



WEST BROMWICH
COLLEGIATE ACADEMY

Plan and Procedures for Managing Behaviour

Reviewed September 2021

Date of next review: September 2022

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A Policy Statement on the Management of Behaviour at Shireland Collegiate Academy Trust.

'The Feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Students benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, students had learnt how to circumvent rules and to exploit differences in teachers' approaches'

[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools 2001.]

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour, and the development of self-discipline.

The Behaviour policy is based on the following:

Core Principles and Values

The belief that the education and success of all students is of equal value.

- Celebration of diversity in gender, race, creed, sexual orientation and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any Academy policy depends on the understanding and support of parents and carers and as such, should be shared with them and their commitment to it sought.

Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise, encouragement and rewards than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council.
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported.
- The Academy's Safeguarding Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported.
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, school council discussion, and the like.
- The Trust will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner schools, police, social services, etc.
- The communication systems of the Trust will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

The Standards and Performance Committee and the Trust Board

- Defines the principles underlying the Trust's behaviour policy.
- Ensures that all aspects of the policy promote equality for all students and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

The Chief Executive Officer and the Principal

- Frame a policy, which promotes positive behaviour.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.
- Model in their own actions the expectations the Academy have for students.
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through Form Tutor programmes and lesson content encourage the development of social, emotional and behavioural skills.

Mentors and Attendance Support Staff

- Provide support programmes for identified individuals and groups.
- Advise the Inclusion Team/Children's Services on appropriate courses of action.
- Communicate with parents/carers re concerns and provide advice or support for families.
- Monitor individuals or groups to allow for early intervention and review of support provided. Evaluate support for individuals through reports to the Senior Team and Governors.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models to students in their own actions and dealings with others.

- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the Trust's core beliefs on positive behaviour management.
- Support the Academy in carrying out sanctions and celebrating success.
- Communicate with the academy when concerns arise.

Support

Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The Academy will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

Outside Agencies

Our Academy's will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy.
2. Assessment leading to statement or a planned programme within their Academy.

The support outlined above will be provided within the following context:

- The Academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The Academy will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the Academy will therefore act in accordance with the policy for SEN.
- Curriculum Leaders/Year Heads will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.
- All support programmes will contain targets for improvement and regular review. The Academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

Staff Support

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the Academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom.
- Identify the way in which more senior staff will support behaviour issues.
- Provide regular training, particularly for staff either new to the school or the profession, on positive teaching strategies.
- Provide staff with training on issues of racial harassment, and other forms of bullying so that they are best able to be sympathetic to.
- Use other professionals and consultants from outside the school to give advice and training.
- Employ a range of staff within the school, as identified below, to support the work of teachers in creating a positive learning environment.

The Trust recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the Inclusion team, the process for further referral when required.
- Liaison, through the Inclusion team, and identified staff with other agencies.
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- Opportunities for staff to observe good practice in other lessons or schools.
- A Staff Development Programme that is closely linked to individual performance management targets.
- Opportunities in subject/pastoral weekly meetings to discuss issues and share ideas.
- The allocation of resources to provide staffing levels and expertise to support teachers.

Support for Parents

Expectations of parents' involvement in supporting good behaviour should not be taken for granted but made explicit. The academy will therefore make this policy clear to all parents at all Open Evenings and Induction events before new students join the school. The Home School Agreement will play an important part in harnessing parental agreement and support and will help parents to understand their own role in this part of their child's education.

- The Behaviour Policy will be issued to all parents annually with opportunities for them to comment via the WBCA website.
- All reports and communications to parents about progress will also stress behaviour so that parents are kept up to date.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents will also be contacted when praise for achievement or improvement has been made.
- Arrangements will be made to communicate in the home language where this might be necessary.

Consultation

Staff, students and parents will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings at least once a term.
- In School Council meetings at least annually.
- Through annual postings to parents and at parental consultation evenings through questionnaire.
- At our Family Forum meetings.
- Monitoring and Evaluation

Rewards and sanctions will be monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by: -

- Gender
- Ethnicity
- SEN
- Age
- Pupil Premium

The person responsible for monitoring by gender, race and SEN etc. is the teacher responsible for SEN/EMAG, and this work forms part of our policy on Equal Opportunities.

Behaviour data will be monitored by:-

- Comparing termly statistics, and annual totals for rewards and sanctions
- Monitoring individuals' rewards and sanctions to identify progress or cause for concern.
- Observation of lessons and student response

Evaluation of the behaviour policy will be based on the above data and will inform the Academy's development planning. Evaluation will take the form of termly reports to Governors.

Behaviour Management – Pastoral Issues

Although pastoral issues / misbehaviours are embedded in the behaviour management policy it is recognised that in a classroom situation these cannot always be dealt with effectively by the teacher delivering the lesson and that further guidance from SLT/Heads of Year (who may be more aware of sensitive issues) may need to be sought.

Whole Staff Responsibility to Pastoral Issues

All staff members (teaching or non-teaching) have a duty of care to the students and their colleagues and as such, are expected to challenge any of the following behaviours whether in the classroom, on the corridors or elsewhere on the Academy site:

- Eating or drinking outside of the dining room
- Incorrect uniform without a letter of explanation
- Rudeness to staff / students
- Lateness for lessons / school
- Lack of school equipment
- Preventing others from learning
- Health and safety on school site
- Spitting
- Play fighting
- Arguing with staff
- Vandalism / graffiti
- Swearing
- Smoking
- Leaving the school site
- Any form of bullying (physical or mental)
- Theft of school / staff / student property

In order to promote consistency across the school it is important that all staff meet their obligation in challenging students whenever they are aware of these behaviours.

Other Pastoral Issues

Where there are serious pastoral concerns regarding a student, a referral should be made to the Directors of L4L or appropriate staff in Children's Services.

It is important that all referrals are made using the standard forms and in writing as this provides important evidence should parents become involved. No verbal referrals will be accepted.

Form Teacher Responsibilities

Based on the Primary model, it is important that Form Teachers take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student.

If the Form Teacher considers that their efforts to gain support from parents is no longer working then a referral should be made to the Behaviour and Safeguarding Office or Directors of L4L who can then decide on what further action should be taken.

Director of L4L Responsibilities

The Director of L4L should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support Form Teachers where efforts have been made to gain parental support but have not proved successful.

Serious incidents should be referred directly to the Behaviour and Safeguarding Office or Directors of L4L who will deal with them personally or involve Assistant Principals or ultimately the Vice Principal or Principal depending on the severity of the issue. They will then inform Form Teacher of any decision made.

Rewards

At West Bromwich Collegiate Academy we believe that students respond more positively to praise, encouragement and rewards than punishments. There are a number of ways in which students are rewarded for regularly meeting the Academy expectations.

- Students are rewarded via the Epraise online system.
- All staff can reward points on Epraise.
- Students can login to Epraise to monitor their points and achievements, and their position on the Academy leader board.

House Points

- Students can achieve points for the following categories:
 - Meeting expectations (e.g. attendance, punctuality, uniform, etc)
 - Effective participation
 - Excellent classwork
 - Excellent homework
 - Resilience
 - Kindness
 - Creative Thinking
 - Star of the week (awarded 10 points)

Achievements and Accolades

Students can also be rewarded with Achievement badges and Accolades. These are specific to subject areas, or a talent/skill or role in the Academy. House points are awarded to each Achievement and Accolade.

Epraise Shop

- Students can use the points they achieve to purchase items from the Epraise shop.
- The items in the shop range from privileges such as video game tournaments at lunchtime, hot chocolate with friends, to monetary prizes, such as Art sets, basketballs and Rubix cubes.
- The items in the shop are added in consultation with the Student Council.
- All students can suggest ideas for shop items, this is routinely monitored and reviewed.

Managing Behaviour at West Bromwich Collegiate Academy

When a student fails to meet our expectations, within the classroom or around the Academy, in spite of warnings, the Remove process will be followed.

Incidents that occur between students outside the Academy will also be investigated by the member of Remove staff on duty. Statements will be taken from students to evidence the events that have taken place in order for a resolution to be made. Statements will be uploaded to students' secure records.

Student Expectations

We expect WBCA students to:

- Arrive regularly and on time
- Be decent
- Correct equipment, smart uniform
- Do your best work
- Expect to be challenged
- Follow instructions first time
- Get involved
- Homework is completed on time

MOBILE PHONES AND EARPHONES ARE NOT PERMITTED. If seen on the Academy site, they will be confiscated.

Sanctions

Sanctions will be issued where a student has failed to meet the Academy expectations.

They may include:

- Warning
- Break / lunch detention
- Contact with home
- Short after school detention (10 minutes, no notice required)
- Removal from lesson
- After school detention (30 minutes / 1 hour)
- Suspension from Academy clubs, teams or extra-curricular activities
- Alternative timetable (eg: 8am – 2pm, 11am – 5pm)
- Alternative timetable at another Academy within the Shireland Collegiate Academy Trust
- Saturday morning detention

Parents or Carers will be informed via phone call or email if their child has been in breach of the Academy expectations (with the exception of isolated minor incidents).

Actions resulting in Remove

- Continued disruptive behaviour
- Continued passive learning
- Open defiance or rudeness

- Failure to follow instructions
- Refusal to follow instructions
- Swearing within lesson
- Dangerous behaviour
- ***Racist, sexist, homophobic or transphobic language***
- ***Sexual harassment***
- ***Swearing directly at a member of staff***
- ***Assaulting another person***
- ***Being in possession of a banned item***

Fixed Term Exclusions

Serious behaviour events may result in a Fixed Term Exclusion.

These include:

- Persistent disruptive behaviour
- Sustained refusal of staff instructions
- Sustained failure to adhere to the Academy Expectations
- Physical assault against a student
- Physical assault against an adult
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Sexual misconduct
- Bringing the Academy into disrepute
- Verbal abuse / threatening behaviour against a student
- Verbal abuse / threatening behaviour against an adult
- Endangering the health and safety of others
- Found in possession of a banned item (eg items relating to smoking, alcohol, drugs, weapons)
- Use or threat of use of an offensive weapon or prohibited item
- Deliberate damage caused to Academy property
- Threatening and intimidating behaviour in an attempt to obtain money from another student
- Violent conduct resulting in injury to a member of staff
- Theft or attempted theft of Academy property
- Inappropriate use of social media or online technology

In the event of a student continuing to pose very challenging behaviour we may recommend a managed move to an alternative local school for a period of time, or a referral to the Trust's Personalised Learning Centre, as a way of avoiding a permanent exclusion.

Permanent Exclusion

The 2017 guidance on school exclusion states that:

“A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”

A decision to Permanently Exclude a student will only be made by the Principal.

Permanent Exclusion would only ever be proposed as a sanction of last resort if a student persistently refuses to adhere to the Trust Code of Conduct.

Permanent Exclusion may also be used in serious one-off events, such as bringing banned or illegal items into the Academy, or violent conduct towards a peer or member of staff. This is not an exhaustive list.

Appendix

Appendix 1a: Behaviour Expectations – Student Version

The behaviour of students at WBCA is excellent.

- Occasionally a few students forget what our expectations are and need a reminder.
- Very rarely, a very small number of students continue to make poor choices.
- When this happens there must be a consequence, to remind you to make a better choice next time.

If you do not meet these expectations, this will happen:

1. Staff will speak to you quietly, remind you of our expectations and encourage you to make a positive choice.
2. Staff will remind you more firmly and give you a choice. “If you continue to do, the consequence will be that you will be removed from the classroom as you are preventing others from learning.”
3. You will be removed from the lesson and will be given suitable work to complete. There will be a sanction.

There are four main types of behaviour incident:

- S1 – Simple Rules (Sanction)
- S2 – Time Wasting or Disruption (Remove + sanction)
- S3 – Rudeness and Disobedience (Remove + sanction)
- S4 – Challenging Behaviours (Remove + sanction)

Examples of the types of behaviour and possible actions and sanctions are listed below.

Note: Behaviours are not limited to those below and sanctions will vary depending on the severity of the incident. All serious incidents will be investigated before deciding upon a course of action.

Type of Behaviour Incident	Examples of Behaviour	Possible Actions
S1 – Simple Rules	<ul style="list-style-type: none"> • <i>Late to AM registration</i> • <i>Late to Lesson</i> • <i>Incorrect Uniform/Jewellery</i> • <i>Poor Organisation (Equipment)</i> • <i>Incorrect PE Kit</i> • <i>Incomplete Homework- see Appendix B</i> • <i>Warning (disruption/focus)</i> • <i>Chewing Gum</i> • <i>Energy Drinks</i> • <i>Visible Mobile Phone</i> 	<ul style="list-style-type: none"> • Warn student • Contact home • Invitation to attend Homework Club • Break or lunch detention • Afterschool detention (10 minute same day, longer with 24 hours notice)
S2 – Time Wasting or Disruption	<ul style="list-style-type: none"> • <i>Disruptive Behaviour</i> • <i>Failure to Follow Instructions</i> • <i>Use of Mobile Phone</i> • <i>Out of Bounds</i> • <i>Passive Learning/Time Wasting</i> • <i>Playfighting</i> • <i>Misuse of ICT (Minor)</i> 	<ul style="list-style-type: none"> • Student is removed for rest of lesson plus 15 minute break/lunch detention (or removed for rest of break/lunch) • Phone call home by teacher
S3 – Rudeness and Disobedience	<ul style="list-style-type: none"> • <i>Refusal to Follow Instructions</i> • <i>Persistent Disruptive Behaviour</i> • <i>Friction with Peers (Verbal or Physical)</i> 	<ul style="list-style-type: none"> • Remove • One hour detention

	<ul style="list-style-type: none"> • <i>Rudeness to Staff</i> • <i>Truancy</i> • <i>Verbal Abuse - Pupil</i> • <i>Covid-related Incident</i> • <i>Deliberate Damage to Property / Equipment</i> • <i>Misuse of ICT (Serious)</i> 	<ul style="list-style-type: none"> • Isolated break and lunch for agreed period • Workshops or mentoring to improve behaviour
S4 – Challenging Behaviour	<ul style="list-style-type: none"> • <i>Persistent Disruptive Behaviour from a Targeted Student</i> • <i>Verbal Abuse to Staff</i> • <i>Physical Assault to Staff or Pupil</i> • <i>Threatening Behaviour</i> • <i>Fighting</i> • <i>Sustained Failure to Follow Academy Rules</i> • <i>Vandalism</i> 	<ul style="list-style-type: none"> • Period of respite • Alternative timetable • Reduced timetable for agreed period of time • Fixed term exclusion • Managed move • Permanent exclusion
To be recorded and reported separately	<ul style="list-style-type: none"> • Bullying • Racist incident • Homophobic incident • Sexist incident • Sexual harassment • Inappropriate sexual comment/behaviour 	<ul style="list-style-type: none"> • Sanction to be issued following a full investigation

Additional Sanctions

- Chewing gum
 - Chewing gum is banned from the Academy. In order to keep our new Academy in excellent condition we serve a firm sanction to anyone found chewing gum.
 - Students found chewing gum or in the possession of gum will have it confiscated, they will receive a phone call home and a one hour after school detention.
- Energy drinks
 - Energy drinks are banned from the Academy. They contain health warnings and are not permitted to be sold to persons under the age of 16.
 - Students found in possession of energy drinks will have them confiscated, they will receive a phone call home and a one hour after school detention.
- Lunch/breaktime silly behaviour
 - Students who do not meet our expectations during social times may be sent inside to sit in the canteen for a short period of time. They will be supervised by staff.

Appendix 1b: Behaviour Guidance for Staff

West Bromwich Collegiate Academy Behaviour Management Procedures

Rationale

- At WBCA we have high expectations of our students.
- Here are the Behaviour Management Procedures to follow if students do not meet these expectations.
- For events that happen within curriculum time (in class), use the flow chart to determine the category and best fitting description of the event.
- Further guidance and explanation can be found in the WBCA Behaviour Policy on the Staff Portal and website.

These are the main categories of behaviour event.

Each of these categories has a number of sub-behaviours.

S1 – SIMPLE RULES	S2 – TIME WASTING OR DISRUPTION	S3 – RUDENESS OR DISOBEDIENCE	S4 – CHALLENGING BEHAVIOUR
(no Remove from class)	(Remove from class)	(Remove from class)	(Remove from class)
<ul style="list-style-type: none"> • Late to AM registration • Late to Lesson • Incorrect Uniform/Jewellery • Poor Organisation (Equipment) • Incorrect PE Kit • Incomplete Homework- see Appendix B • Warning (disruption/focus) • Chewing Gum • Energy Drinks • Visible Mobile Phone 	<ul style="list-style-type: none"> • Disruptive Behaviour • Failure to Follow Instructions • Use of Mobile Phone • Out of Bounds • Passive Learning/Time Wasting • Playfighting • Misuse of ICT (Minor) 	<ul style="list-style-type: none"> • Refusal to Follow Instructions • Persistent Disruptive Behaviour • Friction with Peers (Verbal or Physical) • Rudeness to Staff • Truancy • Verbal Abuse - Pupil • Covid-related Incident • Deliberate Damage to Property / Equipment • Misuse of ICT (Serious) 	<ul style="list-style-type: none"> • Persistent Disruptive Behaviour from a Targeted Student • Verbal Abuse to Staff • Physical Assault to Staff or Pupil • Threatening Behaviour • Fighting • Sustained Failure to Follow Academy Rules • Vandalism

Other types of event – these are not limited to the classroom but can result in a child being placed in Remove and other sanctions applied.

Bullying	Other serious, reportable incidents - will result in Remove and/or SLT detention
Bullying (please add category of bullying)	<ul style="list-style-type: none"> Homophobic Incident Racist Incident Transphobic Incident Sexist Incident Sexual Harassment Inappropriate Sexual Comment/Behaviour

Recording Behaviour Events

- All staff can log S1 – SIMPLE RULES events on Sims.

- Only Remove staff will log S2-4 and other events on Sims, including the main sanction (length of time in Remove).

Record

- 1 Type of Behaviour (CAPITAL CATEGORY)
- 2 Additional Type
- 3 Activity Type
- 4 Location
- 5 Date of incident
- 6 Time
- 7 Comment
- 8 Parents/Carers informed
- 9 Action Taken (date of action)
- 10 Other staff involved (remove your name, add theirs)

Sanctions

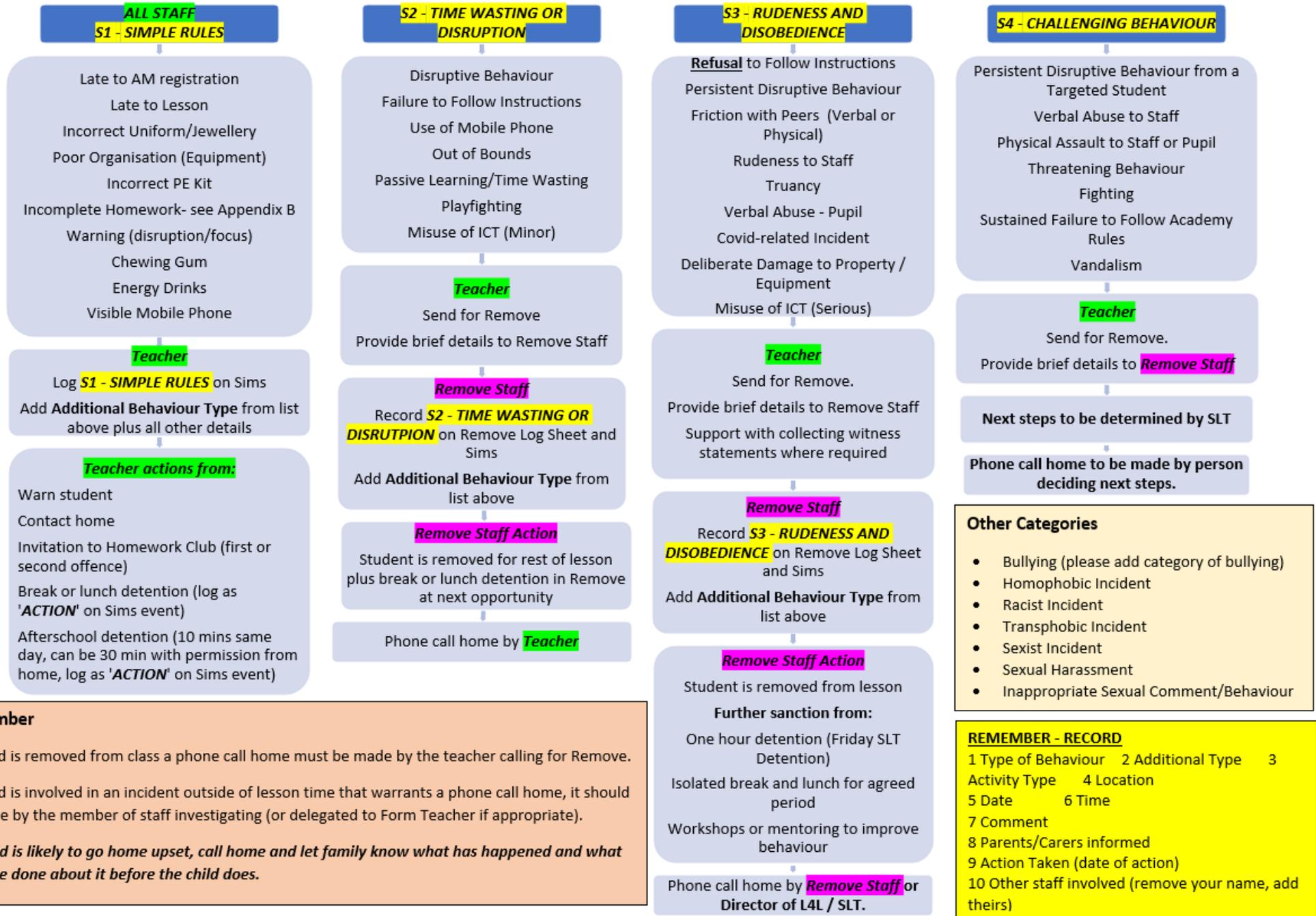
- When a student is removed from a lesson they will automatically be issued a break/lunch detention in Remove at the next available opportunity. This will be recorded in Sims.
- Students in Behaviour detentions will be collected by Remove Staff where possible. Alternatively a list of students will be shared via Remove Chat or Edulink for staff to send them up to Remove.
- For more serious events other sanctions will be issued, typically one or more days in Remove.
- 1 hour SLT detention takes place each Friday – this must be authorised by a member of Remove staff or SLT.
- **Please note:** *Class teachers can continue to issue personal sanctions (eg 10 minutes at the end of the day, break/lunch detention, longer afterschool detention for lack of homework). These sanctions should be added to the child's S1 – SIMPLE RULES behaviour event in Sims.*
- **Lack of homework guidance can be found in Appendix A.**
- **Late Detentions:** *break detention issued daily for students who arrive late. Names to be announced in Remove chat, teachers to send students to the canteen to be supervised by duty staff. Duty staff to report non-attendance and use radios to track students down.*

Remember

- If a child is removed from class a phone call home must be made by the teacher calling for Remove.
- If a child is involved in an incident outside of lesson time that warrants a phone call home, it should be made by the member of Remove staff investigating (or delegated to Form Teacher if appropriate).
- If a child is likely to go home upset, a call home must be made to let family know what has happened and what we have done about it before the child does.

Please refer to the flow chart at the end of this document to determine the type of behaviour incident and how to record events thoroughly.

Appendix 1c: Remove Process for Staff



Appendix 1d: Rules in Remove

1. Follow all staff instructions.
2. There is to be no talking.
3. Raise your hand if you need to speak.
4. You will be given a book to read or some work to do. This may be on paper or on your laptop. You need to complete it to a high standard.
5. You may be asked to talk about what happened that has led to your removal, or write a statement. This is so we can find out exactly what happened and so we can help you to try and prevent it from happening again.
6. You will be told how long you are to spend in Remove.
7. If you are staying in Remove across break or lunch you will stay inside. You will be supervised while you get your lunch and eat in Remove. You will be given a toilet break.
8. If you fail to follow these rules there will be further sanctions. You may have to work in Remove for a longer period of time.

Appendix 3: Targeted Student Meeting Record

Behaviour Intervention Meeting

Name of student:	Form:
Date of meeting	
In attendance:	
Behaviour report:	
Points discussed:	
Agreed actions:	
Signed:	(Student)
Signed:	(Parent/Carer)
Signed:	(WBCA Team)



WEST BROMWICH
COLLEGIATE ACADEMY

Behaviour Support Programme Policy and Procedures 2021-22

Guidance for SLT and Pastoral Team

Behaviour Support Programme (BSP)

The Behaviour Support Programme (BSP) is a school based and co-ordinated intervention to help individual students to improve their social, emotional and behavioural skills. As a result of the BSP, WBCA students should be able to better manage their behaviour. A BSP will need to be implemented to support those members of our cohort whose behaviour is a cause for concern and/or deteriorating rapidly. The BSP should identify precise and realistic outcomes for the student to work towards. The BSP will act as a preventative measure for those children at risk of alternative provision or exclusion. A designated member of the pastoral team should coordinate and oversee the BSP planning and process. It should be focused on meeting the needs of the student, as well as being both practical and manageable.

A BSP should be set up for a student:

- whose behaviour in the Academy has deteriorated rapidly
- who has been put forward by the FILTER group due to longer term behavioural concerns (this should be informed by behavioural points, times placed in Remove, detention and report card data, as well as any historic evidence that indicates that previous report card interventions have not had a desired impact for the student)
- who has two or more fixed period exclusions within the current and preceding academic year totalling more than 5 days

The BSP can be used in conjunction with any additional plans that the pastoral team has in place for a student. For example, a student might be on a support plan for their behaviour and attendance. Where this is the case the latest plan should be carefully integrated via the FILTER process to avoid minimising impact. The BSP must never be used to replace a plan or passport for a student with specific learning needs. If a student with a SEND need is a significant behavioural concern the pastoral team must work closely with learning support and communicate effectively through the FILTER process. This will help to ensure that the plan and provision for the student in question reflect appropriate approaches, strategies and support to meet their additional needs.

The BSP will involve school staff, the student, the parents/carers and potentially outside agencies, mentors or support services when required. Before undertaking a BSP the following actions and interventions may have already been considered and/or carried out by the pastoral team:

- the deployment of a key member of staff to act as a mentor through 1:1 support or small group work
- the use of an intervention group focussing on a key area of need for the student such as anger management or social skills
- a review of specific behaviour management strategies for the student
- a discussion with the student about their behaviour
- a discussion with parents or carers about the behaviour concerns
- consultation with the pastoral team through the FILTER group process
- consultation with the SENDCO and SLT behaviour leads
- feedback from curriculum staff
- withdrawal from specific lessons for intensive subject-specific support including an individualised timetable
- The use of a time-out card
- Risk assessment

If it is decided that that a BSP is the best way to proceed, **one member of SLT or the Pastoral Team must be identified as the lead**, and will be responsible for co-ordinating, monitoring and reviewing the plan. The identified member of the team will need to initiate a meeting and invite parents and carers (as well as external agencies if appropriate). It is paramount that the nature of the process is clearly explained to parents and carers and the student, and that they fully understand the implications of the plan. A formalised letter will be available to support this. The leads for behaviour, safeguarding and SEND must be kept regularly informed throughout the process using FILTER meetings, Safeguard and access to relevant documentation stored securely in the WBCA Behaviour Teams site.

Before the BSP meeting

It is vital that all relevant paperwork has been completed and communicated through the correct channels. **The Initial Summary Sheet** needs to be completed and all paperwork should be available, if requested, to those contributing to the plan and process.

It is recommended that the lead member of staff uses a checklist of other available information that may be deemed relevant to be discussed at the meeting. This can be decided during the FILTER process but may include:

- A record of Epraise points and negative logs from SIMS
- A record of detentions issued
- A record of incidents leading to Remove
- A record of actions already taken to support the student such as behaviour report cards
- A round robin of feedback from teaching staff (use the KS3/4 curriculum proforma)
- Staff questionnaire

If possible, the views of both the parents/carers and the student (three houses can be used)

Prior to the meeting, it is good practice to call the parents/carers as well as any involved external agencies to remind them of the meeting and confirm their attendance. During this correspondence you may wish to consider whether the student should be present for all or part of the meeting.

For the purposes of consistent practice, the following resources should be used in the delivery and management of the BSP:

- WBCA Behaviour Support Programme proforma
- WBCA Parent Questionnaire – this will give parents and carers a fair opportunity to describe the qualities they see in their child as well as their own concerns. This document conveys that the Academy and the family are working in partnership for the best possible outcome for the student.
- WBCA KS3/4 Proforma – this gives curriculum staff the opportunity to provide feedback to the parents and student, it might also highlight areas of strength for the student to build upon.
- WBCA Staff Feedback – this is an alternative form to the KS3/4 curriculum proforma and requests the completion of a grading scale for the student's behaviour. Prior to undertaking the BSP, the FILTER team should decide on the use of **EITHER** the round robin or the staff feedback proforma.

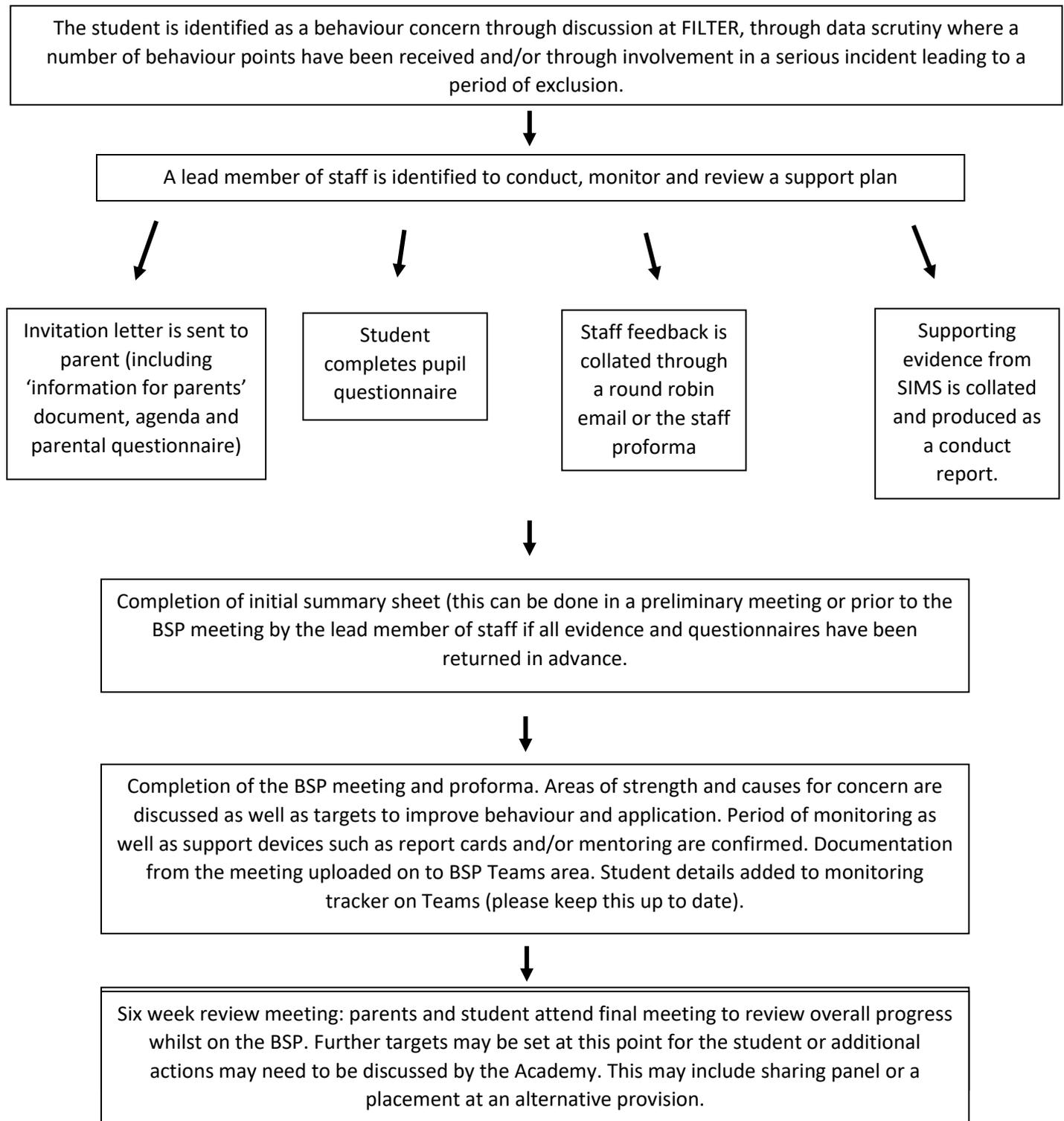
- WBCA Invitation Letter – this will include a guide to the BSP for parents and **MUST** be sent in advance of the meeting.
- WBCA Student Questionnaire – This activity can be completed by a member of staff who has a good relationship with the student. It is important that the student has the opportunity to express how they feel about the current situation. The three houses proforma has been incorporated into this document.
- WBCA BSP Agenda

SLT or Pastoral Staff may wish to hold an informal meeting prior to the BSP meeting to complete the questionnaires with parents/carers and the student. During this time, the purpose of the BSP must be clearly explained to the student.



Flow Chart for the use of Behaviour Support Programmes

ALL DOCUMENTS ARE AVAILABLE ON THE BEHAVIOUR TEAMS SITE



Appendix 4b - Behaviour Support Plan - Initial Summary Sheet 2021-22



WEST BROMWICH
COLLEGIATE ACADEMY

Behaviour Support Plan - Initial Summary Sheet 2021-22

Name:	Date of Birth:
Form Group:	Ethnicity:
Number of FTE:	Attendance Record (%):
Epraise points:	Lates:
Detentions:	Behaviour points:

All attendance and behaviour details are based on records from the beginning of the academic year through to (insert date)

SEND Code of Practice: Details of primary need:		
Is this student at risk of losing their place at the Academy?	Yes	No

Brief description of support to date:
Reasons for BSP:

Details of involvement of other agencies <i>(please refer to E. Lewis and C. Martin if multiple agencies are involved as a CAF/EHA should be offered):</i>
Parental views:

Parent (please print name, sign and date):
Student (please print name, sign and date):
Member of staff (please print name, sign and date):



WEST BROMWICH
COLLEGIATE ACADEMY

Behaviour Support Programme

Student name:

Year:

Staff Mentor:

The Purpose of the Behaviour Support Programme

1. To prevent and address any behaviour concerns or barriers that could lead to the student losing their place at the school.
2. To help the student better manage their behaviour and to identify precise and realistic behaviour outcomes for them to work towards.

Does the pupil have an EHCP? Yes / No (if 'Yes' expand on the plan accordingly)

Does the student have SEND support in school? Yes / No (If 'Yes' expand on the provision accordingly)

Details:

Has the student completed a three houses form? Yes/No (If 'Yes' please add attachment or summarise in the box below, if 'No' please create an opportunity for them to do so).

Period of Behaviour Support Plan

Start date:	End date:
-------------	-----------

What are the specific areas of concern that have triggered the Behaviour Support Plan?

1.	
2.	
3.	

Supporting evidence (including number of behaviour logs and detentions – these can be added as attachments)

Summary of viewpoints:

Student views:
Parent views:
Agency views (if involved)

Practical support strategies

<u>Target</u>	<u>1</u>	<u>2</u>	<u>3</u>
The student will:			
The parent will:			

West Bromwich Collegiate Academy will:			
--	--	--	--

How will success be acknowledged?

Contingency plans

Agreed six week review meeting

<u>Day:</u>	<u>Date:</u>	<u>Time:</u>
--------------------	---------------------	---------------------

Parent/Carer (sign and date):
Student (sign and date):
Pastoral lead (sign and date):

Behaviour Support Plan – further parental meeting record sheet

Interim parental meeting *Date:*
Number of behaviour points:
Actions discussed

Parent name: _____ Parental signature: _____

Interim parental meeting *Date:*
Number of behaviour points:
Actions discussed

Parent name: _____ Parental signature: _____

Final parental meeting

Date:

Number of behaviour points:

Actions discussed

Parent name: _____ *Parental signature:* _____

Outcome of Behaviour Support Plan

<u>Positive impact (include evidence as appropriate):</u>
<u>Concerns:</u>
<u>Further actions:</u>

Signed..... **Print**.....

Date.....

Appendix 4d - Behaviour Support Programme Meeting Agenda



Behaviour Support Programme Meeting Agenda

1. Introduction (5 mins)

Introductions and purpose of meeting

2. Sharing Concerns (10 mins)

Written reports may be presented

Pastoral Team describe problems in school and strategies used

Participants invited to share their opinions

3. Concern Summary (5 mins)

Chair summarises the concern(s)

4. Sharing Positives (10 mins)

What are the strengths and interests of the student?

What works well for the student? (examples of success)

What motivates the student at home and at school?

5. Generating solutions (15 mins)

Agree priority order of problems to be addressed

Participants generate solutions and consider how they can mutually support process

6. Record Programme (10 mins)

Complete BSP form including target setting

Agree monitoring arrangements and any additional mechanisms such as report cards

Agree process of feedback and communication

7. Review and Timescales (5 mins)

BSP to run for six weeks

Secure dates for fortnightly internal reviews and feedback

Student to be made aware of review process

Appendix 4e - Behaviour Support Plan Guidance for Parents and Carers



Behaviour Support Plan Guidance for Parents and Carers

What is a Behaviour Support Plan?

This is part of an intervention strategy that we use as an Academy. The behaviour support plan will be implemented to support your child in school, it is collaboratively drawn up and regularly reviewed. The first meeting will be arranged by a member of SLT or the pastoral team. They will develop a plan with you and your child to help him/her develop strategies to behave appropriately in school and this may involve the attendance of any agency already involved in supporting your child or family.

Why are West Bromwich Collegiate Academy suggesting the use of a Behaviour Support Plan?

The pastoral team at West Bromwich Collegiate Academy have already tried a range of interventions to help your child, unfortunately we have reached the stage where we may need to explore alternative provisions if the behaviour concerns are not addressed. The Plan is a written agreed document and records the targets set for the student.

Who will be involved in setting up the Behaviour Support Plan?

A member of SLT or the pastoral team will be responsible for inviting and for informing all those involved in the plan, this may include a representative of any external agency currently supporting the student or family. You are a crucial part of this process and it is important that you confirm a time when you can attend scheduled meetings.

What will happen before the meeting?

The pastoral staff will gather as much information as they can about what has been happening for your child in school and look at those occasions and relationships that have gone well. We will ask you and your child for your views too. This should help us find ways to make it easier for your child to behave well in school and to make best use of other opportunities that might be provided to help them succeed.

What will happen at the meeting?

The meeting begins with a welcome and introductions and then everyone is asked their views and possible solutions are discussed to help support your child in school.

A solution-based approach

This means that everyone needs to be actively involved in finding different approaches that have a chance of working. We may have to decide on a small step as a target that leads towards the final solution that everyone has agreed. Please be prepared for this to be the start of a process, which may take some time to complete.

Should my child attend the meeting?

Both you and your child are required to attend the meeting, you might want to discuss with the member of staff leading the meeting how long and at what point in the meeting your child should be there for. Remember that is not useful for your child to become anxious about a meeting with adults. It is, however, useful for them to be involved in developing targets and agreeing to work towards them.

How will we know that the plan is working?

We will provide you with regular feedback on how the plan is progressing, e.g. through phone calls, letters or emails. It is vital that you are kept informed of progress and any setbacks. We will also set a date for a

review which may be between two and six weeks. You may wish to discuss the frequency and method of communication at the meeting.

What if things go wrong?

If it has not been possible for the targets set to be achieved, this may require your child's placement at the school to be reviewed.

Remember, this is intended to be a supportive measure that helps your child to develop resilience, and to take action and ownership of their behaviour. Prior to the meeting taking place you may want to consider with your child some possible strategies that would help to support their behaviour in school.

There are some general suggestions below that could potentially be explored in the meeting.

- Opportunities for your child to use their preferred learning style.
- Learning support in specific lessons or for particular activities if appropriate to student's level of need.
- A change of class / tutor group.
- Learning Support attendance, small group or individual sessions for part of timetable.
- Provision of a Peer Mentor – a child of a similar age to guide your child.
- Opportunities for peer support with organised meeting if helpful, e.g. Circle of Friends.
- An identified 'safe base' and / or exit strategies for your child at free time.
- Use of specific rewards chosen to motivate your child.
- Targeted use of daily or weekly positive report card if this helps your child.
- Individual counselling or mentoring
- Attendance at a Lunchtime Club / Homework Club and support for unstructured times during the day.
- Strategy workshop sessions to deal with scenarios and improve your child's behaviour.
- Parental support strategies and possible rewards system at home.

Appendix 4f – Letter to initiate Behaviour Support Programme

Address

Date

Dear **[insert parent name]**

Behaviour Support Plan for [insert pupil's full name, form and date of birth]

As you are aware, we are concerned about the behaviour of **[insert pupil's first name]** and **he / she** may be at risk of losing their place at the school if these issues are not effectively addressed. We want to do everything that we can to improve this situation and are asking for your collaboration and support.

We would like you to attend a meeting at West Bromwich Collegiate Academy to plan a behaviour support plan for **[insert pupil's first name]** on **[insert day, date and month]** at **[insert time am/pm]**. It will be an opportunity for you to share your views and will enable us to work together to help **[insert pupil's first name]** to be successful in school. We ask that you please complete the attached questionnaire and return it to us by **[confirm date]**.

If you wish to add additional information please do so overleaf.

Many thanks for your support; we hope that this intervention will lead to a positive outcome for **[insert pupil's first name]**.

Yours sincerely,

[Insert name and role of lead]

Appendix 4g - KS3 Curriculum Feedback



KS3 Curriculum Feedback

To support the overall progress of _____ we requested feedback from teaching staff in relation to their academic performance and overall conduct. The purpose of this is to identify areas of strength but also areas where further focus and support is needed.

Subject	Teacher(s)	Comment
Form Tutor/L4L tutor		
English		
Mathematics		
Science		
Languages		
Physical Education		
ICT		
Art/Technology		
Dance/Drama		
Music		

Feedback has been shared with parents and pupil, and the following curriculum areas have been identified as key focus areas: _____

Student sign: _____

Parent sign: _____

Staff sign: _____

Date: _____

KS3 Curriculum Feedback Review

During the previous meeting we reviewed _____ overall conduct across curriculum and identified the following subjects as key areas of focus: _____

The respective teaching staff were made aware of this and have supported the intervention process. Staff have provided feedback relating to _____'s overall conduct and performance since our first meeting dated _____.

Subject	Teacher(s)	Comment

Follow up feedback has been shared with parents and student and the following details have been identified and agreed:

Positive progress has been made in the following areas:	
Focus is still needed in the following areas:	

Student sign: _____

Parent sign: _____

Staff sign: _____

Date: _____

Appendix 4h - KS3 Student Self-Reflection Sheet



**WEST BROMWICH
COLLEGIATE ACADEMY**

KS3 Student Self-Reflection Sheet

Name:	Form:
Student sign:	Date:

Please help us by sharing how you feel you are getting on in school.

1= My behaviour is excellent, 2= My behaviour is good, 3 = My behaviour is satisfactory, 4 = My behaviour is sometimes a problem, 5 = My behaviour is a concern

Subject	1	2	3	4	5	Comment
English						
Mathematics						
Science						
L4L						
Drama						
Music						
Physical Education						
Design and Technology						
Languages						

Behaviour at break-time							
Behaviour at dinner time							

Please comment on areas of your school life that you are pleased with:

Please comment on any areas of your school life that you are unhappy with:

Please comment on any areas of your school life you feel you could improve on:

Member of staff: _____ Date: _____

Appendix 4i - Parent/Carer Questionnaire



Parent/Carer Questionnaire

Name:	Form:
-------	-------

What do you think are your child's best qualities?

Do you have any concerns about your child's behaviour? (please give details)

Does your child behave at home and outside of school? (please give details)

What do you think we can do to help your child at school?

Is there anything else you think we should know about your child or that you would like to discuss during the Behaviour Support Programme meeting?

I will be attending the Behaviour Support Programme meeting at the scheduled date and time	
I am unable to attend the Behaviour Support Programme meeting and need to reschedule	
Sign:	
Print name:	Date:

Appendix 4j - Staff Questionnaire 2021-22



Staff Questionnaire 2021-22

Name of student:	Form:
Subject:	Teaching group:
Subject tutor:	Date:

Please rate behaviour this term (circle appropriate number on scale):

(EXCELLENT) 1 2 3 4 5 (CAUSE FOR CONCERN)

Please rate effort this term (circle appropriate number on scale):

(EXCELLENT) 1 2 3 4 5 (CAUSE FOR CONCERN)

Please rate the student's behaviour in following areas (circle appropriate number on scale):

Positive towards the teacher	1	2	3	4	5	Negative towards the teacher
On task	1	2	3	4	5	Off task
Self-contained	1	2	3	4	5	Attention-seeking
Appropriate behaviour	1	2	3	4	5	Inappropriate behaviour
Positive to peers	1	2	3	4	5	Negative to peers
Completes work to best of ability	1	2	3	4	5	Regularly fails to complete work
Always fully equipped	1	2	3	4	5	No equipment
Always follows instructions	1	2	3	4	5	Regularly fails to follow instructions
Patient and waits their turn	1	2	3	4	5	Shouts out and interrupts
Completes all homework on time	1	2	3	4	5	Does not complete homework
Calm when others behave poorly	1	2	3	4	5	Easily distracted by poor behaviour
Responds well to correction	1	2	3	4	5	Responds poorly to correction

Areas of strength for the student in your lessons:

--

Details of any specific areas of behavioural concern by the student in your lessons:

--

Please return this sheet to: _____ by _____

Appendix 5a: Exclusion Checklist

Student:

Form:

Reason:

Number of Days:

Start: _____ End: _____

Re-admittance Meeting Time _____ Day _____

Invitees:

- Attendance data coded "E"
- Exclusion Letter given to student/posted home
- Work provided for student
- Letter uploaded onto Student Record on Sims
- LAC – Copy of letter emailed Sandwell/Birmingham

Appendix 5b: Fixed Term Exclusion Letter

Dear **Parent/Carer name**

I am writing to inform you of my decision to exclude **STUDENT NAME** for a fixed period of **X** days in the first instance. This means that **HE/SHE** will not be allowed in the Academy for this period. The exclusion begins on **DATE** and ends on **DATE** inclusively.

I realise that this exclusion may be upsetting for you and your family, but the decision to exclude **NAME** has not been taken lightly. **NAME** was involved in an incident on **DATE** in which he **REASON FOR EXCLUSION**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **DATE** to **DATE** unless there is reasonable justification for this.

In order to consider ways to prevent the need to exclude **NAME** in the future, I have arranged a meeting between **NAME**, yourself and myself so that we can discuss a way forward. This meeting will take place at West Bromwich Collegiate Academy.

DATE AND TIME OF MEETING

We will set work for **<Name>** to be completed on the academy days specified in the previous paragraph during the period of this exclusion. Please ensure that work set by the academy is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact Mrs G Patel on 0121 393 4850 or gpatel@wbca.shirelandcat.org.uk as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's Academy record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal: <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the Governing Body.

You have the right to see, and have a copy of, your child's Academy record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's Academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

Exclusions Team on telephone number 0845 352 8115

The Children's Legal Centre

They aim to provide free legal advice and information to parents on education

matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January

Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

Mr G Faux
Principal



Readmittance following Fixed Term Exclusion

Name:	Form:
Date(s) of exclusion:	Date of readmittance:
Reason for exclusion:	
Points discussed:	
Agreed actions:	
Signed:	(Student)
Signed:	(Parent/Carer)
Signed:	(WBCA Team)