



Behaviour to Achieve Policy

PRIDE through success

Potential	Believe Achieve Exceed
Respect	Strong, resilient learning community
Innovation	Encourage creativity
Determination	We work together to realise individual and collective goals
Excellence	Challenge and support - Academic, Arts, Sports

1. Statement of purpose

The purpose of this policy is to ensure that the academy has a balance between its rewards and sanctions so that students have positive incentives to behave in accordance with the academy's values and to learn to the best of their abilities.

Discipline at The Hastings Academy

Key points:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy's rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits;
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school;
- Teachers have a power to impose detention outside school hours;
- Teachers can confiscate students' property.

2. Aims

- To improve standards of behaviour in the learning environment and provide a platform for outstanding teaching;



- To enhance the learning opportunities of all students to make exceptional progress;
- To provide clearly defined boundaries for students and staff so that all feel safe and secure both within and beyond the academy;
- To establish a consistent and whole staff approach to behaviour across the academy;
- To encourage students to take responsibility for their actions and realise that poor behaviour is often the result of poor choices.

The academy aims to ensure its policies and code of conduct are applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

3. Rewards

It is the academy's belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfilment of the students' potential both academically and socially.

The academy's aim is that the number of rewards issued should outnumber sanctions:

Rewards:

- Verbal and written praise
- PRIDE pounds (for all ages)
- Contact home
- Rewards trips/activities
- Rewards presented by the Principal
- Prize giving events
- Celebration assemblies
- Attendance rewards
- Acknowledgement of excellence in lessons by senior staff

4. Behaviour to Achieve (BTA): Key principles

- BTA is a whole school system which relies on staff using it in a fair and consistent way. No other classroom sanctions can be used;
- Sanctions are set through a central school system and the data is carefully monitored;
- EVERYBODY must follow the system – no exceptions. As we know inconsistency is our biggest barrier in ensuring effective practice.

Behaviour and sanctions



When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. We use a range of sanctions including:

- A verbal or non-verbal (gesture/ signal) reprimand
- Repeating unsatisfactory work until it meets the required standard;
- The setting of work to be completed at home, at break or at lunchtime
- Loss of privileges – for instance the loss of a prized responsibility or attending school trips
- Detention including break-time, lunchtime or after school;
- School based community service or imposition of a task – such as picking up litter, tidying a classroom;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks, or being placed 'on report' for behaviour monitoring;
- Learning plans and community plans detailing student specific, time limited targets – see section 10;
- Meeting with police liaison officers to discuss behaviour and/ or issue an acceptable behaviour contract (ABC) – see section 10;
- In more extreme cases, we may send students to another school on a time-limited placement and we will use both temporary (fixed term) or permanent exclusion should the behaviour be deemed intolerable to the practices and expectations of the academy.

5. Consequences for disruption of learning

- C1 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour
- C2 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour
- C3 Detention – (40 minutes detention, held immediately after school led by the Head of School). The academy operates a no-notice system resulting in students serving their detention immediately after school (from C3's submitted periods 1-4). The purpose of detention is for the students to serve a sanction for and reflect upon their behaviour. The class teacher enters the C3 onto Classcharts (at the end of the lesson or as soon as possible, but before 3:30 pm). The student does not leave the lesson.
- C4 Isolation – If a student's behaviour has escalated to the extent that it is disrupting teaching and learning for other students, the class teacher submits a BTA email (THA-12-BTA). This generates a call-out to senior staff on duty and the student will be removed, quietly, from the lesson. The student must wait to be collected from the lesson and not walk



out. The student will be taken to the isolation room to serve the isolation and will stay in isolation until 4.00 pm. The full isolation (6 hours), where appropriate, will be completed the following day. Isolation is staffed by senior staff and students are expected to complete work whilst in isolation.

It is good practice and expected for the class teacher to meet with the student, where practicable, in isolation to agree strategies to improve working relationships and to ensure a smooth re-entry to the next lesson. Staff are required to enter a comment on Classcharts in relation to the restorative conversation being completed. Where a student is being supported by our THRIVE strategy, students gaining a C4 will work within the THRIVE facility.

- Should a student voice a negative, personal comment directly to or about a teacher or staff member or voice derogatory comments about the teacher or staff member's professional practice an automatic C4 will be issued. Dependent upon the nature of the comment, further investigation and sanction may be appropriate.

6. Sanctions out of lessons

BTA outside the lessons – All staff may issue a C3 for a student not behaving appropriately, for example refusing to attend a lesson or if behaving unsafely outside of the lessons a C4 may be issued.

7. Mobile Phones

We recognise that mobile technologies such as phones and iPads are part of everyday life but that such technologies need to be used appropriately. To this end we have defined unacceptable use of these devices below.

- Mobile phones and similar electronic devices must not be seen or heard during learning time (lessons, tutor time, assembly, trips/visits etc) or within 5 minutes of the start of lesson, unless otherwise instructed by the class teacher. It must be out of sight in the bottom of the student's bag. Normal classroom sanctions will follow for any student whose mobile phone is seen or heard during a lesson
- Using mobile phones to bully or threaten other students is totally unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence, it is unacceptable regardless of



whether consent to take the photo or video was given. This also applies to abuse posted outside of school hours.

- It is forbidden for students to join together to target any student, individual or member of staff; to use their mobile phone to take videos/images in order to denigrate and humiliate an individual. Sharing, sending or uploading images/videos to other students or individuals, or making them publicly available is strictly prohibited. This also includes using mobile phones to photograph or film any student, individual or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and this behaviour will be reported directly to the police for investigation.
- Mobile phones are banned from all exams. Any student found in possession of a mobile phone during an exam will be reported to the exam board and may have their paper disqualified. Such an incident may result in all other exam papers being disqualified.
- Any student who uses vulgar, derogatory, or obscene language transmitted through a mobile phone will face disciplinary action.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones or devices if they are bought into school. Parents/carers are reminded that in cases of emergency, the school office is the first point of contact and office staff can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons.
- Mobile phones/ Ipads are not permitted within isolation or when serving an isolation within the Thrive facility. Devices will be stored safely with the pastoral team.

8. The Process – C3s



1. C3 submitted by teacher ASAP on Classcharts/same for out of lessons behaviour before 3:30 pm.
2. Pastoral staff will issue a text or phone call home advising home about the detention.
3. Detention is served that day from 3-3:40 pm. Pastoral staff to collect from period 5 lessons.
4. Detention is staffed by school teams.
5. Students are aware of the same day detention.
6. Detention for 40 minutes – any behaviour issues will add an extra 10 minutes up to one hour or a failure will result in an additional 60 minute detention the following day.
7. No show/refusal will result in a phone call home. The student will have one more chance to do the detention for one hour the following day.
8. Should students persistently refuse to attend detentions, this will result in the student serving an isolation until 4.00 pm.
9. Weekly reports on C3s will be issued for departments and pastoral teams to reflect, evaluate and support staff, classes and students.
10. Should students persistently refuse to complete detentions or isolations, home will be called to support the academy by working with the student to ensure they complete their sanction, fixed term exclusions will be issued for defiance.

9. The Process – C4s

1. Based on the severity of the incident the Principal, Vice Principal and the Head of School will decide if the student will sit the isolation or if an exclusion is required.
2. Staff who set the C4 are requested to meet the student to re-build relationships and ensure a smooth start to the next lesson.
3. Students stay in isolation all day and complete the work set. Food will be brought to the students if they do not have a packed lunch.
4. Mobile phones, Ipads, electronic devices are not permitted in isolation
5. Isolation is staffed by members of the senior leadership team.
6. Poor behaviour in isolation - students are given two warnings. The student will be removed from isolation and home will be called to support the school in getting the student to comply. Home may be asked to attend the academy to further support compliance, where applicable.
7. Should a student refuse to complete the isolation and walk out of the academy home and the police will be informed. The absence will be unauthorised and the sanction served the following day.
8. Students who persistently refuse to work in isolation, following strategies to overcome this, could face a fixed term exclusion.
9. Students who receive multiple C3's / C4's in one day may receive a fixed term exclusion.

10. Statements

There are occasions where the Academy relies on witness statements in order to ensure that sanctions issued are fair and appropriate to the incident of poor behaviour.

Witness statements will be requested from students with the anonymity of the witness being of the utmost importance and at all times protected. Students support managers will lead in obtaining witness statements and teaching staff should not discuss incidents with students or make any public reference to students giving statements.

11. Bullying

The academy will not tolerate any form of bullying and will issue sanctions as appropriate. Bullying is defined as the repetitive, intentional harming of 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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Homophobic	Any act or behaviour that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy.

12. Guidance for Staff using BTA

- **Each lesson a fresh start:** The process means that students will reflect on their actions and meet with staff before the next lesson where practicable, to repair relationships.
- **Choices:** Students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour, by discussing targets for success with their teacher.
- **Language:** Language should be non-confrontational and focus on the behaviour rather than the individual. All consequences need to be related to learning and impact upon the academy's ethos and culture. Staff should refer to the classroom and academy rules –The Hastings Academy Way where appropriate. Do not invade the student's personal space.
- Refer to learning and The Hastings Academy Way when giving out consequences.
- Take up time. Allow students take up time. Use emotional intelligence to intervene and deal with low-level behaviour issues to avoid escalation.
- C4s should not be given 5 minutes before the end of the lesson/when packing up etc. as the impact on learning is minimal unless there are exceptional circumstances.



- **Classroom management:** Staff should use classroom management techniques prior to using BTA in order to deal with low level disruptive behaviours. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

Create and maintain a stimulating environment that encourages pupils to engage with learning

Display the Hastings Academy Way (student code of conduct)

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

It is vital that students understand clearly what consequences they are on and names should be written on the board when C1/ C2 are issued. There is no further consequence for a C1/C2 – this is the student's opportunity to adjust their behaviours and avoid further sanctions.

- **Behaviour Data:** This will trigger interventions for students. It is vital that there is a no blame approach to using behaviour data. We are not blamed but are all accountable. We should all have an expectation that there will be a professional dialogue around the data. It may be the trigger for;
 - Meetings with parents/carers to support understanding of emerging behaviours and learning needs;
 - Attendance at SEN/ Thrive support sessions;
 - Reflection and trying different approaches;
 - Reference to pupil passport, provision map, class charts, SIMS information



- Curriculum support or intervention from the curriculum and/or pastoral team to resolve issues;
 - Group/Class changes – looking at student groupings;
 - Support/coaching and discussion of classroom practice with teacher;
 - Coaching observations to look at behaviour issues and provide support;
 - Looking at and implementing differentiation;
 - Looking at and reviewing lesson planning/activities;
 - Observing good practice of other staff;
 - Attending BTA support sessions
- **Interventions for students, where possible, could include a referral:-**
- For counselling service;
 - For THRIVE assessment;
 - For time working within the THRIVE centres;
 - For a place within Forest School;
 - For report to tutor, student support manager or Head of School
 - Learning plan
 - Community plan
 - Interview with police liaison officer
 - Acceptable behaviour contract (ABC)
 - To EFT for alternative provision;
 - To PFL provision;
 - For support within College Central;
 - For a 6-8 week school to school placement via the Hastings & Rother Panel;
 - To CAMHS;
 - To Young Carers
 - To "My Time"
 - To GP or school nurse service;
 - To Educational Psychologist
 - To SPOA;
 - To Early Help Keyworker service
 - To ESBAS for behaviour support with an ESBAS practitioner within the Academy;
 - To ESBAS for behaviour support with an ESBAS practitioner within the Academy; ESA: Extended Schools Support
 - To ESBAS for attendance support;
 - To Early Help Keywork service;
 - To iRock;
 - To Dragonflies bereavement counselling;

- **Exclusions:** The academy, at all times, works tirelessly implementing all available strategies before finally imposing this sanction. Upon re-integration, the child and parent/carer will meet with a member of the school's pastoral team to discuss and agree strategies and support to improve and manage behaviour upon return.
Whilst a student is excluded it is imperative that the student remain at home or with their parent/ carer for the period of the exclusion.
If an excluded student enters the Academy site or is near to the Academy during the period of exclusion parents/carers will be subject to a fixed penalty notice fine. Upon return, the student will be placed on report to the Head of School. Students who are excluded will not be invited to attend school trips for the remainder of the academic year.
- **Learning plans (LP):** Should students accumulate numerous C3/C4's, parents/carers will be advised that their child will be placed on a learning plan. The LP will contain relevant, achievable and agreed targets which the students will work towards achieving alongside interventions and support within school. LPs are time limited, which if the student succeeds, will be removed once completed. Should the student fail to achieve the targets within the agreed time, exclusions will be served. Should the student continue to fail to achieve the targets, in spite of the support provided, a additional educational needs plan (AENP) will be started, reflecting strategies, targets, behaviour and interventions to date.
- **Community Plans (CP):** Should students be involved in incidents of anti-social behaviour either within or outside of the academy parents/carers will be advised that their child will be placed on a community plan. The CP will contain bespoke, relevant, achievable targets which will support an improvement in anti-social behaviours. CPs are time limited and if a student achieves the targets the CP will be completed. Should the student fail to achieve the targets in the agreed time an exclusion will be served. Should a student continue to display anti-social behaviours and make no effort to change their behaviours the academy will request that the police liaison officer visit the Academy to speak to the student about the potential impact of their behaviour both upon themselves and also the wider community.
- **Acceptable Behaviour Contract – (ABC):** If anti-social behaviour is severe or repeated it may lead to the Academy liaising with the police to issue an ABC which is time limited and stipulates terms by which the student must abide in order to meet the conditions of the contract. If the student fails to meet the conditions of an ABC the police can apply for an



Anti-social behaviour order, seek support of a youth offending officer and continue to review the behaviour of the student.

- **Transition between key stages and educational settings:**

In order to support students with the transition from KS2 to KS3 the academy will gather relevant information from primary school staff and use it to inform planning which may include a staged entry to lessons, TA support in lessons, access to the Thrive centres and alternative provision such as forest school. Academy staff will visit the local primary schools to observe students in their primary setting and gather background information regarding individual students. Where appropriate, we arrange familiarisation visits to the academy during term 6 for students who require extra transition support and students can meet key staff and gain knowledge of the academy's expectations ahead of time. The academy also hosts transition days where the new intake experience lessons and meet academy staff. In addition to this the academy organises a summer school for a week towards the end of August. This gives students an opportunity to become comfortable with the new surroundings and to meet many of their peers who attended other primary schools in the area. KS4 students who require support for transition to college will be identified for early intervention and plans may include early careers interviews, visiting the college setting, meeting college staff to discuss concerns and sharing key information with college staff.

Students who transition to an alternative educational setting may be supported by academy staff accompanying students and parents/ carers for familiarisation visits/ meetings and information and data will be shared in order to best support the student.

- **Staff training and support**

Staff will receive training on the use of BTA as part of the staff induction programme. Annual whole school INSET and weekly drop in support sessions provide on-going support and behaviour management forms part of on-going professional development.

- **Home support**

It may be necessary for Academy staff to contact parents/ carers for support if a student's behaviour is such that they refuse to comply with staff instructions or cause concern for their own safety or that of others. If Academy staff are unable to contact parents/ carers or if a student refuses to leave the Academy site when instructed to do so it may be necessary for the Academy to contact the police.

THE HASTINGS ACADEMY WAY

Potential	There is no such thing as can't CAN'T	If you try and don't succeed, try again!	Accept feedback and build on it	Respect
Innovation	Try to improve everything you do	Face new situations with a positive attitude.		Respect yourself, the community & each other
Determination				
Always focus on What Went Well	Turn setbacks into fuel to excel forward		Always smile	Excellence
AT THE HASTINGS ACADEMY WE...				
Attend every day	Arrive on time ready to learn	Wear our uniform with pride	Achieve your personal best	
Come prepared for learning, with the correct equipment	Leave excuses and poor behaviour at the door	Do not bully	Take pride in always producing your best quality work	
Follow instructions from adults without question	Allow others to learn without disruption or distraction	Keep the environment tidy and litter free.	★★★★	
	Do not take things that belong to others	Look after our academy, using resources safely and responsibly		
Democracy	Rule of law	Individual Liberty	Mutual Respect	Tolerance

 **PRIDE THROUGH SUCCESS** 

13. Roles and Responsibilities

This behaviour policy is also for staff to reflect upon their practice, responses and actions and to work collectively with their students, departments, student's form tutors and pastoral team to help create and nurture a positive and supportive ethos and culture. The effective management of behaviour is the responsibility of all staff members.

Staff are responsible for:

- Implementing the behaviour policy consistently



- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

The Principal is responsible for annually reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The local board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

Parents/ carers are expected to:

- Support their child in adhering to the pupil code of conduct as stated in the home - school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor/ pastoral team promptly

14. Confiscation of inappropriate items

What the law allows:

- There are two sets of legal provision which enable The Hastings Academy staff to confiscate items from students:-

The **general power to discipline** (as described in the DfE Behaviour and Discipline in Schools document, January 2016, pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Dependent on the confiscated item, it may be disposed of or passed directly to the parent/ carer or the police.

Power to search without consent for "prohibited items" including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the academy which has been identified in the rules as an item which may be searched for.

15. Student behaviour whilst off site/outside the school gates

Subject to this behaviour policy, the academy may discipline students for:

Misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity;
- Travelling to or from the academy;
- Wearing the academy uniform;
- In some other way identifiable as a student at the academy.

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the academy;
- Poses a threat to another student or member of the public;
- Could adversely affect the reputation of the academy.

Whilst a student is wearing academy uniform they are bound by the rules and expectations of the academy. Any student who breaks the code of conduct whilst in uniform will face the same consequences as if they were in school. For example, behaviour at the bus stop or on the journey to and from the academy is bound by the same rules as if on the academy premises. If unable to reprimand the student, a member of staff who witnesses any contravention of the Behaviour to Achieve policy should go to the academy reception to attempt to identify the student(s) concerned and report the incident to the appropriate Head of School. The Head of School and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above. If repeated poor behaviour is evidenced outside of the academy the police will be informed.

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. Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a



consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

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 bring the academy into disrepute.

16. Power to use reasonable force

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

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Please see University of Brighton Academies Trust Policy B2 - Physical contact policy

17. Malicious allegations against staff

When malicious allegations occur, they are very serious and are treated as such. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious or unfounded, the academy trust and Local Authority Designated Officer (LADO) will be informed and will refer the matter to the student's Local Authority social services team to determine whether the student concerned needs services or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; where appropriate the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. The disciplinary action against a student might include a detention, fixed term or permanent exclusion.

18. Legal duties under the Equality Act 2010

Following the Equality Act 2010 ("the Equality Act"), the academy will not discriminate against, harass or victimise students because of their: gender,



race, disability, religion or belief, or sexual orientation; because of a pregnancy/maternity; or because of a gender reassignment. For disabled students, this includes a duty to make reasonable adjustments to policies and practices.

The public-sector equality duty means that the academy will also have due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not; by having due regard to the need to tackle prejudice and promote understanding.

These duties will be considered when deciding whether to exclude a student. The academy will also ensure that its policies and practices do not indirectly discriminate against students by unfairly placing them at a greater risk of exclusion than others.

Provisions within the Equality Act allow the academy to act to deal with disadvantages that may affect a specific group, where this can be shown to be a reasonable and proportionate way of dealing with such issues. The Principal and the Local Governing board will take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

As well as having disproportionately high rates of exclusion, there are certain groups of students with additional needs who are particularly vulnerable to the impacts of exclusion. This includes students with Education, Health and Care Plans (EHC plans) and Looked After Children (LAC). The Principal will, as far as possible, avoid permanently excluding any student with an EHC plan or a Looked After Student.

The academy will engage proactively with parents/carers in supporting the behaviour of students with additional needs. In relation to Looked After Students, the academy will co-operate proactively with foster carers or student's home workers, the local authority that looks after the student and its Virtual School Head.

Where the academy has concerns about the behaviour or risk of exclusion of a student with additional needs, including a student with an EHC plan or a Looked After Student, it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative



placement may be required. This should involve assessing the suitability of provision for a student's SEN. Where a student has an EHC plan, the academy will consider requesting an early annual review or emergency review.

Policy owner:	Assistant Principal for Behaviour and Attitudes
Date approved:	25/04/2019
Approved by:	Hilary Morawska - Principal