



THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



Conduct and Character Policy

September 2021

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

(Haim Ginott, 1965)

Achieving Excellence Together

Policy reviewed:	Summer 2021
Reviewed by:	Deputy Headteacher
Next review due:	Summer 2022



The Ripley Academy Conduct and Character Policy

Statement of Intent

All students should be able to attend The Ripley Academy feeling safe, able to enjoy learning and thrive academically and personally within a caring and aspirational environment. The two key elements that underpin all of our work are:

- 1) The development of good relationships between staff and students where adults role model expected behaviours.
- 2) The effective, fair and consistent use of rewards and sanctions across the school where the prevailing culture is one of praise, positivity and optimism.

This policy sets out how the whole academy community works together to achieve desired conduct, how we deal with low level disruption in lessons and how we recognise and reward the positive behaviours displayed by our learners. Academy staff should understand the principles underpinning the policy and should know what is included in it, so that they can refer to it as necessary.

All adults within the Academy are asked to refer to the quotation on the front cover as a frame of reference in their work with all students:

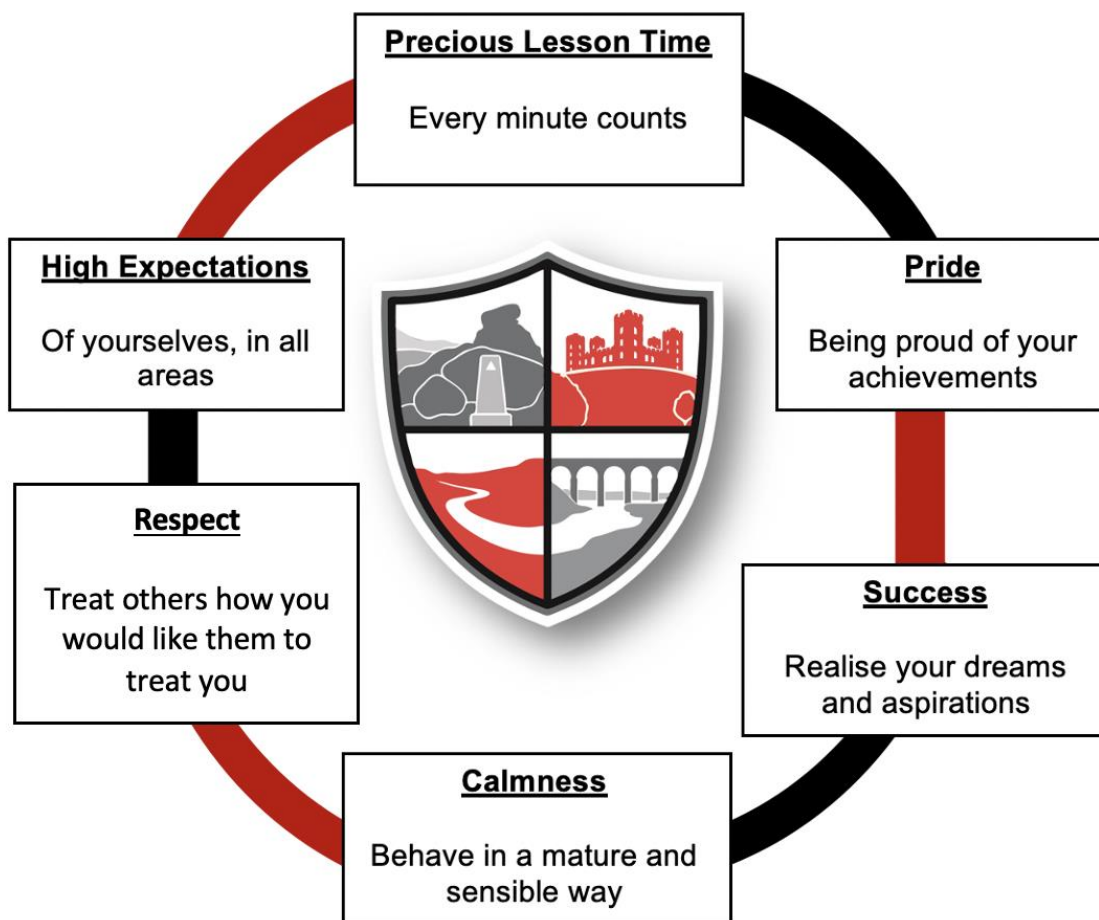
1.The Ripley Academy - Code of Conduct

We ask all students to follow The Ripley Academy Code of Conduct and to be aware of their role in meeting the academy's high expectations.

Conduct Expectations

1. Follow all instructions from staff at the first time of asking.
2. Listen carefully, whilst others are talking.
3. Wear your uniform with pride and have all appropriate equipment.
4. Use your learning time effectively – it is precious.
5. Behave appropriately and be respectful at all times.

The Ripley Academy values (on the following page) have been developed in collaboration with students to ensure that their voices are heard and that the school develops in a community where students live these values on a daily basis.



2. Precious Lesson Time

Teaching and learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that the academy's teaching and learning policy is uniformly applied. Positive behaviour in lessons does not happen by accident. It is a result of well planned, challenging lessons, with good pace, clear objectives and outcomes and well-rehearsed routines (see Appendix 1). It is expected that teachers will be punctual to lessons, greet their students at the door and model positive professional behaviour at all times.

In some instances, the Teaching and Learning policy and the Code of Conduct will not have the desired impact on an individual student's conduct. When this is the case, academy staff will work with parents/carers, the student and on occasion outside agencies to monitor and evaluate a personalised support plan.

For a department-based problem, the class teacher and the Department leadership team will work together to reach a resolution. For a pastoral matter or a problem that may cross several departments, the class teacher/s and/or form tutor will work with the Head of Year to reach a resolution



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The aim is always to include every single student in every aspect of school life, every single day.

The core principle is that lessons are so precious that nothing should disrupt them.

The language that we use is one of resolution.

3.Children with SEND, disadvantaged children or those with difficulty accessing the curriculum

Where students have a Special Educational Need and/or display social, emotional or mental health difficulties, sanctions may be revised and made appropriate to individuals' understanding. This process will involve the Special Educational Needs Coordinator (SENCO). Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers through learning passports which will be reviewed on a regular basis.

In some situations, academy sanctions may compromise our work to accelerate the progress of disadvantaged students. When this is the case, sanctions may be adjusted to ensure that this does not happen.

4.The Effective, Fair and Consistent use of Rewards and Sanctions across the Academy

Students learn best when they know what behaviour is expected of them and that rewards and sanctions will be applied fairly and consistently to all students.

4a. Rewards

All adults who work at The Ripley Academy are committed to recognising, encouraging and celebrating student achievement and the success of all its students in all areas of school life.

The Ripley Academy has a character where there is a culture of positivity between staff and students. Students should be confident that their personal effort, commitment and achievement will be acknowledged and rewarded.

The rewards policy aims;

- To increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- To develop a system of recognising and celebrating success, so that there is greater awareness of a student's achievement across the curriculum amongst other learners, staff and parents/carers.

Reviewed July 2021



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- To praise those students who consistently work hard and meet expectations in line with the academy's Code of Conduct.
- To use rewards to support and promote good conduct.
- To encourage students to be active and responsible members of the whole academy community and make positive contributions to the wider society.

Strategies for Rewards

- Positive signatures on their reward card
- Verbal recognition
- Attendance certificates
- Emails, letters, postcards and phone calls home
- Praise assemblies
- Celebration of Achievement Evening

It is the responsibility of every member of staff to reward students, in line with the rewards system, ensuring a consistent approach across the academy.

Signatures will be awarded by staff in line with one of six criteria.

P	Pride	Work is presented to the expected standard.
R	Respect	Display of politeness, courtesy and good manners to all members of the class.
A	Attendance	100% attendance for 1 week
I	Independent	Being actively involved in learning, exhibiting scholarly behaviour, attempting extension tasks.
S	Success	Reaching or exceeding individual target level on an assessment
E	Extra curricular	Contributing to The Ripley Academy community e.g. being part of a sport's team, supporting at an information evening.



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Acknowledgment positive signatures on reward card

Number of signatures	Acknowledgment
50	First email home
100	Second email home
150	Bronze certificate
200	Silver certificate
250	Gold certificate
300	Platinum certificate
350*	Entry into prize draw

*lucky dip prize for every subsequent 50 signatures after achieving Platinum Certificate Administration

1. Each KS3 and KS4 student will be issued with a signature card.
2. Upon completion of a reward card, tutor logs 50 points on SIMS.
3. Emails, postcards or certificates to be issued on a regular basis.

4b. Sanctions

Where there are incidents of poor behaviour it is important that sanctions are applied consistently and fairly by all staff across the academy. Although there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently.

4bi. Low Level Disruption

Low level disruption is a direct challenge to the academy's key principles that lesson time is precious and nothing should disrupt it.

Strong lesson routines are key in establishing the learning climate at the beginning of every lesson and ensuring a settled start. For students who display low-level disruption there will be a clear three-step system which is consistently followed by all staff.

The three-step system to be used in lessons will be as follows;

1. Non-verbal cues from the member of staff, including using proximity control, to encourage the student to stop the behaviour without disrupting learning.
2. Student name written on board as a visual reminder to stop the behaviour without disrupting learning. The student's name can be removed from the board if conduct improves.
3. Behaviour incident logged on SIMS which is monitored weekly by tutors.



Any student who has three logged disruptive behaviours in one school week should receive a phone call home from their tutor and may be placed on either a department monitoring report or a tutor report to closely monitor performance until it reaches a good standard and meets the high expectations set.

4bii. Possible strategies for dealing with Low Level Disruption

a). Signal interference

Non-verbal signs to show disapproval of certain behaviours can be very effective at the beginning stages of the misbehaviour e.g. eye contact, hand gestures, coughing, clearing your throat, facial expression-frowning.

b). Proximity Control

Moving closer or standing near a student can alert them that you have noticed their behaviour and the immediacy makes more of an impact.

c). Planned Ignoring

Some behaviours have limited power and will fade away if it's not given any attention (professional judgement is needed here and knowledge of the student)

The above three strategies are excellent for not embarrassing the student and enables the teacher to maintain the pace of the lesson/learning.

d). Modelling Techniques

By giving attention to a student who is on task it may encourage others to seek the same praise. Never underestimate the power of positive reinforcement; even if the student does not react immediately it may well affect their behaviour later – catch them being good!

e). Behaviour Shaping

This is another way to reinforce positive behaviours. Rewarding a student for behaviour that is close to the desired goal will encourage their sustained efforts.

f). Time Out

There are times when a student may not respond to strategies used and when this happens a short period of 'time out' may help to diffuse the situation. This could be only a few minutes but when you do speak to the student, focus on the behaviour you want to see on re-entry.

g). Interest Boosting

Showing an interest in a student's work or saying something quietly about the student's personal interest could help change poor behaviour. This shows the student that the teacher is a real person who cares about them and gives them positive attention.

h). Achievement and Recognition

Students who have challenging behaviours will often have poor attainment and learning. Enhancing and acknowledging their successes, however small, is a powerful way to motivate positive behaviour.



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4biii. De-escalation

a) Match the problem

Don't go in too heavy/hard.

b) Student reaction

Notice the reaction of the student and react accordingly. Control your own body language, personal space and para-verbal skills (volume matching).

c) Keep calm

An emotional response lowers the teacher's status; the adult needs to role model the appropriate behaviour.

d) Focus on the action

Condemn the act not the person. Do not insult or label the student concerned, allowing the student to retain their self-esteem.

e) Positive inaction

It's not always necessary to resolve a problem when and where it occurs. A postponement can allow individuals to calm down and avoids an audience.

f) Retain control

Conflict conversations are usually negative and unproductive. Avoid asking "Why?". Asking "what" questions is a powerful way of taking the initiative.

g) Saving face

Leave yourself and the student a gracious way out. Offer a compromise that will convey a sense of fairness. Take time to check the fact before jumping in.

h) Aim for a "win-win" solution

The teacher should not attempt to beat the student into submission. A solution where both sides can keep their self-esteem is most effective. Avoid threats as these will increase the probability of the student reacting aggressively and escalating the conflict.

i) Fresh start, clean slate

A restorative conversation reaches an agreement between both sides to move on. It is vital to re-establish a friendly and co-operative working relationship.



5. Routines for Years 7 to 11

Consistent adherence to the academy's routines is the number one conduct reinforcement tool. It is only through all adults consistently following these routines that the academy's character will be calm and harmonious.

Lesson Routines

All staff encourage calm and purposeful movement between lessons.

There is a high visible presence of staff on corridors and around school at lesson changeover time. Punctuality to lessons by students is excellent and teachers are uncompromising with starting lessons on time.

At the beginning of a lesson:

Students line up in a calm and orderly single file, when possible, outside their classroom. Teachers are ready to greet students as they arrive. Uniform check. Students are invited to enter the classroom to sit according to the seating plan. A connect activity engages students as soon as they enter the classroom. Equipment and planners are out. Bags on floor for the remainder of the lesson. The register is taken. Link to prior learning is made. Silence and whole class attention are achieved before the main lesson commences.

During a lesson:

All lessons should follow the Accelerated Learning Cycle.

Lesson time is precious and should be free from interruption. Therefore, teachers should not be disrupted by colleagues or students when they are delivering their lessons.

During lessons, students are active learners where they complete tasks, are responsive to guidance, meet assessment criteria and maintain responsibility for their progress. By holding lesson time in the highest regard, our students see how important this time is for them and us.

At the end of a lesson:

There is a calm, organised and planned end to the lesson. Progress is checked and learning is made explicit. Link to future learning is made. Students are invited to pack away and stand up behind their chairs. Students are dismissed in silence, row by row/table by table. Teachers stand at their doors at the end of every lesson to ensure a calm exit onto the corridor and to greet the next class.

Assembly Routines:

Students line up and come into the assembly space in silence. At the end of the assembly, students are dismissed row-by-row and in silence, as directed by the Head of Year.

Around School:

Students move in a calm and purposeful manner around school, with adults and older students modelling expected behaviour to younger students. Raised voices are rare and an atmosphere of respect, tolerance and ambition permeates the school.

Fire/Emergency Evacuation:

Upon hearing the fire evacuation bell, everyone on site, staff and students alike, fall completely silent and walk calmly but purposefully to the safety point. Silence prevails until the site is confirmed as safe and students have been dismissed by the Headteacher or Head of School.



6. Categories of Behaviour

Examples of poor behaviour and who would be responsible for investigating and managing response.

	BEHAVIOUR	ACTION / SANCTION
Category 5: Senior Leadership 2	C5: Prohibited items: Drugs / Alcohol C5: Prohibited items: Knives/weapons C5: Physical Assault resulting in serious injury C5: Aggressive Behaviour C5: Hacking of Computer System C5: Sexual violence	Fixed term exclusion Permanent exclusion Governors Behaviour Panel Internal exclusion Risk assessment
Category 4: Senior Leadership 1	C4: Physical Assault C4: Aggressive Behaviour C4: Persistent Bullying C4: Theft C4: Smoking materials/e-cigarettes/vapes C4: Discriminatory comments C4: Failure or refusal to Head of Dept/Year C4: Vandalism C4: Sexual harassment C4: Persistent C3 behaviours	SLT/Headteacher (60 / 120 minutes) detention SLT report (Red) Conduct Agreement Referral to other agencies for support (AP, PRU) Managed Move Formal parental Meeting Internal Exclusion Change of class / set Risk assessment
Category 3: Head of Department / Head of Year	C3: Online Bullying C3: Verbal abuse / aggression C3: Refusal to Class Teacher C3: Failure to attend Class Teacher detention C3: Truancy C3: Persistent C2 Behaviours C3: Bullying C3: Unsafe/dangerous behaviour	Report to HOD / HOY Detention (up to 60minutes) Lesson withdrawal Contact with parents / guardians Isolate within the classroom Community service activities SLT withdrawal for individual Lessons Formal restorative conversation



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Category 2: Class Teacher / Form Tutor: Recorded on SIMS	Failure to complete classwork Persistent failure to complete homework Persistent C1 Behaviours Persistent low-level disruption Inciting others to act badly Inappropriate behaviour Threatening language/behaviour	Staff Detention (Up to 60 minutes) Move seat within classroom Tutor report (Green) Isolate within the classroom Catch-up sessions Referral Informal restorative chat Time-Out (5 minutes maximum)
Category 1: Class Teacher / Form Tutor	Late to lesson / school Lack of equipment Low level disruption Incorrect / missing uniform or jewellery	3 step system for low level disruption Professional Judgement Dealt with in class Verbal warning Reinforce conduct expectations Set short term target Positive praise Sign Reward card Take up time

Low level disruption (LLD) spans a wide range of behaviours you may see in or out of the classroom. The following list is not definitive but provides guidance on what is defined as LLD. E.g. talking whilst the teacher is talking, turning around, calling out, distracting themselves or others from their learning, failure to start work, messing around with equipment, general silliness, leaving seat without permission, making flippant or non-malicious comments, ignoring an instruction, silly behaviour outside of lessons.



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All incidents of poor behaviour at C2 level and above (as well as sanctions) must be recorded on SIMS. This is then used by Tutors, Head of Departments (HoD), Heads of Year (HoY), and the SST to identify and address any patterns of poor behaviour within the academy setting.

6i. Progress Reports

If it is believed that if a student is struggling with effort, progress or behaviour during lesson time in one subject the HoD may place the student on subject report for two weeks.

If a student is thought to be struggling in more than 1 subject, it may be agreed to place the student onto an academic monitoring progress report. This will be either:

- Green report, monitored by their Form Tutor,

- Orange report monitored by their Head of Year

- Red report monitored by a member of the Senior Leadership Team (SLT).

If the student is failing to meet the behaviour expectations during break and/or lunch, they may be placed on Blue report for unstructured time.

For each type of report listed above, it is a mechanism that enables staff to monitor effort, progress and behaviour against agreed targets. This will allow the academy to put appropriate support in place to improve the academic and pastoral development of the student.

Parents/carers are asked to support the academy by signing the report daily and reinforcing the academy's Code of Conduct expectations.

Alternatively, if the student is lacking in confidence, they may be placed on a yellow praise report.



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7. Schools' Responsibilities and Power with respect to Behaviour and Discipline

The policy draws on DfE guidance:

“Behaviour and Discipline in Schools – A guide for Headteachers and School Staff”
January 2016

The following key points from the above document are to be considered alongside The Ripley Academy Conduct and Character policy.

- Teachers have a statutory authority to discipline pupils for misbehaviour which occurs in school and, in some instances, outside of school.
- The power to discipline also applies to paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under paragraph 7 of Schedule 1 of the Education (Independent Schools Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

7i. Discipline in Schools – Teachers' Powers:

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school 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 Headteacher says otherwise) with responsibility for pupils, such as teaching assistants

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits

Teachers can also discipline pupils for misbehaviour outside school

Teachers have a specific legal power to impose detention outside school hours

Teachers can confiscate pupils' property.

Teachers also have a statutory power to discipline pupils for misbehaving outside of the school premises. The teacher may discipline a pupil for any misbehaviour when the child is:

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

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

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



8. Detention

Teachers have legal powers to put pupils in a detention

Schools must make clear to pupils and parents/carers that they use the detention (including detention outside of school hours) as a sanction.

Where a detention is outside school hours there is no requirement to give 24 hours' notice to parents

Teachers do not have to give 24 hours' notice for a lunchtime detention.

The times outside normal school hours when a detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days – usually referred to as 'INSET days'

8i. Matters schools should consider when imposing detentions

- Parental consent is not required for detentions
- The Academy must act reasonably when imposing a detention. In addition, when deciding the timing.
- The teacher should consider whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

At The Ripley Academy an email will be sent to parents or carers, **no later than 1.00pm**, to notify them that their child has received an after school detention for that evening.

However, in instances of persistent misbehaviour or non-cooperation The Ripley Academy reserves the right to use no-notice after school detentions, following prior notification to parents / guardians. This is because we recognise the safety issues for students who travel some distance to and from the academy and who rely on public transport.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.



9. Lesson Withdrawal

Lesson withdrawal should only be used as an emergency protocol within a lesson where a student has refused to follow all reasonable instruction and is preventing the teacher from teaching and the rest of the class from learning or there is a safeguarding issue. At this point whole class learning cannot proceed.

Each department has a lesson referral rota that sets out which classes students should be sent to for every period of the school week.

If a student is repeatedly withdrawn from the same teacher's lesson, then the teacher should seek support from their Head of Department who may also involve Student Support Coordinators or the Head of Year or form tutor as appropriate. Lesson withdrawals should not continue indefinitely.

If arrangements are made within the subject team for a student to be withdrawn in the next lesson, then the class teacher or Head of Department should see the student in advance of the lesson and inform them of this.

9i. Incidents with lesson time

1. Individual teachers can set 10-minute break time/lunchtime or after school detentions. Each time a detention is set, it must be recorded on SIMs.
2. If a student was present in school but fails to attend one of the above, then the Head of Department should see the student and set another detention following the same processes as above.
3. If a student fails to attend either of the above, then the Head of Department should inform the student's Head of Year and confirm that the above steps have been taken. The Head of Year will reset the detention with themselves.
4. If a student fails to attend the Head of Year detention, then home will be contacted and the student placed in SLT detention the following day.
5. If a problem cannot be solved by a Head of Department or Head of Year and all of the above strategies have been exhausted, then they should discuss the next steps with the Deputy Headteacher, Head of School or Headteacher.

9ii. Incidents outside of lesson time

If an incident occurs outside of lessons, then the member of staff involved should attempt to resolve the situation. In some instances, it may be appropriate to report the non-subject incident on SIMs which will be followed up by either the Student Support Coordinator, Form Tutor or Head of Year who will then put in place an appropriate sanction.



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9iii. Incidents outside of school

The academy will use sanctions to deal with poor behaviour outside of school if it brings the name of the academy into disrepute or if it is likely to spill over into and compromise the smooth running of the academy.

9iv. Internal Exclusion

Internal exclusion is the last step the academy can take before a fixed term exclusion.

Depending on the severity of the incident, this will take place within the academy or at one of our partner schools. It is a serious sanction and should only be used when:

- A subject team has exhausted all possible strategies to improve behaviour of the student.
- The actions of the student were serious enough to escalate the sanctions immediately to an internal exclusion.
- A student acts in clear defiance of academy rules- i.e. refusing to go to a lesson withdrawal, refusing to follow instructions, etc.

The Deputy Headteacher, Head of School or Headteacher can place a student into internal exclusion.

If a Head of Department or Head of Year wishes to place a student into internal exclusion, then this should be agreed with a member of the Senior Leadership Team (Deputy Headteacher, Head of School or Headteacher) as they will have an overview of the student's behaviour.

In all instances it is crucial that the:

- Student is informed why they are in internal exclusion
- Student Support Team inform parents/carers why the student is in internal exclusion.



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10. Confiscations and Searching

School staff can search a student for any item if the student agrees.

The Headteacher and staff authorised by them have a statutory power to search pupils and their possessions, without consent, where there are reasonable grounds for suspecting that a student may have a prohibited item. The academy is not required to inform parents/carers before the search takes place or to seek their consent to search their child. This includes searching electronic devices for images/video clips that may be detrimental to the welfare of another student or a member of staff.

Prohibited items are:

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

In addition to the items listed above, under The Ripley Academy rules the following are also prohibited:

- MP3 players and iPods
- chewing gum
- permanent marker pen

Consent does not have to be formally written by the student. It is enough for a member of staff to ask the student to turn out his or her pockets or to ask to look in their bag and for the student to agree.



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10i. Seizing property

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 academy discipline.

If staff have serious concerns that a student may have illegal items in their possession (e.g. illegal drugs or weapons) they may contact the Police.

10ii. Searching without consent

The school can search for prohibited items if they reasonably suspect a student has a prohibited item. The search will be by a member of staff of the same sex with another member of staff present unless there is reasonable belief that there is a risk of serious harm to a person and to not search immediately would increase this risk.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco cigarette papers, e-cigarettes.

10iii. Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.



11. Exclusions

Rationale

This exclusion policy should be read in conjunction with The East Midlands Education Trust policies and the DfE guidance “Exclusion from maintained School, Academies and Pupil Referral Units” (September 2017).

It is intended to clarify the policy and practice which informs the academy’s use of exclusions. It is underpinned by the shared commitment of all members of the academy community to achieve two important aims:

Firstly, to ensure the safety and well-being off all members of the academy community and to maintain as appropriate educational environment in which all can learn and succeed.

Secondly, to realise the aim of reducing the need to use exclusion as a sanction.

11i. Introduction

Exclusion from the academy is an extreme sanction and is not a decision that is taken lightly. In applying the Exclusion policy, the academy will follow current Government and Local Authority guidance and advice. It is only administered by the Headteacher (or in the absence of the Headteacher, the Head of School). In the case of a permanent exclusion, the Headteacher may decide to permanently exclude a student or place them on full-time alternative provision:

- If a student has received multiple fixed term exclusions or is approaching the legal limit of 45 days in an academic year.
- If a one-off incident is of such a serious nature that allowing the student to remain in Academy would seriously harm the welfare of the student or others in the academy
- When the student’s behaviour is harming the education of other students in the academy
- There has been a serious breach in the academy’s Conduct and Character policy.



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Exclusions, whether fixed term (FTE) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Academy's Conduct and Character policy;

Exclusion Reason	Includes
Use or threat of use of an offensive weapon or prohibited item	<ul style="list-style-type: none"> -Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, -Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property -Use of an offensive weapon
Abuse against sexual orientation and gender identity	<ul style="list-style-type: none"> -Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) -Homophobic, biphobic and transphobic bullying -LGBT+ graffiti -LGBT+ taunting and harassment -Swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	<ul style="list-style-type: none"> -Derogatory statements or swearing about a disability -Bullying related to disability -Disability related graffiti, -Disability related taunting and harassment
Inappropriate use of social media or online technology	<ul style="list-style-type: none"> -Sharing of inappropriate images (of adult or pupil) -Cyber bullying or threatening behaviour online -Organising or facilitating criminal behaviour using social media
Wilful and repeated transgression of protective measures in place to protect public health	<ul style="list-style-type: none"> -Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
Physical assault against pupil	<ul style="list-style-type: none"> -Fighting -Violent behaviour -Wounding -Obstruction and jostling
Physical assault against adult	<ul style="list-style-type: none"> -Violent behaviour -Wounding -Obstruction and jostling
Verbal abuse / threatening behaviour against pupil	<ul style="list-style-type: none"> -Threatened violence -Aggressive behaviour -Swearing -Verbal intimidation
Verbal abuse / threatening behaviour against adult	<ul style="list-style-type: none"> -Threatened violence -Aggressive behaviour -Swearing -Verbal intimidation



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Bullying	-Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	-Racist taunting and harassment -Derogatory racist statements -Swearing that can be attributed to racist characteristics -Racist bullying -Racist graffiti
Sexual misconduct	-Sexual abuse -Sexual assault -Sexual harassment -Lewd behaviour -Sexual bullying -Sexual graffiti
Drug and alcohol related	-Possession of illegal drugs -Inappropriate use of prescribed drugs -Drug dealing -Smoking -Alcohol abuse -Substance abuse
Damage to property	-Damage includes damage to school or personal property belonging to any member of the school community -Vandalism -Arson -Graffiti
Theft	-Stealing school property -Stealing personal property (pupil or adult) -Stealing from local shops on a school outing -Selling and dealing in stolen property
Persistent or general disruptive behaviour	-Challenging behaviour -Disobedience -Persistent violation of school rules -Raising of fire alarms falsely

Unacceptable behaviour which has previously been reported and for which the academy's sanctions and other interventions have not been successful in modifying the student's behaviour e.g. classroom disruption, smoking, bullying etc.

*Drug is defined in The East Midlands Education Trust "Safeguarding and Child Protection" policy.

11ii. Exclusion procedure

Once an incident has occurred, which the investigating member of staff considers may warrant an exclusion as a sanction, the sanctions follow the categories of behaviour as detailed in section 6. This will ensure appropriate procedures are followed.



The Ripley Academy Conduct and Character Policy

Most exclusions are of a fixed term nature for a short duration (usually between one and five days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing public examinations

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent / guardian has expressed a wish to make representations. In this case after the fifth day of the exclusion, the academy has to ensure that the student has educational provision other than at home and has entered into a partnership agreement with local schools to ensure that it is able to meet this requirement.

During the course of a fixed term exclusion, parents are advised that the student is not allowed on the academy's premises and that daytime supervision is their responsibility, as parent / guardian.

Immediately following the decision to exclude, a student's parent / guardian is contacted, where possible by telephone call and followed up with a letter. The letter will include details of the exclusion and the date the exclusion ends. Parents / Guardians are informed of their right to make representations to the Governing Body.

On returning to the academy, a reintegration meeting will be held with either a Head of Year, Head of SEND, a member of the Senior Leadership Team or other staff where appropriate. During the meeting, discussions take place to determine the most appropriate strategy to put in place to ensure a smooth reintegration of the student back into the academy community and to try to ensure further sanctions are avoided. These strategies may include going on report, the implementation of an Individual Conduct plan or involvement of external agencies.



The Ripley Academy Conduct and Character Policy

11iii. Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success.

It is an acknowledgment that all available strategies have been exhausted and permanent exclusion is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for first or 'one off' offence. This might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Use, possession or supply of a drug* as defined by The Ripley Academy "Safeguarding and Child Protection" policy and the East Midland Education Trust "Drugs Education" policy.
- Carrying an offensive weapon **
- Arson

*as defined by The Ripley Academy "Safeguarding and Child Protection" policy and the East Midland Education Trust "Drugs Education" policy

**Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to a person; or intended by the person having it with him for such use by him"

The academy will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such conduct seriously affects the discipline and well-being of the academy.



The Ripley Academy Conduct and Character Policy

11iv. General factors to be considered before making a decision to exclude

Exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the academy or the student concerned. Before deciding whether to exclude a student either for a fixed term or permanently the Headteacher will;

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations, taking into account Equal Opportunity and Race Equality policies.
- Allow the student to give his/her version of events.
- Check whether the incident may have been provoked, for example by bullying, racial or sexual harassment.
- Take account of SEND when administering the exclusion process with regard to current SEN legislation.

If the Headteacher is satisfied that on balance of probabilities the student did what he/she is alleged to have done, an exclusion will be the outcome.

11v. Exercise in discretion

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system with a fixed standard sanction for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction the Headteacher will consider:

- The gravity of the incident, or series of incidents and whether this constitutes a serious breach of the academy's Conduct and Character policy.
- The effect that the student remaining in school will have on the education and welfare of other students and staff.

However, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, or if the student is found to be dealing with illegal substances it is the academy's usual policy in these particular serious matters to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee when it meets to consider the Headteacher's decision to exclude.



The Ripley Academy Conduct and Character Policy

11vi. Lunchtime Exclusion

Students whose conduct at lunchtime is disruptive may be excluded from the academy premises for the duration of the lunchtime period. This will be treated as a Fixed Term Exclusion and parents / guardians will have the same right to gain information and appeal.

11vii. Behaviour outside the Academy day

Students' conduct outside the academy grounds whilst on school "business", for example school trips and away sporting fixtures or work experience, is subject to The Ripley Academy Code of Conduct. Unacceptable behaviour in these circumstances will be dealt with as if it had occurred on the academy site during the school day.

11viii. Drug related Exclusion

In making a decision on whether or not to exclude for a drug-related offence, the Headteacher will have regard to the Academy's published "Drugs Education" policy. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, Fixed Term Exclusion may be more appropriate than permanent exclusion.

For conduct outside of the academy's grounds but not on school business this policy will be in effect if there is a clear link between the conduct of the student and the maintaining of good behaviour and discipline among the student body as a whole. If a student's behaviour in the immediate vicinity of the school or on a journey to and from the academy is unacceptable and meets the criteria for exclusion, then the Headteacher may decide to exclude.



12. Malicious allegations against Academy staff

The Academy will follow the guidance in the October 2012 DfE guidance, “Dealing with allegations of abuse against teachers and other staff”. Where students are found to have made malicious allegations, they are likely to have breached the Academy Conduct and Character policy. The academy will therefore consider whether to apply appropriate sanctions, which could include a fixed term (FTE) or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

13. Legislation

This policy is based on the following legislation;

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011

Appendix 1

The “Summary of recommendations” written by the Education Endowment Foundation has been used to underpin the Conduct and Character policy.



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

