



Weston Favell Academy

Pupil Behaviour and Exclusions Policy

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Behaviour for Learning at Weston Favell Academy

Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning, along with relevant Greenwood Academies Trust (GAT) documentation. The policy outlines the behaviour that we expect from all our pupils and the sanctions that will be consistently enforced if the behaviour of pupils does not meet our Academy's high expectations.

The policy is based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out in Schedule 1 to the *Education (Independent School Standards) Regulations 2014*.

Academy Values

Our values are fundamental to the life of our school and rooted in our commitment to high achievement, inclusion and the development of the whole child. We strive to build the character of pupils at Weston Favell Academy along with their academic abilities. We expect everyone to express these at all times:

- Perseverance
- Respect
- Inclusivity
- Determination
- Excellence

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents/carers are asked to support this policy.

We recognise that good behaviour is best achieved through:

- consistency
- high expectations
- a focus on learning praise and rewards

Policy Aims

The aims of the policy are:

- To create a safe, inclusive and calm environment where all staff, pupils, parents and visitors are able to thrive free from any harassment or bullying
- To have the highest expectations of pupil behaviour in order to support good learning and maximise their opportunity to achieve their best
- To create an environment where pupils can grow and become mature, self-disciplined, hardworking, and able to accept responsibility for their own actions
- To ensure pupils can learn, develop knowledge and understanding and find a love for their subjects
- To develop strong partnerships with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties

The Weston Favell Academy will ensure it has a safe, calm and productive environment, where staff and pupils feel supported, and their work is valued. Rich opportunities add huge value to the educational experience of every child at Weston Favell Academy and this is mirrored by the pastoral care provided. We understand how important it is for pupils to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active citizens. We will work tirelessly to ensure that pupils seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for pupils to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline pupils for misbehaviour which occurs in the Academy and, in some circumstances, outside of the Academy. The power to discipline also applies to all Weston Favell Academy staff with responsibility for pupils. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found by following the link below:
<https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf>.

Encouraging Positive Behaviour

High standards of behaviour and discipline are expected inside and outside of the Academy and classroom. The behaviour protocol that details these standards and this is communicated clearly to pupils, families, staff and other stakeholders. The protocol will follow the GAT checklist. Positive behaviour will be recorded on ClassCharts and rewards given based on the Weston Favell Academy rewards process including positive phone calls home, certificates, reward assemblies and prizes. All staff are able to reward positive behaviour.

All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning. All staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work and dress. Weston Favell Academy seek the support of parents in upholding the standards in the Academy and values a partnership with home.

The Academy will take appropriate action under this policy and the behaviour protocol where a pupil's behaviour falls below the standards expected and adversely impacts on the Academy or any member of the GAT community.

Equality

In accordance with the Equality Act 2010, Weston Favell Academy will make reasonable adjustments to the application of the policy where the behaviour is due to a reason related to a child's special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensure that the pupil receives appropriate support and prevent the behaviour re-occurring.

Staff will also seek to identify any 'triggers' for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening.
Academies will work closely with all parents/carers of children with behaviour difficulties.

Reasonable Force

Where it is necessary to prevent a pupil from:

- causing injury or damage to the property of any pupil (including him or herself)
- prejudicing the maintenance of good order and discipline at the Academy

reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of force been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

Searching and Confiscation

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property.

Weston Favell Academy does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above.

Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (*Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies*, July 2022.) Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

Managed Moves to Another School

Where a pupil is at risk of permanent exclusion, a managed move to another school may be considered. A managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under certain circumstances. If the pupil's parents do not agree to a managed move, the Principal will record this in writing.

Roles & Responsibilities

At Weston Favell Academy, we expect exceptional behaviour and conduct at all times. We expect parent/carers to support the Academy in making sure their child meets Academy expectations. We expect a consistent approach to behaviour management from all members of staff.

Promoting good habits of behaviour around the Academy is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the Academy and should lead by example.

Parents/Carers will:

- Ensure their child meets Academy expectations
- Support the Academy in maintaining high standards and expectations
- Work in partnership with the Academy to encourage exceptional behaviour
- Work in partnership with the Academy to establish improved patterns of behaviour when required
- Be polite and respectful towards all members of the Academy community

Pupils will:

- Arrive to the Academy every day on time
- Always wear their uniform correctly
- Arrive to Academy ready to learn with the right equipment
- Be polite and kind to pupils and staff
- Arrive to lessons on time
- Give 100% in everything they do
- Take pride in their work
- Follow instructions first time every time
- Be in the right place at the right time doing the right thing
- Take every opportunity to achieve Positive Points

Tutors will:

Tutors play a key role in the life of the pupils at the Academy. The tutor should be the first port of call for every pupil at the Academy and the person who knows them the best.

Tutors should:

- Establish positive relationships with their tutees
- Uphold Academy standards and expectations
- Recognise and reward success
- Monitor standards of tutees' work across the Academy and follow up any concerns
- Monitor standards of tutees' behaviour across the Academy and follow up any concerns
- Intervene when pupils need extra attention
- Regularly and rapidly communicate and work in partnership with parents/carers to support their tutees' attendance/punctuality and behaviour e.g. phone calls home, letters home and parent/carer meetings

Classroom Teachers will:

- Use all the strategies for rewards, support and sanctions equally, when required
- All classroom teachers will establish an atmosphere where learning is the most important part of the Academy day; this is directly linked to Teachers' Standards, Part 1 Section 7
- Never accept poor behaviour in lessons
- Consistently and fairly apply the behaviour policy in every lesson and take responsibility for promoting good and courteous behaviour both in the classroom and around the Academy in accordance with this policy
- Have high expectations of behaviour and should utilise a range of strategies, using recognitions and sanctions consistently and fairly
- Manage classes effectively, as per the policy, using approaches which are appropriate to a pupil's needs to involve and motivate them
- Manage behaviour effectively to ensure a good and safe learning environment.

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment rooted in mutual respect
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a pupil's intellectual curiosity

Non-teaching Staff

The role of non-teaching staff is central to the life and work of pupils in the Academy.

Non-teaching staff should:

- Demonstrate consistently and actively promote the behaviour policy at all times
- Non-teaching staff should model high expectations of behaviour
- Uphold Academy standards and expectations
- Recognise and reward success
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from pupils, inside and outside of classrooms
- Follow up all poor behaviour incidents with the relevant Form Tutor, Deputy Head of Year and Head of Year

Weston Favell Academy Leaders (TLR Holders at all levels)

The Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of pupil behaviour is the expected 'norm'. Senior Leaders as well as Heads of Year, Deputy Heads of Year and Heads of Faculty should always have a high-profile presence around the Academy and be out on the corridors actively ensuring pupils are responsibly and promptly making their way to their lessons, break or lunch. Leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and at the end of the Academy day.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge pupils. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all leaders actively monitor behaviour and progress in their areas. All Weston Favell Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good leading to underachievement, Weston Favell Academy Leaders should consistently apply these procedures to swiftly intervene.

Leaders will also ensure that all new staff receive training on behaviour management at Weston Favell Academy when they start at the school. Yearly updates and training on the behaviour strategy will be given as a minimum once a year, to all staff. All staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying. All staff are aware of the importance of modelling positive relationships

Weston Favell Academy Classroom Rules

We will not have learning disrupted and the futures or knowledge of others compromised. Learning is at the heart of everything we do. We are committed to ensuring that our pupils gain the knowledge, skills and understanding to achieve their greatness and ensure they are and highly employable and ready to lead happy and successful lives. To achieve this, all pupils are expected to follow our 9 classroom rules. These rules are as follows:

Arrive to lessons promptly, equipped and ready to work	Follow instructions from staff first time, every time	Support others and do not disturb people with words or actions
Enter and exit the room in a calm and orderly fashion	Speak politely at all times to all people	Look after your academy environment and tidy up after yourself
Make sure all work (including homework) is completed to as high a standard as possible	Listen to others without interrupting or shouting out	Use equipment safely and move around the academy carefully

At Weston Favell Academy, we have a three-stage consequence process for managing disruptive behaviour in the classroom, if **a pupil disrupts the learning of others, they will follow the Reminder process.**

Reminder 1 Verbal Warning	A pupil not engaged positively in their learning or breaking one of the 9 classroom rules will be issued with a R1. This is a verbal reminder by the teacher that clearly communicates what the pupil has done wrong, and the changes required by the pupil. It is recorded on Class Charts but holds a value of 0 negative points.
Reminder 2 Recorded on Class Charts	If the pupil breaks any of the 9 classroom rules for a second time the teacher will issue an R2. This will be recorded on Class Charts under the value and gives the pupil 1 negative point. In addition, the pupil may also be moved to a different seat in the class to help them better focus on learning.
Reminder 3 Recorded on Class Charts	If there is no improvement in behaviour from the pupil and they break any of the 9 classroom rules for a third time, they will be removed from the classroom on a R3. This will enable the learning of others to continue. On Call will collect the pupil and they will be taken to REMOVE for the remainder of that lesson. Parents will be notified of the R3 on Class Charts. When in REMOVE the member of staff will set an hour detention for that night after school.

	Should the pupil refuse to go into REMOVE they will be taken to Internal Exclusion.
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Classroom Behaviours

There are a number of behaviours that a pupil may display that will lead to an instant removal from that lesson. When this happens, On Call will collect the pupil from that lesson and they will be escorted to the REMOVAL room. **Once in REMOVE the pupil will be set an hour detention that night after school.** These behaviours include:

- Late to the Academy – after 8.40am
- Late for lesson (more than 3 minutes)
- Swearing in class
- Inappropriate comments about others
- Defacing/damaging school property
- Unsafe working or movement around the Academy

All responses to behaviours in class can be seen in Appendix 1 – Teacher responses to failure to follow classroom rules.

Behaviours Around School

As with classroom behaviours, we have a responses document for behaviours that may be displayed around the Academy in unstructured times. In most cases, **Reminders** are issued to pupils with the aim for them to amend their behaviours. If this is the case, there is no follow up. If a pupil does not amend their behaviour, and in extreme circumstances, On Call is called to locate the pupil ASAP and set the correct sanction. The responses to failure to follow around Academy rules can be found in Appendix 2.

Recording Behaviours

All behaviours both positive and negative will be recorded on ClassCharts. Pupils and Parents/Carers will have access to the ClassCharts system.

Internal Exclusion

The Internal Exclusion School is designed to provide a supportive environment for a pupil who has come close to receiving a fixed term exclusion. Pupils will be required to attend the IE school in order to remove them from the main school for a short time; this will allow those pupils time to reflect on their current performance, achievement, attitude and behaviour whilst receiving support from trained staff within the Academy. We hope that very few of our pupils ever attend the IE school but aim to do our best to re-engage those who do find

themselves close to exclusion. **IE runs from 8.40am each day and all pupils will be in the IE room following any fixed term suspension.**

Fixed Term Exclusion/Suspension

Suspension is the most serious sanction we can impose. Suspension can be fixed-term (for a fixed period of time) or permanent. Depending on the length of suspension, pupils will be provided with an appropriate amount of work and will be required to show that work upon their return. After a fixed-term suspension, the Academy must have a meeting with parents/carers before the pupil returns to mainstream lessons.

Higher level Sanctions

A full list of higher-level sanctions can be found in Appendix 3.

If a decision is taken to exclude a pupil for a fixed term (suspension). The following steps will be taken:

- The parent is contacted by the Principal as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
- A meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.

Following this meeting:

- The pupil is reinstated.
- The pupil goes into IE.
- The pupil may be placed on report or another appropriate temporary sanction or support.
- Behaviour support and 'reasonable adjustments' will be reviewed.
- A record of the suspension and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a public exam.

If requested to do so by parents, the Disciplinary Committee must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term. Where a pupil is suspended for fewer than five (5) days in a single term, the Disciplinary Committee will consider any parental representations but will not meet and cannot direct reinstatement.

Decision to Permanently Exclude

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal:

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances).

Weston Favell Academy will do everything possible to avoid the permanent exclusion of a Looked After Child. The Academy will be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Education Director will be informed of any Permanent Exclusion decision.

Permanent Exclusion Processes

The processes that the Academy must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area.

When the Principal decides to permanently exclude a pupil, the Academy Advisory Council will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before making a decision either to uphold the permanent exclusion or to reinstate the pupil.

If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied. If the decision to permanently exclude is upheld, parents/carers have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an **Independent Review Panel**.

Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The Trust will ensure that Independent Review Panel members and clerks are suitably trained. Where requested by the parent, a SEN expert will be appointed by the Trust to advise the Independent Review Panel.

The Independent Review Panel may decide to

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement
- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the Academy, pupil and parents. The Independent Review Panel does not have the authority to direct the reinstatement of a pupil. A parent may not appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

Parents' Responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

Continuing Education During the Exclusion Period

For the first five days of a suspension, the Academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six (6) days or longer, the Academy has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the Academy will set work as described above for the five days following a permanent exclusion.

Mobile Phones

The use of mobile phones is banned in the Academy. Phones are not allowed between 8.40am and the end of the school day at 3pm. If seen or heard, the phone will be confiscated (along with Sim card/ headphones/ ear pods) until the end of the day.

Prohibited Items

There is a list of items that pupils are not allowed to bring onto site. If a pupil is found in the possession of any of these, it will lead to an immediate sanction. For information on the Academy's right to search pupils and confiscate items please follow the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

A full list of prohibited items and sanctions is in Appendix 4.

Non-compliance with the Academy Uniform Policy

The Academy uniform, as detailed in an Academy's uniform policy, should be worn by all pupils. Where a pupil attends the Academy without the correct uniform, the Principal or someone authorised by the Principal, may send the pupil home to change his/her clothes to comply with uniform rules. Parents will be notified and the time allowed will be no longer than is necessary for clothes to be changed. This will not amount to an exclusion and the absence from the Academy will be recorded as authorised. However, if the pupil continues to breach uniform rules to avoid school, the pupil's absence may be recorded as unauthorised. In addition, a persistent breach of uniform rules may give rise to disciplinary sanctions being imposed.

Behaviour off Site

Where pupils misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, this policy will apply and the pupil will be disciplined by the Academy. In deciding whether to apply sanctions and the appropriate level of sanction, the Academy will take into consideration:

- The severity of the misbehaviour/breach of this policy
- The extent to which the Academy's reputation has been affected

- The effect that the behaviour has had or may have on other pupils or members of the Academy community
- The extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline
- Whether the behaviour occurred when the pupil was identifiable as a pupil of the Academy.

Equipment

All pupils should have a bag large enough to hold an A4 folder. They should bring the following equipment to school every day:

- Student Card
- Reading Book
- Pencil Case containing:
 - Pens Pencils
 - Ruler
 - Rubber/Eraser
 - Scientific Calculator
 - Coloured Pencils/Crayons (optional)

Bullying and Peer on Peer Abuse

All forms of bullying are unacceptable and are not tolerated at Weston Favell Academy.

Bullying is defined as the repetitive, intentional harming or one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing, or fighting with people, when both sides are to blame.
-

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If a pupil feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible and action and support is logged on CPOMS.

Pupils must report incidents of bullying so they can be dealt with quickly and effectively by academy staff, by:

- Informing their Form Tutor
- Informing their Deputy Head of Year
- Informing an adult within the Academy
- Completing the online form on the Academy website

Pupils are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble themselves.

Uniform

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work.

Pupils are expected to wear the Academy uniform when travelling to and from the Academy, at all Academy functions and on educational visits unless told otherwise.

Girls	Boys
Black Weston Favell Academy blazer	Black Weston Favell Academy blazer
Black Weston Favell Academy V-neck jumper	Black Weston Favell Academy V-neck jumper
White short or long sleeve blouse	White short or long sleeve shirt
Academy tie (year group specific)	Academy tie (year group specific)
Black trousers or skirt (no more than 5cm above the knee)	Black trousers
Black sensible shoes	Black sensible shoes

Shoes, for all pupils, should be plain black (no coloured flashes, coloured soles or logos) and suitable for school - flat soled or with no more than half an inch at the front of the heel.

We do not allow pupils to wear jewellery, except for one stud per ear for those with pierced ears. Pupils are permitted one stud for a facial piercing.

No accessories to nails including acrylics, varnishes, gels, jewels etc.

Hair should be clean and well-kept. Extreme or unusual styles/ unnatural colours are not acceptable.

Make-up should be subtle, if worn. Any pupil wearing excessive make-up will be asked to remove it.

The Principal will have the final decision on the definition of extreme/unusual/unnatural hairstyles and make-up.

Please note that we recommend that all uniform items are clearly labelled with the child's name.

Appendix 1

<u>Teacher responses to failure to follow classroom rules</u>				
Be ready to demonstrate excellence				
Lateness (more than 3 minutes)	On Call			
Not equipped	Supply pupil with equipment			
Lack of engagement in lesson	R1	R2	On Call	
Disorderly entry/exit	R1			
Be respectful of others				
Refusal to sit in correct seat	R1	R2	On Call	
Not following teacher instructions	R1	R2	On Call	
Swearing in class	On Call			
Inappropriate comments about others	On Call			
Interfering with others work	R1	R2	On Call	
Interrupting or shouting out	R1	R2	On Call	
Be kind to others				
No physical contact with others	R1	R2	On Call	
Defacing/damaging school property	On Call			
Unsafe working/movement	On Call			

Appendix 2

<u>Responses to failure to follow Around the Academy Rules</u>			
Be ready to learn			
Lateness to school	Sign in with the Attendance Team, after school detention issued		
Incorrect uniform	1. Given correct uniform	2. Isolation until uniform is correct	
Phone/earphones seen/heard	Phone/earphones etc. to be confiscated		
Be respectful of others			
Not following teacher instructions	R1	R2	On Call
Anti-social behaviour	R1	On Call	
Rudeness to staff	R1	On Call	
Physical contact (play fighting etc.)	R1	On Call	
Fighting or smoking	On Call		
Verbal abuse to staff	On Call		
A safe place to work			
Not moving around the Academy sensibly	R1	On Call	
Defacing/damaging Academy property	On Call		
Being out of bounds	R1	On Call	

Appendix 3

Higher Level Sanctions

One hour after school detention (ASD) on the same day

Late to the academy
5 R2s in a week

On Call — Room Removal (for that lesson or break) and one hour ASD that day

Lesson removal
Over 3 minutes late for lesson
Swearing in class (non verbal abuse)
Anti-social behaviour
Physical contact (play fighting)
Rudeness to staff
Inappropriate comments about others
Unsafe working/movement
Defacing/damaging school property
Refusal to hand over phone to staff

Internal Exclusion

2 removals in a day
3 removals in a week
Failure to attend/failed ASD
Persistent refusal to follow instructions
Smoking on site
Bullying/Peer on Peer Abuse
Homophobic or transphobic comments or behaviour
Fighting
Persistent refusal to hand over mobile phone
Theft
Pending investigation
Refusal to borrow uniform
Refusing to hand over mobile phone or electronic device
Racism
Internal truancy

Suspension

Refused internal exclusion
Failed internal exclusion (including walking out the room)
Dangerous behaviour including bringing in dangerous items/weapons and or illegal items
Physical assault
Repeated bullying/Peer on Peer Abuse
Sexual misconduct
Bringing the academy into disrepute
Fire alarm
Smoking in a building
Fighting
Verbal abuse to staff
Racial abuse

Appendix 4

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 the property of, any person (including the pupil).

Item	Sanction
In possession of tobacco and associated items such as cigarette papers, lighters, matches etc.	Detention
In possession of a vape	Detention
Grinder	Internal Exclusion
Stolen items	Internal Exclusion
Fireworks	Suspension
Pornographic images	Suspension
Drugs	Suspension
Alcohol	Suspension
Dangerous weapon	Suspension
Illegal item	Suspension