	Pastoral Care: Personal Development, Behaviour & Welfare Policy	Author:	Mary Hall
		Approved by:	Local Governing Body
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RATIONALE

The policy outlines the structures the Academy operates to ensure that all our students are supported in their personal development and engagement and that their welfare is of prime importance.

"Children with higher levels of emotional, behaviour, social and school well-being on average have high levels of academic achievement and are more engaged in school, both concurrently and in later years." *DfE, 2012*

We aim to offer well-targeted support for all students to enable them to make the best of the opportunities provided by the Academy. We want our students to be known as self-assured individuals who have high levels of confidence in the Academy's ability to advise and support them effectively.

The policy also includes details about how the Academy works with families, children and a range of agencies to sustain the learning, development and well-being of individual students facing challenging circumstances.

PASTORAL CARE

Form Tutor

Students are attached to a form group on entry into Year 7, where they normally remain until the end of Year 11. Students register with their form tutor each morning for 20 minutes prior to their first lesson.

The role of Form Tutor is to oversee student's personal development, behaviour, welfare and progress on a daily basis. The Form Tutor is the first point of contact for parents/carers.

Progress Leader

Each year group is overseen by a Progress Leader who has overall responsibility for the year.

The role of the Progress Leader is to intervene with students in terms of progress, behaviour and welfare and initiate Early Help support.

Leadership Team Links

The Progress Leader for each year will be supported by a member of the Leadership Team.

Vice Principal

There are two Vice Principals, one of whom has overall responsibility for the management of inclusion and achievement within the Academy. However, each Vice Principal takes oversight of either Key Stage 3 or Key Stage 4/5.

The Vice Principals have overall responsibility for ensuring that the students in each Key Stage are supported in their personal development, behaviour and that their welfare is secure. The Vice Principals must ensure that all avenues are explored to support vulnerable students in securing effective outcomes.

STUDENT SUPPORT CENTRE

"Achievement is not what people expect or think of you, it's about having a dream or a goal and achieving it despite setbacks and adversity."

Aims

- Remove barriers to learning.
- Minimise disruption to teaching and learning.

- Reduce exclusions.
- Improve attendance.
- Re-engage students.
- Improve social skills.
- Support individuals.

Principles

- Provide a positive environment to deliver personalised learning.
- Work with small groups.
- Subject teachers retain responsibility for progress and assessment.
- Timescale dependent on individual needs.
- Holistic approach to education and learning.
- Multi-agency approach.
- Uninterrupted focus on achievement wherever possible.
- Personalised plans developed to meet needs of the individual.

Process

- Lunchtime provision for drop-in group.
- Support with induction.
- Enhanced Transition offered for individuals from partner primary schools/academies.
- Positive Support sessions for vulnerable students and CIC.
- Breakfast club.
- Form time support.
- After school clubs.
- Signposting to counselling sessions.
- Arrange and attend all relevant meetings.
- Liaise closely with parents/carers.
- Personalised packages of education.
- Continuing professional development on training days.
- Peer mediation.
- Liaise with the intervention team, Head of Student and Parent Services and SENDCo.

Procedure

- Referrals from Progress Leaders, Heads of Faculty, Head of Student and Parent Services or Leadership Team with objectives and targets.
- Letter sent home stating length of referral.
- Work requests sent upon referral.
- Weekly progress meetings with Progress Leader, SENDCo and Attendance Officer to address any issues.
- Internal and external support as required.
- Effective communication with all parties involved in a referral.
- Required measures put in place to aid a positive re-integration.
- Set targets and achievable goals for time in Student Support Centre.
- Holistic focus on education of each individual.
- Encourage responsibility for own actions and learning, including the student being pro-active.
- Appointments planned to minimise disruption in lessons.
- Personalised timetables offered when required.
- Links with Head of Student and Parent Services and intervention team.
- Bespoke packages of alternative provision and liaison with external providers.

Facilities

- Classroom for day-to-day curriculum work.
- Meeting room available for booking by external agencies.
- Positive support room available for 1:1 sessions.
- Life skills room, a kitchen with fridge, cooker, sink and basic utensils, kitchen table and comfortable seating area.

Entry criteria

- **At risk of permanent exclusion.**
- **At risk of fixed term exclusion.**

- Emotional difficulties causing disruption to teaching and learning in lessons.
- In need of pastoral support.
- School/Academy refusers.
- Poor attenders.
- Transferred from other schools/academies and need support.
- Undergoing difficult personal circumstances, affecting progress.
- Having difficulty socialising.
- Disaffected and lacking in aspiration/motivation.

Monitoring & evaluation

- Alert Family Support Worker/Progress Leader and Key Stage Leads will be involved where necessary when issues arise.
- Student Support Centre staff to attend termly student and parent services meetings.
- Student Support Centre staff continually review and streamline existing systems.

STUDENT AND PARENT SERVICES TEAM

The Student and Parent Services Team is an Academy-based service whose primary function is to support young people and families access their education. The Student and Parent Services Team facilitates essential programmes and processes that involve, educate, encourage and promote social and educational interaction.

The Student and Parent Services Team is trained to recognise the social needs of families and students to assist in encompassing these needs and ensuring that necessary support both internally and externally are established and utilised.

The support is many facetted and the strength of the Student and Parent Services Team is its links and specialist extended knowledge of multi agency involvement.

On a daily basis the Student and Parent Services Team manages the most challenging students and families, to carry out the identified support package that will allow the students to continue with a mostly mainstream education setting.

Internal processes	Student leadership	Family support ↑	Multi-Agency links	**External processes**
	Peer counselling	Student development & well-being ↑	TAF	
	Anti-bullying promotion	Student and Parent Services Team ↓	CIC	
	Activities & workshops on self-esteem, reflective behaviour, anger management	Behaviour & attendance ↓	Alternative Education	
	Student Support Centre	Student engagement		

PEER COUNSELLING/STUDENT LEADERSHIP

Through the delivery of student leadership training the Academy is able to embrace the opportunity to develop the skills of students who are willing to support others. In this process, student leaders are trained in exploring all aspects of peer support.

This encompasses the skills needed to support a fellow student, the ethical issues to ensure confidentiality, practical matters involved with the set up of a peer support programme and being able to sustain the appropriate support. This programme has proved to be beneficial to both the counsellor's personal development and the recipient's empowerment to manage problematic life events.

The peer counselling programme compliments the robust anti-bullying approach used within the Academy, by allowing students whose confidence has been affected to share and plan solutions to their personal issues (refer to the Anti-Bullying Policy).

External Agencies

The members of Student and Parent Services Team also work with a wide range of external agencies to further support learners and their families.

INTERVENTION TEAM

As well as an internal personal mentoring programme, the Academy runs intervention for students in Key Stage 3 and 4. This is overseen by a Key Stage Lead. Intervention staff are used to provide intervention support in both Key Stage 3 for example, to move students from below Level 4 into Level 4 for English and Mathematics, and where students have been identified as falling below target across Key Stage 3, in both these areas. This process also occurs in Key Stage 4 to help students achieve their target grades, especially in English and Mathematics. Intervention is targeted at specific students following careful analysis of progress data and target grades.

INVOLVING PARENTS AND CARERS

The Academy works hard to involve parents and carers in contributing to decision making about whole-school matters, with regular Parents'/Carers' Evenings, an annual Options Evening, Parents'/Carers' Information Evening and the opportunity to contribute via PTFA meetings. Text messaging, emailing and telephone contact are also used.

The Academy enables parents/carers to support and make decisions about their own children's learning, well-being and development through regular assessment cycle reporting and annual reviews for SEND students. Parents/carers have access to a range of details via MILK VLE. The Academy communicates with parents/carers through the Academy planner, the Academy website, a regular newsletter, letters from the Principal and through provision offered by the Student and Parent Services Team.

<u>BEHAVIOUR FOR LEARNING POLICY</u>

The Pingle Academy aims to ensure that every student can make rapid progress by maintaining an orderly and caring environment in which teachers can teach and students can learn. Our behaviour policy is based on a set of shared values, which are:

- the right of all members of the Academy to teach and learn without disruption
- the right of all members of the Academy and wider community to be treated with dignity and respect
- the right of all members of the Academy and wider community to work in a clean and well-cared for physical environment
- the right of all members of the Academy and wider community to be safe and secure at all times from any threat to their personal well-being and the central principle of our Behaviour Policy is that we should all treat each other as we ourselves would wish to be treated. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone.

GENERAL PRINCIPLES & RULES

The Pingle Academy is a community where people pride themselves on having respect for each other. We share responsibility for creating a safe and pleasant place to work.

Students:

- have the right and responsibility to learn
- should respect the right of other students to learn
- should treat all staff, students and their belongings with respect
- should learn to develop self-discipline
- should accept the consequences of their behaviour, either through rewards or sanctions
- should work hard on all tasks and follow all instructions from the teacher immediately
- should arrive at the Academy and lessons on time
- must wear the correct uniform and bring the correct equipment
- should walk around the Academy sensibly, keeping to the left
- should eat only in the designated places and place litter in bins
- should remain either in the cafeteria, social area, dry play area, astro turf, field or on the ground floor at break and lunch times – **the Sixth Form car park and front of the Academy are strictly out of bounds to students during these times**
- should report any incidents of poor behaviour

- should not bring chewing gum, cans, energy drinks or aerosols into Academy
- must not bring alcohol, cigarettes, lighters, drugs, solvents or dangerous items onto the Academy site
- must not bring expensive belongings into Academy, as we cannot accept any responsibility for loss or damage to them
- must switch off mobile telephones and put these away in lessons and corridors. Earphones should be packed away before lessons and not worn around the neck. They may be used at breaks and lunch times in the social areas, Student Support Centre, LSB, ARC, cafeteria and hall. **Students must not use telephones in the Academy to take photographs or videos.** Students breaking the rules will have their telephones confiscated and placed in the Academy safe until the end of the day. Any refusal to hand over the telephone will result in parents/carers being brought into the Academy and exclusion. Repeated incidents will lead to a ban on bringing the student's telephone into the Academy.

Members of staff:

- are responsible for creating a positive and stimulating learning environment
- are responsible for building a positive rapport with students
- should continually reinforce the expectations of the Academy
- should be fair and consistent
- should recognise that students are individuals and use their professional judgement at all times
- are responsible for managing the good behaviour of students in their teaching groups and around the Academy and use the staged approach displayed in all classrooms
- have a responsibility to contribute to the development of students as good citizens and prepare them for adult life
- should set a good example for students at all times, modelling correct behaviours
- should provide support for colleagues.

Members of staff do all they can to:

- reprimand privately- it encourages co-operation
- keep calm- it shows high status, reduces tension and models desired behaviour
- listen- it earns respect
- use first names
- focus on positive aspects of each student's work and behaviour
- be fair and consistent
- keep sanctions appropriate
- seek closure after the incident and sanction - it is important to start again and demonstrate a willingness to re-build relationships.

Members of staff do all they can to avoid:

- humiliation
- public confrontation – this promotes retaliation through peer pressure
- sarcasm
- shouting often – it weakens status
- over punishing – it reduces options later
- jumping to conclusions – avoid punishing unless sure it is justified
- over reacting – this may escalate a situation and destroy relationships.

CODE OF BEHAVIOUR/CONDUCT

All students are expected to uphold the Academy's quality standards. The Academy's Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of The Pingle Academy. The policy relates specifically to the following areas of Academy life and student behaviour in the wider community:

- respect for others, through good manners, acceptance of differences and the ability to work cooperatively with and alongside other students and staff and in the local community
- respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- honesty and fairness in relationships with students, staff and contributions to the community
- good attendance and punctuality
- pride in appearance and personal hygiene
- good personal organisation

- effort and commitment towards academic achievement, and constructive participation in all aspects of Academy life
- effort and commitment towards the development of positive social and working relationships between staff and students in the Academy, and in the community.

In line with The Pingle Academy's Behaviour Policy, students may be disciplined for:

A)   Any misbehaviour when a child is:

- taking part in any Academy organised or Academy related activity
- travelling to and from Academy
- wearing Academy uniform
- in some other way identifiable as a student at the Academy
- using social media outside Academy hours to harm a member of the Academy community.

B)   Any misbehaviour whether or not the conditions above apply that:

- disrupts their learning or the learning of others
- 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
- misbehaviour on the way to or from Academy, outside the Academy gates or in close proximity to the Academy. Action will be taken against any student who verbally abuses members of the public on the way to and from Academy, either on foot or on public transport
- distress caused to the bus driver on his/her journey to and from Academy. Students should expect to be banned from using the bus for an agreed length of time (often two weeks). Parents/carers will be notified of this in advance
- misbehaviour that takes place on work experience or whilst the student is taking part in a further education course as part of an Academy programme
- misbehaviour whilst representing the Academy in a sports event with another school/Academy or any other event which might affect the opportunities being offered to students at the Academy
- harassment of a member of staff or student off Academy premises, including through social media.

REWARDS

RATIONALE

The reward system will be applied consistently across Years 7-13, ensuring that all students have their efforts and achievements recognised.

Attendance Leagues

Attendance leagues will be in operation. Forms will be allocated a league after the first half term. Prizes for winning each league are:

Premier League   Alton Towers
Championship   Take away
League One   Form party

Reward Visits

These will be planned by Progress Leaders. Behaviour points and a range of other measures will be taken into account.

Year 7   In-house activity
Year 8   Star City
Year 9   Drayton Manor
Year 10   Alton Towers
Year 11   Prom

Years 12 and 13 have their own rewards programme

Monitoring

- A member of the Leadership Team will review and evaluate the policy at regular intervals.
- Half termly reports will be made to the Leadership Team.

GUIDANCE FOR EFFECTIVE BEHAVIOUR FOR LEARNING IN LESSON

All staff should expect high standards of behaviour around Academy. It is the responsibility of all staff to deal with any poor behaviour they encounter.

Teachers should ensure that:

- students are greeted at the door and welcomed into the room
- students enter quietly and uniforms are checked promptly
- students sit in places designated by the seating plan
- formal registers are taken
- students get out their pocket books and equipment so the lesson can proceed smoothly
- lessons are planned carefully so that effective teaching and learning can take place using the Accelerated Learning Cycle
- homework is set according to the homework timetable and recorded with time for the teacher to check that this has been done
- a formal organised end to the lesson is established with students being dismissed once silent
- teachers and TAs are visible outside their classroom at change of lessons to encourage good behaviour and punctuality.

Consistent application of behaviour policy

Even the most skilful staff will experience challenging behaviour from time to time and staff actions need to be measured and remain consistent throughout the Academy.

Consistency will be achieved by:

- all staff sharing a positive, not a repressive ethos to managing behaviour
- all staff embracing and adopting the advice and the principles of this policy
- all staff regularly reminding students of the need to behave well
- all staff regularly reminding students of expectations and sanctions
- constant reminders by all staff of the Academy's values, expectations and quality standards
- all staff taking a staged approach, as detailed on classroom posters.

SANCTIONS

BEHAVIOUR MANAGEMENT

We must not be surprised when problems occur. We are working with adolescents who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves, change behaviour but simply apply the limits to behaviour that enable us to reward and reinforce.

For low-level disruption staff should use both the yellow and orange stages to sanction the behaviour. The class teacher should log details of the behaviour and sanctions on SIMS using the drop down codes provided. Teaching assistants can also log an incident on SIMS after discussion with the class teacher.

1 behaviour point is issued on SIMS for a yellow stage and 2 behaviour points are issued for an orange stage.

For more serious incidents and when both yellow and orange stages have been exhausted, staff should use the red stage to sanction the behaviour.

In this case a referral should be made through the link on staff portal and Head of Student and Parent Services will issue the appropriate sanction in conjunction with the Progress Leader. Head of Student and Parent Services will log the incident on SIMS and issue the appropriate amount of behaviour points. In the case of a call out the seclusion process will be followed.

The above actions should follow on from each other where possible, and be made clear to the student; explaining that the behaviour is unacceptable and that consequences will follow.

A referral sheet should be completed if an incident occurs in a lesson that has escalated to the red stage, or for any break/lunch time incidents.

Student behaviour will be tracked and monitored with intervention strategies being put in place as appropriate. Barriers to learning and progress will be taken into account. A graduated approach will be adopted.

Behaviour points are issued for poor choices in terms of behaviour or disruption of teaching and learning.

Attitude to Learning

Behaviour points and referrals will be monitored by Progress Leaders and Form Tutors and discussions will take place with the individual students. An overview of daily and weekly behaviour points and referrals will be monitored by Head of Student and Parent Services and the following sanctions may be applied:

- 2 or more behaviour points in separate lessons, in one day will result in a lunchtime detention
- 3 or more behaviour points within a week will result in a lunchtime detention
- 2 or more referrals in a week will result in a 4:00pm Leadership Team detention

Points will be taken into account when rewarding the students and escalating support and strategies for dealing with a student.

Classroom (behaviour points)	Faculty (behaviour points)	Call out (detentions/ seclusion)	Seclusion	Exclusion
Shouting out Failure to work LLD, e.g. chatting Non-compliance	Persistent LLD Persistent failure to work Persistent non-compliance	Physical assault Verbal abuse to staff Continued disruption when moved within the Faculty that stops teaching and learning	Call out after consultation between HOF and HOSAPS Verbal abuse to staff Truancy Failure to respond to previous sanctions and escalation of poor behaviour Bullying Physical assault Racist incidents	Refusing seclusion (seclusion repeated on return) Bullying Physical assault Racist incidents Verbal abuse to staff Intimidating behaviour Bringing dangerous or prohibited items on to the Academy site
These lists of behaviours are guidance for teachers on how to use the Behaviour Policy and professional judgement should be used in all cases				

BEHAVIOUR MANAGEMENT STAGES

YELLOW STAGE
(Behaviour Points = **1**)
FORMAL WARNING
MOVEMENT WITHIN THE CLASSROOM

ORANGE STAGE
(Behaviour Points = **2**)
FACULTY ACTION
SUBJECT DETENTION

RED STAGE
(Behaviour Points = **3**)
REMOVAL FROM CLASS
EXCLUSION ROOM

EACH STAGE MUST BE FOLLOWED BEFORE MOVING ON TO THE NEXT ONE

Orange stage = 3:45pm detention

Red stage = 1 day in isolation

REPORT CARDS

The Behaviour Support Team may choose to follow the programme in the steps that follow or, because of the widely differing needs of the students at The Pingle Academy, they may choose to apply the steps in a variety of ways. It is important, however, that parents/carers are kept informed from the start of the process, as their support is vital. Contact should be made either by email, letter or telephone and a record kept.

Report cards will be used in order to ensure that everyone becomes familiar with the level of support that the student is receiving:

White   Form Tutor
Blue   Behaviour Support Team
Green   Progress Leader
Yellow   Assistant Vice Principal
Orange   Vice Principal
Red   Principal

1.   When a student is identified as being a cause for concern e.g. attendance, punctuality, uniform, effort, behaviour or removals from lessons, the Form Tutor/Head of Student and Parent Services Manager should consult with the Progress Leader/Family Support Worker. The Form Tutor/Head of Student and Parent Services should then meet with the student to discuss strategies for changing the behaviour and, should agree the target/s to be met. The target/s should be achievable and relevant. Parents/carers will be informed. The student should report to the Form Tutor/ Head of Student and Parent Services twice each day. The target card should be taken home at the end of each day so that the parent/carer is kept aware of progress, signed and returned to the Academy the following morning. At the end of each week the card should be placed in the student's file.

2.   If, after two weeks, or, a period of time decided upon by the Progress Leader, the student has not improved, then s/he should report to the Progress Leader or Head of Student and Parent Services. Procedures as outlined in stage one should be followed.

3.   No improvement during the first two stages will result in the student reporting to a member of the Leadership Team. This is an indication that the student requires support additional to that which the Academy is able to provide. Other agencies such as the Student Support Centre, Derbyshire Careers Service, Behaviour Support, CAMHS etc. should now be involved, a CAF form completed, TAC meetings arranged and MAT referral made if appropriate.   Procedures as outlined in stage one should be followed.

4.   If a student continues to give cause for concern the Principal will be consulted.

5.   All actions should be recorded on the conduct log.

CALL OUT

When all other strategies are exhausted and a student needs to be removed from a lesson. **(Staff MUST send a message via telephone or by another student to reception. On no account should a class be left).**   Subject teachers must fill in a referral sheet for all serious incidents/call out referrals via the staff portal.

The following structure applies:

STAGE 1 – FIRST CALL OUT: Student placed in the Exclusion Room, parents/carers contacted by Key Stage Lead. Parents/carers to meet Progress Leader.

STAGE 2 – SECOND CALL OUT: Student placed in Exclusion Room. Assistant Principal meets with parents/carers.

STAGE 3 – THIRD CALL OUT: Student placed in Exclusion Room. Vice Principal to inform parents/carers of fixed term period in extended school (reviewed daily by Head of Student Support Centre).
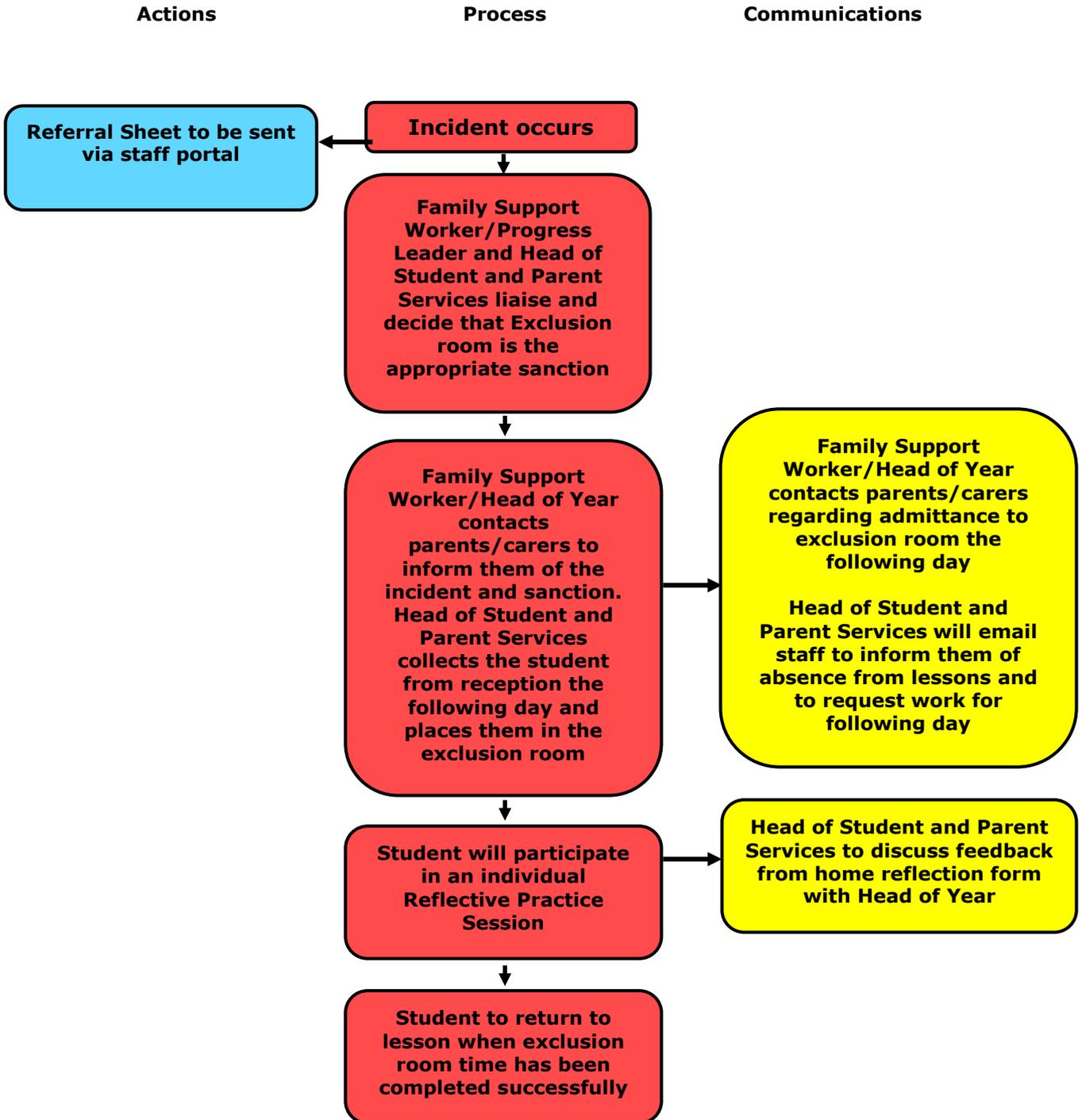
Student re-integrated into main school and behaviour/engagement monitored by Progress Leader/Family Support Worker. Reviewed by Behaviour Team weekly. Continued call outs may result in further use of extended school or alternative provision.

DAILY WORKBOOK AND FOLLOW UP ACTIONS

All call outs will be tracked and monitored and there will be half termly reports to the Achievement and Inclusion Team.

The Head of Student and Parent Services will produce a daily work book of all call outs, behaviour points and referrals in order to track and monitor behaviour within the Academy.   Each morning the Behaviour Team will meet for a debrief of the previous day's behaviour work book from the Head of Student and Parent Services.   The team will bring together any necessary interventions regarding a student's SEND, behavioural, social or mental health needs using a plan, do, assess and review methodology. The Behaviour Support Team will decide on the most appropriate form of action in line with the Academy's graduated approach and inform the relevant staff and parents/carers as appropriate.

EXCLUSION ROOM FLOWCHART

Actions	Process	Communications

Referral Sheet to be sent via staff portal ← **Incident occurs**

Family Support Worker/Progress Leader and Head of Student and Parent Services liaise and decide that Exclusion room is the appropriate sanction

Family Support Worker/Head of Year contacts parents/carers to inform them of the incident and sanction. Head of Student and Parent Services collects the student from reception the following day and places them in the exclusion room → **Family Support Worker/Head of Year contacts parents/carers regarding admittance to exclusion room the following day**

Head of Student and Parent Services will email staff to inform them of absence from lessons and to request work for following day

Student will participate in an individual Reflective Practice Session → **Head of Student and Parent Services to discuss feedback from home reflection form with Head of Year**

Student to return to lesson when exclusion room time has been completed successfully

Exclusion room

This room is a sanction of time of exclusion from Academy for a range of incidents more serious than a 4:30pm detention. The length is determined by the specific incident and the student's behaviour in there. Parents/carers will be contacted by Family Support Worker, Progress Leader or Head of Student and Parent Services. Misbehaviour in the exclusion room will result in further sanctions and a repeat of the time in the exclusion room.

Electronic Referrals

A referral sheet should only be completed by the subject teacher if a student has reached the red stage. Referral sheets should be completed and sent via staff portal to the Head of Student and Parent Services, who will deal with the incident or pass on to the relevant person, such as Head of Faculty, Progress Leader for action. The Head of Student and Parent Services will ensure that the information is logged on SIMS.

Incidents involving drugs/dangerous weapons

Drugs or dangerous weapons will not be tolerated in the Academy building or grounds. Students found with either will be sanctioned according to the Academy's Exclusion Policy.

Searches

All searches will be conducted in such a way as to minimise potential embarrassment or distress. After any search involving students, the Academy, regardless of whether the result of the search is positive or negative, may contact parents/carers. Any decision to search will be approved by the Principal and recorded in full.

Power to search without consent:

The Pingle Academy will not tolerate any dangerous items being brought onto the Academy site. If it is deemed that items may threaten the safety or well-being of any member of the Academy or wider community they will be confiscated and the police may be involved.

Legislation allows The Pingle Academy staff to search students without consent if it is believed that a student has brought into the Academy any prohibited item(s). Prohibited items could include such things as weapons, knives, alcohol, illegal drugs, stolen items. The list is not exhaustive. The police will be informed if students bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community.

Any item(s) found will be handed over to the police and the Permanent Exclusion of the student will be considered.

Parents/carers will be informed of the outcome of the search.

a)   Personal searches/searches of personal property

Occasionally there may be a need to search a student, for example if they are believed to be in possession of smoking paraphernalia or other prohibited items.

If it is believed that a search is warranted, then please contact the Assistant Principal or Head of Parent and Student Services immediately. They will carry out the search in line with the regulations set out by the DfE guidance.

However, if a search is required immediately at the location of the incident and awaiting the arrival of the Assistant Principal or Head of Parent and Students Services would impact on the outcome of a search, then it can be carried out by two members of staff, of either sex. The student must be clear on the reason for the search before it commences. This is normally done by asking the student to empty bags, pencil cases and turn out pockets. It can involve the searching of outdoor clothing and checking of inside pockets. Students must not be searched without consent.

Once a search is completed, a report should be made to the Assistant Principal or Head of Parent and Student Services, who will log the details of the search and implement any further action.

b)   Searches of Academy property

Staff will search Academy property, for example, a student's locker or desk, if they believe drugs to be stored there. Individuals who refuse should be made aware that the staff might proceed with the search if consent is refused. All searches are carried out with sensitivity.

Incidents involving discrimination

The Academy is opposed to all forms of prejudice, such as:

- prejudice around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Guidance on how such incidents should be identified, assessed, recorded and dealt with are included in the single equality policy.

Racist incidents

This is any incident which is perceived to be racist by the victim or any other person. If a racist incident occurs, a referral and more detailed form 'Record of a Racist Incident' must also be completed. These must be sent to Head of Student and Parent Services, who reports to the Principal, Governors and LA as required.

Homophobic incidents

Homophobic bullying and language are unacceptable in the Academy. It can affect any young person, including those who: are lesbian, gay, bisexual or transgender (LGBT), are perceived to be lesbian, gay, bisexual or transgender, have lesbian, gay or bisexual parents/carers, family and friends, are thought to be 'different', work hard in class or do not conform to gender stereotypes. Staff should deal with any use of homophobic language or bullying in line with procedures in the Anti-Bullying policy. Homophobic incidents should be logged on SIMS under the specific category.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN THE WIDER COMMUNITY

Whilst a student is wearing The Pingle Academy uniform, they are bound by the rules and expectations of the Academy. Any student who breaks the code of conduct whilst in Academy uniform will face the same consequences as if they were in the Academy. For example, behaviour at the bus stop or on the journey to and from the Academy is bound by the same rules as in the Academy grounds and building. Telephone calls, emails and statements from members of the wider community, including the police will be followed up and students dealt with in line with Academy sanctions.

DETENTIONS

Detentions should not be used by any teacher as a magic solution to managing classroom discipline and staff must aim to establish relationships with students rather than a punitive ethos. Detentions may be set as part of our graduated approach for a number of referrals either within subject areas or incidents which may occur during breaks, lunch or on the way to and from the Academy. Heads of Faculties can request a subject detention when a student has been issued with an orange warning, or when homework has not been completed, following a text home.

As a matter of courtesy and in the spirit of good communication, we will endeavour to keep parents/carers informed. Email/letter notification, where possible, may take at least 48 hours to arrive:

1. Detentions take place in SA3, and all students on detentions and staff on duty must report there promptly at the end of the Academy day.
2. Students who are routinely set a 3:45pm detention will be collected from their period 5 lesson by Head of Student and Parent Services.
3. If students miss a 3:45pm detention they will be set a 4:30pm detention the following day.
4. If students fail to attend a 4:30pm detention they will be set another 4:30pm detention for the following day. If students fail to attend this detention then parents will be contacted and asked to come into the Academy to discuss the matter. Call out detentions are until 4:30pm on the day of removal.
5. All detentions will be done under controlled conditions, with relevant work from the child's programme of study being completed.

6.   Disruptive students will be warned and then, if disruption continues, a member of the detention team will call home and the student will be kept in until 4:30pm.

In the case of students on special transport: parents/carers should be given sufficient notice to make alternative arrangements.

EXTENDED SCHOOL

In circumstances where all other strategies have been exhausted and our graduated approach followed, it may be necessary to revise a student's timetable so that the curriculum is delivered from 2:30pm onwards.

Extended School will be subject to the following criteria:

* Students will attend for a fixed number of days
* Provision will be a timetable personalised to the student's needs and relate to academic outcomes
* Good quality tuition arrangements will be made for the core subjects and a range of foundation subjects/or options at GCSE
* Homework will be provided and assessed as per Academy policy
* The Academy will provide pastoral support to meet the student's needs
* Planning for longer term provision will take place.

Circumstances for using Extended School:

* A student receives 3 call outs.
* Student receives increased behaviour points.
* Students who the Deputy Head deems to have continued to ignore the behaviour policy.
* Students on a part-time timetable or flexible curriculum.

EXCLUSIONS (see the Academy's Exclusion Policy)

* The Academy adheres strictly to the law in relation to exclusions and it has regard to appropriate guidance issued by the Secretary of State.
* The Principal is legally responsible, following investigation and guidance from a range of staff, for the exclusion of particular students and for gathering and preparing all exclusion documentation. The evidence/statements gathered by staff for the Principal may include evidence from external sources such as from the police, or from social media.
* The Governors' Disciplinary Panel will be convened when a student has been excluded in excess of 15 days in any one term or has been permanently excluded. A Governors' Disciplinary panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6-15 days, but only when the student's parents/carers express a wish to make representation.
* Following exclusion, a meeting between the Academy, the student and parents/carers is arranged, in which a re-admission agreement is signed. It is likely that 'special conditions' will be agreed before the re-admission.

Staff should refer to 'Protocols for Engagement' for further information on the Staff Portal.

This policy needs to be read in conjunction with:

* SEND Policy
* Attendance and Punctuality Policy
* Drugs Policy
* High Prior Attainers Policy
* Safeguarding/Child Protection Policy
* Children in Care Policy
* Pregnant Students Policy
* Self-Harm Policy
* SMSC Policy
* Options Policy
* Assessment and Reporting
* Form Tutors and Tutor Time