

## BEHAVIOUR POLICY

Version v3	Date 01/09/23
Last reviewed	September 2023
Date of next review	September 2024
Owner	Principal
Approver	Chief Executive

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## 1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- Establish a whole Academy approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To ensure that all members of the Academy community clearly understand what is expected of them.
- To foster a climate of mutual respect and personal responsibility.
- To set high expectations for the level of behaviour children are asked to display.
- To set clearly understandable hierarchies of rewards and sanctions to encourage positive behaviour.
- Promote, among students, self-discipline and proper regard for authority.
- To ensure that all children at Airedale academy behave to the highest individual standards possible.

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.

This policy reflects the most recent guidance provided by the Department for Education as set out in ‘Behaviour in schools Advice for headteachers and school staff (*updated September 2022*)’. This policy is compliant with the following legislation:

- the Education Act 2002, as amended by the Education Act 2011
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

## 2. DEFINITIONS

For the purposes of this policy, **misbehaviour** is defined as conduct that prevents or disrupts learning or that which inhibits the smooth running of the Academy. For example:

- Lateness or truancy
- Incorrect uniform (including jewellery and make-up)
- Failure to bring core equipment (including PE kit)
- Failure to complete or submit homework activities
- Failure to engage in learning activities.
- Disruption to learning in lessons
- Boisterous or unruly behaviour on corridors and social spaces
- Eating or drinking in non-designated areas
- Littering or graffiti
- Being in ‘out-of-bounds’ areas

This is not an exhaustive list and there may be other situations where academy staff interpret student conduct as **misbehaviour**.

For the purposes of this policy, **serious misbehaviour** is defined as conduct that places the education of others at risk, that which impacts significantly upon the learning environment, that which poses a health and safety or safeguarding risk or that which causes physical or emotional harm to other members of the Airedale Academy community. For example:

- Repeated disruption to learning in lessons
- Defiance or refusal to engage with staff instruction
- Violent or aggressive behaviour (including threats of violence)
- Swearing or use of defamatory language
- Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexualised comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Smoking/Vaping
- Possession of any prohibited items (as listed in 2022 DfE guidance on searching, screening and confiscation). These are:
  - Stolen items
  - Alcohol
  - Tobacco and cigarette papers
  - Illegal drugs
  - Pornographic images
  - Fireworks
  - Knives or weapons
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Vandalism or damage to school property
- Malicious or false activation of a fire alarm or fire extinguisher

This is not an exhaustive list and there may be other situations where academy staff interpret student conduct as **serious misbehaviour**.



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### 3. ROLES AND RESPONSIBILITIES

At Airedale Academy we aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect and self-discipline.

Our Culture is built on positive relationships, positive experiences, supportive and caring staff who want to foster ambition, bravery and respect.

**Academy staff** are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour Policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the Academy's expectations.

The Senior Leadership Team (SLT) will support Academy staff in responding to behaviour incidents.

**Parents and carers** should:

- Understand the Academy's expectations of behaviour and conduct and reinforce them at home as required
- Support their child in adhering to the Academy's Behaviour Policy.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with their child's class teacher or form tutor promptly
- Attend any pastoral meetings requested by Academy staff (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy.
- Engage in the life of the Academy and its culture.

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy and working in collaboration with them to tackle behavioural issues.

**Students** will be made aware of the following during their induction to the Academy:

- The standards of behaviour that are expected of them (including key rules and routines)
- Their duty to adhere to the Behaviour Policy.
- The rewards they can earn for meeting the behaviour standard
- The consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the required behavioural standard

**Students** are expected to:

- Show pride in their school and their community
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the building.



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- Treat the Academy buildings and property with respect.
- Wear the correct uniform at all times.
- Accept and respond positively to guidance and direction by Academy staff (and engage with a sanction should it be given)
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside the Academy or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet the required behavioural expectations.

#### 4. REWARDS AND RECOGNITION

At Airedale Academy we place significant importance on rewarding and recognising students who consistently meet our high expectations and demonstrate our values of Ambition, Bravery and Respect. First and foremost, we wish to encourage a positive climate for learning and celebrate the successes of all our students. Positive behaviour for learning is celebrated throughout Airedale Academy; in the classroom as well as in extra-curricular events and clubs.

Students are rewarded for:

- Attitude to Learning
- Attendance
- Participation (such as sporting fixtures, performing arts)
- Achievement
- Progress
- Demonstrating the academy values.

The Academy rewards and recognition process is linked to the awarding of **Pride Points**. Points are awarded:

- In lessons, to celebrate students that demonstrate a positive attitude to learning, active participation or strong progress (based upon individual starting points)
- For independent learning
- For demonstrating the Academy values of Ambition, Bravery & Respect
- For engagement with extra-curricular activities

Additional points are awarded for:

- 100% weekly attendance
- 100% weekly correct equipment
- 100% weekly correct uniform

Accumulation of **Pride Points** help students secure eligibility to **Airedale Winter Tour** and **Airedale on Tour** (Summer). Automatic eligibility is given to these reward trips is provided to those students with:

- 95%+ attendance (extenuating circumstances do not count against eligibility)
- Pride Score of 3.5+
- No more than 3 behaviour events of Stage 3 or more.

Pupils who do not meet the criteria will be discussed at panel (SLT, HOY & KSL) and eligibility may be granted at their discretion. Students may also earn a discount for Airedale on Tour and Airedale's Winter Tour considering **Pride Points** accumulated and attendance.

Each summer term, there is a formal Celebration of the Year in which students are issued awards for individual achievements, attainment, attitude to learning. Parents and students are invited and encouraged to attend.



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## 5. BEHAVIOUR FOR LEARNING

**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** provides a staged response to misbehaviour:

- **Stage 1 - REMIND:** A reminder will be issued to support the student in meeting the expectations of the classroom.
- **Stage 2 - SUPPORT:** Implement a supportive action to help prevent an escalation in inappropriate behaviour
- **Stage 3 - WARNING:** Further supportive action implemented. The student is warned they are at risk of removal if behaviour is not altered (30 min detention issued)
- **Stage 4 - REMOVAL:** On site patrol is called for and the student is placed in reflection for a period of time to reflect and discuss their behaviour in attempt to prevent further instances which conflict the behaviour curriculum.

Parents will be informed that their child has been removed from a lesson via the Academy App. The class teacher will call home to discuss the situation with the parent (or carer). An additional 30-minute detention issued will then be issued.

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

A summary of the Behaviour System has been provided in Appendix 1.

## 6. DETENTION

Following a **Stage 3 - WARNING** or **Stage 4 - REMOVAL**, a detention will be issued for the next available school day.

A Behaviour incident will be logged by staff. Parents (or carers) will be made aware of the removal and the forthcoming detention. This will be communicated via the Academy App or text message. If a parent (or 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 their detention rescheduled to the next available school day.

Multiple **Stage 3 - WARNING** or **Stage 4 - REMOVAL**, over a short period of time, will result in receiving an escalation to **Stage 5 – TIME OUT** at the discretion of Heads of Year, Key Stage Leads and the Senior Leadership Team.

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 (or carers) notice of after-school detentions or tell them why a detention has been given. However, Airedale Academy believes it is in the best interests of our students that we work together and will always endeavour to inform parents (or carers) of why and when a detention has been given.

Students with Special Educational Needs and/or extenuating circumstances may have sanctions reasonably adjusted.



## 7. REPORT CARDS

Students who are 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.

## 8. STAGE 5 – REFLECTION

Students that are unable to self-regulate following Stages 1-3 and continue to demonstrate poor conduct are removed to the **Reflection** Room. Time spent in Reflection is structured to support students in reflecting upon their conduct so that they might make more positive choices in future. Students are required to complete a reflection log with the support of attending staff as necessary. Failure to meet the expectations of **Reflection** may result in a further sanction being issued.

## 9. STAGE 5 – STEP-OUT

**Step-Out** is the internal isolation space that is used as an alternative to suspension. Students are issued time in **Step-Out** following **serious misbehaviour**.

Whilst isolated in **Step-Out**, students are supported through restorative work with a member of the Behaviour Team and will have an opportunity to reflect on their behaviour and discuss how a repeat of this can be avoided in the future. The timings of the Step-Out day vary from that of a usual school day (8.30am – 3.30pm), representing an escalation of response by the Academy

## 10. STAGE 6 – SUSPENSION AND PERMANENT EXCLUSION

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Northern Ambition Trust recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For most pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The Academy Suspension and Exclusion Policy reflects the most recent guidance provided by the Department for Education as set out in '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (updated September 2023)*'.

## 11. INCLUSION MEETINGS

**Inclusion meetings** bring together SENCOs (Special Educational Needs Coordinators), Safeguarding staff, 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 some students and prevent recurring suspensions. There may be referral to external agencies with whom we work closely to best meet the needs of these students.



## 12. MANAGED MOVES AND FAIR ACCESS PANEL

Airedale Academy will work with students, parents (or carers) and neighbouring schools to offer students the opportunity of a Managed Move. This is an agreement whereby the student attends another mainstream school for a 'trial period' of up to 12 weeks. The aim of a Managed Move is to offer a 'fresh start' to the student, and it is hoped that at the end of the trial period, attendance, attitude to learning, behaviour and engagement is such that the move may become permanent. Where we have informal links, we will attempt to expedite the process through direct contact with the school to which the student wishes to transfer. Where appropriate and when criteria are met, these cases will be presented through the Fair Access Panel of the Wakefield Local Authority.

## 13. 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 (or carers) for a solution.

## 14. ALTERNATE PROVISION

Airedale Academy may refer students to alternative provision to respond to the needs of a particular student and individual circumstances. This will be done in consultation with the student and parent (or 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.

## 15. SCREENING, SEARCHING AND CONFISCATION

Airedale Academy adheres to the most recent guidance '*Searching, Screening and Confiscation - Advice for schools (updated September 2022)*'. Subsequently, the Academy is compliant with the following legislation:

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The powers to search in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

The principal and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the Academy identifies as unsuitable:

- alcohol
- tobacco, cigarette papers and vapes
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil)
- fireworks
- knives and weapons
- pornographic images

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 the behaviour team 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.

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. Items confiscated by the Academy can be collected by parent (or carer) except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol.

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. 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.

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. 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.

## 16 . 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.

## 17. USE OF REASONABLE FORCE

Academy staff have a legal power to use reasonable force as set out below.

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 (or carers) accompanying students on an Academy organised visit.

### Definition of **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 may be 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.
- 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.

### When **Reasonable Force can** be used:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Examples include:
  - Preventing 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
  - Preventing a student from attacking a member of staff or another student, or to stop a fight in school
  - Preventing a student from attacking a member of staff or another student, or to stop a fight in school
- 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.

### When **Reasonable Force cannot** be used:

- As a punishment – it is **always unlawful** to use force as a punishment

## 18. DISCIPLINE BEYOND THE SCHOOL GATES

Whilst in uniform, students are ambassadors for the academy and for Northern Ambition Academies Trust. We want our students to wear their uniforms with pride.

Parents (or carers) are therefore encouraged to report to the police should they witness any criminal behaviour, anti-social behaviour or serious bullying incidents involving our students off the Academy premises and which poses 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 and Trust 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 suspension. Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a period of time in Step Out, a suspension or a 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 (or carer) or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the academy, the Senior Leadership Team must be informed immediately. 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.



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For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same rewards and sanctions that are applied whilst 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 (or carer) 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/vaping on their journey to and from the Academy. If they are found smoking at or near Academy premises the behaviour system will be followed
- Piercings (other than ear studs) must be removed as in accordance with the Academy Uniform Policy, 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.

## 19. BEHAVIOUR COMMITTEE

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

- A student persistently fails to comply with academy expectations; or
- A student has received over 15 days' suspension in one term; or
- The principal makes the decision to permanently exclude

The Behaviour Committee will comprise three members 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 suspension, which could affect his or her ability to act impartially, he or she should step down. The Behaviour Committee can uphold a suspension 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 suspension. There will be a Governors Disciplinary Panel meeting for every subsequent suspension. 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 (or 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 (or carer) may bring a friend or a legal representative if they wish. Parents (or 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 (or 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.



## 20. INDEPENDENT APPEAL PANEL

Airedale Academy will have in place an Independent Appeal Panel and a parent's (or carer's) 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.

## 21. 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 their family have the right to contact the Police if they feel that a criminal offence has been committed.

## 22. RESTORATIVE PRACTISE

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.

## 23. 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.

## 24. COMMUNICATING THE POLICY

Airedale Academy has ensured that parents (or carers) are fully informed of the behaviour policy by communicating it through the school rules and expectations, the Airedale Academy homeschool 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.

APPENDIX 1

# Behaviour for Learning system

