

Walsall Academy



Behaviour and Exclusion Policy

Policy Title	Behaviour and Exclusion Policy
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Description	This document sets out procedures for behaviour and exclusions
Status	Statutory
Category	Academy
Person Responsible	S Topper – Headteacher F Morrin – Deputy Head
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Other relevant policies	
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2.0	December 2023	Review and update to Permanent Exclusion Letter
2.1	April 2024	Updated Fixed Term Suspension Letter

2.2	September 2024	Review
2.3	December 2024	Amendment to Permanent Exclusion Letter
2.4	March 2025	Updated Permanent Exclusion Letter – contact details
2.5	January 2026	Review
2.6		
2.7		
2.8		
2.9		

Behaviour Policy

Introduction

All students and staff at Walsall Academy will be entitled to work in a safe and supportive environment where everyone will be valued. Effective learning will take place where expectations will be high, and standards of behaviour will be clearly communicated. Positive reward rather than punitive sanctions will provide the motivation to succeed. It will be upon these principles that the standards for students and parents were developed. The Standards for Students (**see Annex C**) and the Behaviour for Learning Policy have been agreed by the students, teachers, parents/carers and Governors of the Academy. It is the responsibility of all concerned to ensure that standards are upheld and that the students gain their entitlements:

To be valued;

To be actively encouraged to achieve and succeed at a level appropriate to individual ability;

To foster independence and personal responsibility;

To develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect.

Students will be expected to extend these same entitlements to everyone in the Academy and the wider community. There must be due regard for other students' and teachers' entitlements. Above all we must remember:

Students attend school to learn;

Teachers come to school to teach;

Everyone at Walsall Academy must be safe.

In the rare exceptions when students breach the above they will be dealt with most seriously to ensure that other students and staff can proceed effectively with their learning and teaching.

How do teachers promote positive behaviour?

A school which actively fosters an ethos which is motivating, supportive and friendly will promote good behaviour.

The following strategies, if operated consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour:

- Effective session preparation to ensure work is matched to the ability of all students within a group.
- Provision of attractive and user-friendly learning resources.

- Actively involving students in learning which includes a range of varied and relevant activities.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each session.
- Providing constructive feedback through regular marking and purposeful discussions with students.
- Ensuring records of progress inform session planning.
- Keeping Personal Tutors and parents updated about student progress.
- Reward good behaviour and work regularly:
 - words of encouragement
 - sharing examples of good practice with group
 - displaying work
 - broadcasting achievements via the news bulletin
 - awarding positive behaviour house points in BROMCOM
- Retaining a sense of humour and fostering a friendly atmosphere.
- Ensuring that teaching environments are attractively maintained.
- Setting appropriate and relevant homework tasks.
- Listening and taking appropriate action when students express concern.
- Do not tolerate bullying. Refer to the Personal Tutor and a Senior Leader immediately.

Taking Appropriate Action

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken. The responsibility for taking action, rests with the relevant Personal Tutor or Subject Teacher. Teachers will be supported by their Line Managers and Senior Leaders. If teachers are unsure about the nature of action they should seek advice. Personal Tutors should be kept informed so that they can retain the overview of their personal students' progress. Key people to take advice from will be any of the Senior Leaders or the Headteacher.

The procedures for disciplinary action are as follows:

WARN – MOVE – REMOVE

Stage 1: Subject Teacher

- Keep calm
- Do not be led into an argument
- Condemn the act not the person
- Discuss the problem
- Ensure a fair outcome
- Warn the student that they will be moved.

Stage 2: Subject Teacher

- Refer to action/discussion in Stage 1
- Restorative conversation discussing the reasons for the removal, concentrating on the behaviour observed and its impact upon learning and teaching
- Agree on a change of behaviour for the remainder of the lesson
- Ensure consequences of future misconduct are explained
- Re-integrate into lesson then praise improvement in behaviour/attitude noticed
- Move the student to another part of the room

Stage 3: Subject Teacher and/or Personal Tutor and/or Key Stage Pastoral Team

- Refer to action/discussion in Stage 2
 - Removal from lesson area to Curriculum Line Manager or on-call duty staff for action and support
 - Final warning given after re-emphasising the previous agreement and discussion
 - Ensure consequences of future misconduct are explained (Subject Report)
 - Subject Teacher to inform Personal Tutor
- Actions to include:
- Restorative conversation with the member of staff.
 - Catch up study session to be undertaken during Session 3
 - Informing Parent/Carer
 - Subject Report to be issued to student

There may be difficulty in having a restorative conversation during session hours (8.15am – 3.15pm) in which case teachers have authority to request a student remains for a restorative conversation after session hours. This includes same day restorative conversations. Parents and carers may want to note that the Academy's school day for students is from 8.15am to 5.00pm.

This restorative conversation allows students to receive guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. Students could also be offered support where necessary or given the opportunity to inform the school of any perceived obstacles to their improvement, such as their home circumstances.

If a student is removed from a lesson, they will return to the lesson's teacher at the end of the school day to complete a restorative conversation and catch up on missed work up until 4.00pm. A text message will inform the parent/carers that their child is remaining as a courtesy, although legislation does not require us to seek permission.

Stage 4: Subject Teacher and/or Personal Tutor and/or Key Stage Pastoral Team

- Refer to action/discussion in Stage 3
- Full removal from lesson area to Curriculum Line Manager who will liaise with Key Stage Pastoral Team (e.g. they may be placed away from other students to

continue with their work). It is for the staff member in charge to decide what students may or may not do during that time).

- Key Stage Pastoral Team to make an appointment with the parent/carer
- Subject Teacher to inform Personal Tutor (if this has not been actioned at Stage 3), Curriculum Line Manager, and Key Stage Pastoral Team
- Meeting with Parent/Carer and student conducted by the Key Stage Pastoral Team, relevant staff to attend the meeting if required
- Student may be referred to the Learning Intervention Centre (LINC)

At Stage 4 action may include the Headteacher issuing a suspension dependent upon the seriousness of the situation. In this instance the parent/carer will be requested to remove their child from the Academy and supervise them at home, with work. A formal letter outlining the details relating to the suspension will be handed and explained to the Parent/Carer.

A re-integration meeting with Parent/Carer and student conducted by the Key Stage Pastoral Team and will be minuted.

Meeting with Parents/Carer

- Thank parent/carer for coming to the Academy
- Give progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Agree future targets
- Devise support strategies which will likely include issuing a Student Report
- Set a review date
- Document action (minute the meeting in cases of suspension)
- Dependent upon the circumstances, the meeting is likely to take the form of a Restorative Presentation

Stage 5 (Amber Alert): Key Stage Deputy Head

- Devise support strategies which will include the Inclusion Team or involvement of outside agencies
- Behaviour Review meeting with Parent/Carer and student conducted by the Key Stage Deputy, relevant staff to attend the meeting if required
- If appropriate, draw up a behaviour contract, with set review dates
- Students may initially be referred to the Learning Intervention Centre (LINC)
- Students may be directed offsite for education to improve their behaviour. If this is the case, parents/carers will be given clear information about the placement, with set review dates
- Student may also transfer to another school as part of a 'managed move' with the consent of all parties
- For a shorter period, from one to five days, a student may be educated and another school.
- Document action
- Should a student remain at Amber (Stage 5) following a review, a dialogue regarding a possible Managed Move to another school will be held for

parent/carer to consider at that moment in time or for the future, they may also be referred a second time to the Learning Intervention Centre (LINC)

Stage 6 (Red Alert): Key Stage Deputy and the Headteacher

- If students do not respond to the actions of stage one to five, they will be referred to a Disciplinary Meeting with the Headteacher or designated Senior Deputy
- The students and parent/carer will be asked to attend the Disciplinary meeting
- The Deputy Head responsible for the Key Stage and other appropriate staff will also attend the meeting

Procedure at this Disciplinary Meeting

- The Deputy Head responsible for the Key Stage of the student presents a full overview of the behaviour file on the student
- The students and parent/carer are asked to comment
- The Headteacher asks questions of the student, parents/carer and Deputy Head
- The Headteacher ensures that all levels of support have been secured for the student through levels one to five of this procedure
- The Headteacher decides on the next stage of action

Possible Outcomes

The student returns to the current programme of study with specific targets of good behaviour to be met over an agreed period of time. A second meeting would be agreed to review progress within an appropriate timescale

The student returns to an alternative programme of study which is arranged to meet the needs of the student and to safeguard the learning of other students. This may include the Learning Intervention Centre (LINC) or an off-site provision. Further meetings will be held to review student progress

Stage 7: The Headteacher

Following the Disciplinary meeting of Stage 6 and the introduction of the additional support strategies agreed with parent/carer, there are two possible outcomes:

The student meets the standards of behaviour required at Walsall Academy and completes their programme of study

The student does not meet the standards of behaviour required at Walsall Academy and the Headteacher permanently excludes the student

At any time

At any time through stages one to seven, suspensions may be issued by the Headteacher in accordance with the Exclusion Policy.

At any time

Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents/carers in consultation with the Academy have the right to withdraw the student and seek alternative education. This may be an alternative provision at another educational site.

At any time

In cases, when an incident is of a most serious nature, the Headteacher or their representative may decide to immediately exclude a student. Exclusions can be either a fixed period or permanent. When a student is permanently excluded, all communication with Walsall Academy will be through the Deputy Head responsible for the student's Key Stage and not the Personal Tutor.

Conclusion

Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The 'common sense' rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

The Scope of the Behaviour and Exclusions Policy

This Behaviour and Exclusion Policy covers all times when students are in school or taking part in any school-organised or school-related activity; e.g. trips or sports fixtures, online learning etc.

Students may be disciplined for their misbehaviour while travelling to or from school, whilst wearing school uniform or in some other way identifiable as a student of Walsall Academy. This could also include incidents that occurred due to the student being a member of Walsall Academy's community.

Misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of Walsall Academy is also covered by this Behaviour and Exclusion Policy.

On occasion, it may be felt that a student's behaviour to and from school may mean we ask parents or carers to deliver and collect their children. Where this is not possible, we may keep students in the Academy until all other students have left.

Types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a student
- Physical assault against an adult
- Sexual assault and sexual harassment

- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- The bringing onto school premises, use of, or sharing of illegal drugs or prescription medications not specifically prescribed to the student .
- The creation, distribution, or possession of digitally altered media—commonly referred to as "deepfakes"—whether in digital or printed form.
- Imitation weapons that cause fear of violence
- Bullying
- Abuse that targets another person's; disability, race, religion, gender, gender identification, sexual orientation, etc
- Persistent disruptive behaviour
- Vandalism, graffiti or intentional damage to property, fixture and fittings.
- Persistent defiance – this could include, but is not limited to persistent infractions of dress code, persistent use of mobile phones, persistent unpunctuality that disrupts the smooth running of the Academy etc.
- Behaviour whereby allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Banned Items, Searching and Confiscation

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

The Headteacher and staff authorised by him, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- Knives
- Weapons or items that can be used as a weapon
- Imitation weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- The creation, distribution, or possession of digitally altered media—commonly referred to as "deepfakes"—whether in digital or printed form, is strictly prohibited. This includes any content that misrepresents individuals or events in a deceptive or harmful manner.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Confiscated items will be disposed of or handed to the police depending on the items.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Banned items which may be searched for are:-

- 'Vapes', 'vaping' paraphernalia, e-cigarettes, shisha pens etc
- Chewing gum
- Cigarette lighters and matches
- Drug paraphernalia,
- Prescription medicines (unless known to the school nurse),
- 'Legal highs'
- Extremist material
- Laser Pen/Laser Pointer
- Any hardware device or software that is deemed likely to present a threat to the integrity, system availability, or performance of the Academy's IT network.
- Electronic devices containing files or data (including images, videos, text, messages on any social media platform or similar) obtained on Walsall Academy site or on a visit or trip where the recording of images is unauthorised.
- Super glue (or similar strong adhesive).
- Energy drinks or fizzy drinks.

This list may be added to at any time during the academic year.

Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires intervention from the Safeguarding team or the involvement of the police.

The sale or re-sale of any goods on the school grounds is prohibited unless permission is granted by the Headteacher. Any items brought onto the school

grounds with the sole purpose of resale may be confiscated. Unless proof of legitimate purchase can be provided, the confiscated goods will not be returned. Depending on the severity of the item discovered in any search for prohibited or banned items, the disciplinary procedure outlined in this document will be followed.

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search, but it is good practice to do so. Walsall Academy will inform the student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so

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NB Complaints about searching should be dealt with through the normal school complaints procedure.

The use of reasonable force

All members of Walsall Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If restraint is used, the appropriate form should be completed as soon as possible after the event and forwarded to the Headteacher.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student from damaging property;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground or any other venue on the school site; and

- restrain a student at risk of harming themselves through physical outbursts.

Dealing with malicious or false allegations against staff

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Walsall safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the balance of probabilities malicious, a decision will be taken by the Headteacher about what further action may be appropriate.

Permanent exclusion may be considered where it is felt appropriate, and the member of staff's reputation has been tarnished.

Exclusion Policy

Action to be taken by Senior Staff in Serious Disciplinary Matters

Please take note of the principles of quality care, guidance and fairness implicit within the Standards for Students.

Collecting evidence:

Over serious matters students must be interviewed by a senior member of staff, i.e. Deputy Head, Senior Leader or Head of Department. If the nature of the incident is most serious then at least two staff members should be present to conduct the interview, e.g. Two Deputy Heads/Senior Leaders or Deputy Head/Senior Leaders and Pastoral Manager/Safeguarding Team member. The student should be encouraged to provide a written statement of what happened and offered the opportunity to sign this as an authoritative record of events. At this stage this report will help to enable Walsall Academy to decide on what further action should be undertaken. Other witness statements may also be taken into consideration. Should a student refuse to provide a statement, witness statements will form the evidence.

Any recorded telephone or video images (CCTV) or photographic evidence collected as part of investigations will be processed fairly and lawfully in accordance with the Data Protection Act 2018 insofar as it will be:-

- Adequate, relevant and not excessive
- Used for the purpose(s) stated in this policy only and not used for any other purposes
- Accessible only by the senior member staff conducting the investigation and after securing permission from the Headteacher
- Treated confidentially
- Stored and then destroyed securely

Data collected by use of CCTV may be used for prevention and detection of crime and student behaviour, discipline and exclusions or suspensions as required.

Data may be stored and viewed from the CCTV provider, or downloaded onto other digital platforms that may include, but are not exclusively, portable storage devices, laptops, school servers. It may be shared with school staff, used as evidence in tribunal or exclusion proceedings and may be shared with third party agencies such as the Police, the LA or Social Care, subject to internal Data Protections processes. For incidents that occur outside of the school gates, information from third parties (such as members of the public, the Police or Community Support Officer) should be gathered and assessed for its likely impact on the orderly running of Walsall Academy and any adverse effect on its reputation.

In discharging their duties the Headteacher and Governors of the Academy will give due regard where appropriate to the DFE Statutory Guidance: "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England".

Factors to consider before making a decision to exclude

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher or their representative should:

- a) Ensure that actions are lawful, reasonable and fair.
- b) Ensure actions do not discriminate against students on basis of protected characteristics such as disability, gender alignment or race.
- c) Ensure that an appropriate investigation has been carried out.
- d) Consider all the evidence available to support the allegations.
- e) Allow the student to give his or their version of events.
- f) Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- g) If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision.

If satisfied that, on the balance of probabilities, the student did what he/she is alleged to have done, the Headteacher or their representative may exclude the student.

Suspension (formerly Fixed Period Exclusion)

The regulations allow the suspension for a student of up to 45 school days in an academic year. However, suspension should be as short as possible and should not exceed five days in any one period.

Having decided to suspend a student for a fixed period, a telephone call will be made to the parent/carer to inform them of the decision (**see Annex A**). A parent/carer will be asked to come to Walsall Academy to collect the child. A letter will be handed or delivered to the parent/carer confirming the suspension, defining the length of the suspension and the reason for the suspension. It will also state the time and date on which the student should return to Walsall Academy, accompanied by parent/carer to be reintegrated into the school. It will also outline the responsibilities of the parent during the fixed period. A student will not be reinstated into the mainstream school until the reintegration meeting has been held with a parent/carer.

Parents/carers have the right to appeal against a suspension and are informed how to make representations to the Governing Board in the letter.

For all suspensions, students will be provided with work to carry out under the guidance of parent/carer. On the reinstatement of the child into the school, it may be necessary to provide the student with support. This could be in the form of: Subject Report, School Nurse, Pastoral Manager, Inclusion Team, Outside Agencies, etc. Following reinstatement, the student will also spend a minimum of one day in the LINC to complete restorative and reflective practice.

Permanent Exclusion

If the Headteacher decides to permanently exclude a student the following procedure should be followed. A telephone call will be made to the parent/carer to inform them of the decision. If the student is in attendance at Walsall Academy the parent/carer will be asked to collect their child. This will be followed by a letter within one school day which will state:

- I. The reason for the permanent exclusion.
- II. The parent/carer rights to make representation about the exclusion to the Discipline Committee.
- III. The name and contact details of the person whom the parent/carer should contact if they wish to make representation who will be the Clerk to the Discipline Committee.

The letter will also provide information on the timescale within which the Discipline Committee must meet and the arrangements for enabling the student to continue their education at home under the guidance of parent/carer.

In addition, the parent/carer will also be informed of the LA contact who can provide advice and the contact details of where to gain additional advice and support. The model letter is available in **Annex B**.

Informing the Discipline Committee and the LA

The Headteacher, or their representative will immediately inform the Chair of the Governing Board and the Clerk to the Discipline Committee. In addition, the Exclusion Officer at Walsall Children's Services will be notified with relevant paperwork completed.

Responsibilities of the Discipline Committee

The Governing Board will nominate a pool of Governors (from Walsall Academy or any other school in the Thomas Telford Multi Academy Trust) from which to select three Governors to serve as the Discipline Committee. The Discipline Committee must meet within 15 school days after the date of the permanent exclusion. The parent/carer, Headteacher and a LA officer will be invited to a meeting by the Clerk to the Discipline Committee. All written statements and relevant evidence will be circulated in advance of the meeting. The student and/or a friend or legal representative may accompany the parent/carer at their request.

Procedure at the Discipline Committee Meeting

The Clerk to the Discipline Committee will oversee the proceedings.

The Committee will consider:

- I. Any representation made by the parent/carers, the student and the LA officer.
- II. Whether the Headteacher has complied with the exclusion procedure and has had due regard to the Behaviour Policy and the DFE guidance before deciding to exclude the student.

Following the Meeting

The Discipline Committee, via the Clerk to the Discipline Committee, will inform the parent/carers, the Headteacher and the LA of their decision in writing within one day of the meeting, stating the reasons.

In the event of the Committee deciding not to reinstate the student they should also inform the parent/carers of their right to appeal to an Independent Review Panel and provide the contact details of the Clerk to the Independent Review Panel. The appeal must be received in writing within 15 school days of the date of the letter from the Clerk to the Discipline Committee of the outcome of the meeting.

Independent Review Panel

The Independent Review Panel will consist of three members:

- One serving or recently retired Headteacher
- One serving or recently serving Governor
- One lay member who will be the Chair of the Panel

The Independent Review Panel must meet within 15 school days from the receipt of the Appeal. The panel will consider all aspects of the case. The decision of the Independent Review Panel will be one of three outcomes:-

- Uphold the exclusion decision;
- Recommend that the Governing Board re-consider the decision; or
- Quash the decision and direct the Governing Board to re-consider the decision.

The decision of the Governing Board following re-consideration will be final.

ANNEX A

Letter to Parent Informing

[Parent-Carer]
[Address]

Date

Dear [Parent-Carer]

I am writing to inform you that [Name] was involved in: Reason.

As a consequence of this I have no alternative but to inform you that [Name] is suspended from the Academy for a fixed period of Number of Day(s) – Specify Dates in full.

I must warn you that the investigations and my consideration of all available evidence is ongoing. In certain circumstances this may result in an additional suspension or even permanent exclusion.

In accordance with the Education and Inspections Act 2006, parents/carers must take supervisory responsibility for their child during periods of suspension. It is an offence for a suspended child to be in a public place during school hours and if this occurs parents/carers may be issued with a penalty notice.

Appropriate work on which to focus for the duration of the suspension will be provided via SharePoint in Microsoft 365. [Name]'s Academy Login gives them access to Microsoft 365 including SharePoint and email. They should also check 'Show My Homework' for any homework tasks given in lesson. Please ensure that the work [Name] has been set during their suspension is completed during the allotted session. Please contact the Academy if you have any difficulties with this.

You have the right to make representations about this decision to the Governors' Disciplinary Committee. If you wish to make representations please contact write to the Chair of the Governors' Disciplinary Committee c/o Mrs Sharon Turnbull, PA to the Headteacher, Walsall Academy, Lichfield Road, Bloxwich, WS3 3LX.

You may also find it useful to contact the Child Law Advice Service. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5480 or at <http://www.childlawadvice.org.uk>.

Statutory guidance on suspension and exclusion can be found here:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

[Name] should return to school for a meeting on **Date 2023** at **Time am/pm**, accompanied by yourself. Please report to Reception where you will be met by Dr Somerfield / Mrs Bawa.
Please bring all work completed during the suspension period to the meeting.

Following a successful meeting, NAME will spend a minimum of one day in the LINC to complete restorative and reflective practice.

Yours sincerely

**Mr S M Topper
Headteacher**

ANNEX B

Permanent Exclusion Letter

DATE

Dear **[Parent's Name]**

[child's name] [date of birth]

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this academy unless he/she is reinstated by the Governing Body.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[Child's Name]'s** education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date] [to be confirmed at the time of permanent exclusion]** the local authority **[give name of the authority responsible known at time of writing, if not known – “the arrangements will be notified shortly by further letter”]** will provide suitable full-time education.

As this is a permanent exclusion, the Governing Body must meet to consider it. At the review meeting you may make representations to the Governing Body if you wish and ask them to reinstate your child in school. The Governing Body has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to a Review Board.

The latest date by which the Governing Body must meet is **[specify the date — the 15th school day after the date on which the Governing Body was notified of the exclusion]**.

If you wish to make representations to the Governing Body and wish to be accompanied by a friend or representative please contact Mrs S Turnbull, PA to the Headteacher at Walsall Academy, Lichfield Road, Bloxwich, Walsall, WS3 3LX or 01922 493910, as soon as possible. You will, whether you choose to make

representations or not, be notified by the Clerk to the Governing Body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform Mrs Turnbull if it would be helpful for you to have an interpreter present at the meeting.

[If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governing Body.]

You have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact the Admissions and Education Sufficiency Team, Walsall Children's Services, 2nd Floor, Civic Centre, Darwall Street, Walsall WS1 1TP on 01922 652585, who can provide advice.

You may also find it useful to contact the SEND First Tier Tribunal (SEN and disability). They can be found at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Child Law Advice Service - Tel: 0300 330 5480 or at <http://www.childlawadvice.org.uk>.

You may also find it useful to contact the Walsall Information Advice and Support Service SEND (formerly Parent Partnership). They can be contacted on 01922 650330, email iasssend@walsall.gov.uk or via the Website: <https://send.walsall.gov.uk/>.

Statutory DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England September 2017' can be found on the following website: <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely

Mr S Topper
Headteacher

ANNEX C

Walsall Academy Standards for Students

Walsall Academy does not have a long list of rules but students should make special note of these very important statements

- ❖ Teachers are employed to teach and students come to school to learn.
- ❖ Everyone must be safe.
- ❖ Bullying and harassment (in person or online) is not tolerated. No one should be subjected to aggressive/threatening behaviour, bullying or harassment.
- ❖ There is zero tolerance to drugs. Using or bringing drugs onsite result in permanent exclusion.
- ❖ Any activity resulting in a student bringing a weapon onto site will result in suspension.

Code of Conduct

- ❖ Everyone must adhere to the dress code; this includes uniform, jewellery and haircuts. You must wear a name badge at all times.
- ❖ A no smoking policy operates throughout the Academy and grounds (including e-cigarettes/vapes).
- ❖ All food and drink should only be consumed in the Restaurant area.
- ❖ Chewing gum, energy/fizzy drinks is not allowed on school premises and will be confiscated.
- ❖ Mobile phones cannot be used in the Academy without the explicit permission of the teacher and should be switched off at the gate. Phones cannot be visible during the school day.

Behaviour for Learning in lessons and around the Academy

- ❖ Arrive on time ready to learn
- ❖ Follow instructions from all staff at all times
- ❖ Keep noise to an acceptable level for working
- ❖ Do your best and let others do their best
- ❖ Respect everybody

Character for Learning

Walsall Academy believes that it is equally important for students to become responsible citizens who are well prepared for work and who will contribute positively to society. Personal characteristics such as **determination, courage, accountability, compassion, integrity and humility** are taught, valued and rewarded.

Restorative Practice

Walsall Academy operates Restorative Practice which encourages young people to think about their behaviour and the impact it has upon others. Any student who does not work within the expectations will complete a time of self-reflection addressing the following questions:

1. What happened?
2. What were you thinking at the time?
3. Who had been affected by this and in what way?
4. What needs to happen to put things right?
5. What would you do differently next time?

Students may be required to deliver a presentation to those affected, identifying the impact of their behaviour, how they intend to put it right and how they will manage similar situations in the future. Those affected will also have the opportunity to talk about the impact on them.

How can students get the best experience of school?

- ❖ Be on time for school, arrive at 8:15am for a prompt 8.30am start.
- ❖ Always be ready to learn with the correct equipment.
- ❖ Work hard at all times and always ask if you do not understand something.
- ❖ Always complete homework, seek help if you are struggling.
- ❖ Never tolerate a bully or harassment. Always tell your Personal Tutor or any member of staff the first time this happens.
- ❖ Support your friends by taking part in team and group activities. It is expected that you will always represent the Academy if you are asked to do so.
- ❖ Embrace the range of extra-curricular activities available.
- ❖ You must attend the extra lessons during Session 3 specially organised for you.
- ❖ Respect other people's belongings and the academy premises.
- ❖ Be kind and polite in discussions with your teachers and fellow students.

Your teachers will work hard to ensure that you are:

- ❖ Provided with the opportunities to achieve your personal best.
- ❖ Supported by providing safe, orderly conditions for you to learn effectively.
- ❖ Valued and given quality care and confidentiality where appropriate.
- ❖ Encouraged by providing you with stimulating lessons and incentives to do well.
- ❖ Congratulated by providing recognition and rewards.
- ❖ Flourishing through all the opportunities on offer.

Students should feel safe and happy in school
Success in all its forms is something to be celebrated