other Academy policies

15.1 *Safeguarding Policy*

The Academy's core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safer children make more successful learners;
- representatives of the school community will be involved in policy development and review;
- policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review;
- the school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- Actions will be taken in the best interests of the child.

In the application of the Behaviour Policy, the safeguarding interests and principals of all students are paramount. Sexual harassment, online sexual abuse and sexual violence (including sexualized language) are unacceptable and are not tolerated. We are particularly sensitive to incidents which may be considered in the category of Peer-on-Peer Abuse, which may in turn manifest themselves through:

Sexual Violence and Harassment

Sharing of nudes and semi-nudes through social media

Upskirting

Bullying (Cyber, Prejudice or Discrimination based)
Sexually Harmful Behaviour
Hate Crime & radicalization
Coercion re involvement in crime (such as County Lines/CSE)

All, incidents will be reported and investigated. Any suspicion that student behavior is linked to the above will be treated with the utmost seriousness. Referrals to safeguarding, police and other external agencies will be made where appropriate.

15.2 Uniform Policy

The uniform is both practical and smart and a high standard of uniform is an important feature of academy life. Students' uniform is important to Airedale Academy because it allows our students to look respectable and be proud of being a part of our school community. Our uniform is a clear message to everyone that we care about ourselves and each other. Wearing the correct uniform also serves to help prepare our students for a successful professional life outside of education.

The support of parents and carers is essential to this process and if parents/carers are unsure of the correct uniform, they are encouraged to bring their purchases in to school with the labels intact so that the Academy can check their suitability before they are worn.

A student with incorrect uniform, hairstyle (including colour), nail polish or acrylics will be challenged on arrival, on line-up, in form or at any point during the school day. We will attempt to resolve the issue swiftly:

1. Contact parents/carers to arrange to remedy the situation wherever possible.
2. Lend clean uniform to the student if a parent/carer cannot bring uniform to the school. Students will be required to sign for borrowed items and return them at the end of the school day.
3. Students will not be sent home but may not access mainstream lessons.

15.3 Bullying Policy

Airedale Academy is committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our students can develop his/her full potential. All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them. Therefore, bullying, harassment, victimization, prejudice and discrimination WILL NOT be tolerated. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences include race, religion, gender, sexual orientation, homophobia, biphobia, transphobia. Bullying behaviour is a problem for both the victim and the bully and should be addressed in positive and constructive ways, which provide opportunities for growth and development for the individuals involved.

Bullying is usually defined as behavior that is:

- repeated
- intended to hurt someone either physically or emotionally

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures and the subject of bullying is addressed at regular intervals in PSHE education. Where appropriate, bullying will be reported through safeguarding and to our Safer Schools Police Officer.