

Walsall Academy



Behaviour and Exclusion Policy

Reviewed by: S Rogers & R Taylor

Policy Title	Behaviour and Exclusion Policy
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Person Responsible	S Rogers
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Other relevant policies	
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1.1	May 2018	Data Protection Act 2018
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1.4	February 2020	Annual review
1.5	September 2020	Sources of advice
1.6	January 2021	Learning Inclusion Centre
1.7		

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 commendations and positive behaviour 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:

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

Restorative conversation agreeing a target for future behaviour

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

Stage 3: Subject Teacher and/or Personal Tutor and/or Head of Year and/or Deputy Head of Key Stage

Refer to action/discussion in Stage 2

Removal from lesson area to Curriculum Line Manager 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 Personal Tutor

Catch up study session to be undertaken during Session 3

Informing Parent/Carer

Subject Report to be issued to student

Stage 4: Subject Teacher and/or Personal Tutor and/or Head of Year and/or Deputy Head of Key Stage

Refer to action/discussion in Stage 3

Full removal from lesson area to Curriculum Line Manager who will liaise with Head of Year or Key Stage Deputy (e.g. they may be placed away from other students for a limited period of time 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)

Head of Year or Key Stage Deputy 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, Head of Year and Key Stage Deputy

Meeting with Parent/Carer and student conducted by the Head of Year or Key Stage Deputy, 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 Fixed Term Exclusion 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 Fixed Term Exclusion will be handed and explained to the Parent/Carer. A re-integration meeting with Parent/Carer and student conducted by the Deputy Head of Key Stage will be conducted and 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 Fixed Term Exclusion)

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 will initially be referred to the Learning Intervention Centre (LINC)

Students may be directed off site 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

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/carers 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): Deputy Head of Key Stage 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

The students and parent/carers 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 will present a full overview of the behaviour file on the student

The students and parent/carers will be asked to comment

The Headteacher will ask questions of the student, parents/carers and Deputy Head

The Headteacher will ensure that all levels of support have been secured for the student through levels one to five of this procedure

The Headteacher will decide 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 the Academy and completes their programme of study

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

At any time

At any time through stages one to seven, fixed term exclusions may be issued by the Headteacher or their representative 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 make a decision to immediately exclude a student. Exclusions can be either a fixed period or permanent. When a student is permanently excluded, all communication with the Academy will be through the Deputy Head responsible for the student's Key Stage and not the Head of Year or 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 the Academy.

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.

Banned Items, Searching and Confiscation

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 or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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:-

- Chewing gum
- e-cigarettes, shisha pens etc
- 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 the 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. The Academy will inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

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

The use of reasonable force

All members of 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. Exclusion (fixed term or permanent) 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 the 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 securely
- Securely destroyed

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

Fixed Term Exclusion

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

Having decided to exclude 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**). Parent/carer will be asked to come to the Academy to collect the child. A letter will be handed or delivered to the parent/carer confirming the exclusion, defining the length of the exclusion and the reason for the exclusion. It will also state the time and date on which the student should return to the Academy, accompanied by parent/carer to be reintegrated into the school. It will also outline the responsibilities of the parent during the fixed period.

Parents have the right to appeal against a Fixed Term Exclusion and are informed how to make representations to the Governing Board in the letter.

For all periods of fixed term exclusion 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

Permanent Exclusion

If the Headteacher or their representative in their absence, 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 the Academy the parent/carer will be asked to collect their child immediately. 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/carer, 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/carer, 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/carer 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

DATE

Dear [Parent's Name]

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 excluded from the Academy for a fixed period of SPECIFY PERIOD.

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 fixed term exclusion 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 fixed term exclusion. It is an offence for an excluded child to be in a public place during school hours and if this occurs parents/carers may be issued with a penalty notice.

Within NAME's Academy folder, and online, you will find that there is adequate work on which to focus for the duration of the exclusion. Please contact school if you require more work for your child.

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 exclusion can be found here:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

NAME should return to school for a meeting on DATE at TIME, accompanied by yourself. Please report to Reception where you will be met by SENIOR LEADER NAME.

Yours sincerely

Mr S Rogers
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]** Education Department will provide suitable full-time education.

You should 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/tribunals/send/appeals> .

Making a claim would not affect your right to make representations to the Governing Body.

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 S Turnbull if it would be helpful for you to have an interpreter present at the meeting.

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.

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>.

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

[NB: To be confirmed at the time of permanent exclusion]

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

Yours sincerely

Mr S Rogers
Headteacher

ANNEX C

Walsall Academy

Standards for Students

Please keep this document for reference
in your Student Folder

CODE OF CONDUCT

- ❖ A no smoking policy operates throughout the Academy and grounds (including e-cigarettes).
- ❖ All food and drink should be consumed in the Restaurant area.
- ❖ Chewing gum is not allowed on the school premises.
- ❖ Mobile Phones must not be used without permission within the Academy and grounds during the school day.

WHAT STANDARDS OF BEHAVIOUR ARE EXPECTED OF STUDENTS?

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

- ❖ Teachers are employed to teach and students come to school to learn. Any student who prevents this happening will have to attend a meeting with a Deputy Head and parent/carer. If you persist, you could lose your place at the Academy.
- ❖ Everyone must be safe. Aggressive or threatening behaviour may result in your parent/carer being asked to collect you immediately from the Academy. Bullying will not be tolerated.
- ❖ Always wear official school uniform. If you do not conform, your parent/ carer will be contacted.
- ❖ Illegal misuse of Information Technology systems is a criminal offence. Students should note that such activity may result in prosecution and the possibility that you could lose your place at the Academy.
- ❖ Illegal drugs are very dangerous and students should note that there is zero tolerance of possession, sale, purchase or consumption of illegal drugs. Such activity will result in exclusion.

HOW CAN STUDENTS GET THE BEST SERVICE FROM PERSONAL TUTORS AND TEACHERS?

- ❖ Be on time for school. Students should arrive before 8.20am ready for an 8.30am start.
- ❖ Always complete homework. You can have as much as you want!
- ❖ Never tolerate a bully. 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 have sporting talent.
- ❖ Embrace the range of extra-curricular activities available.
- ❖ You must attend the extra lessons during Session 3 specially organised for you.
- ❖ Work hard at all times and always ask if you do not understand.
- ❖ Carry your folder with you at all times.
- ❖ Take care of your equipment and respect other people's belongings.
- ❖ Always be polite in discussions with your teachers and fellow students.

STUDENTS SHOULD FEEL GOOD ABOUT BEING SUCCESSFUL!

Your teachers will work hard to ensure that you are

- ❖ Valued and given quality care and confidentiality where appropriate.
- ❖ Encouraged by providing you with stimulating lessons and incentives to do well.
- ❖ Involved in your education by providing regular information to you and your parent/carer on progress.
- ❖ Congratulated by providing recognition and rewards.
- ❖ Flourishing through lots of opportunities in academic, sporting, musical and cultural activities.
- ❖ Supported by providing safe, orderly conditions for you to learn effectively.

PERSONAL PROPERTY

- ❖ Key Stage 3 & 4 students have a locker which is fitted with a combination lock for security purposes. Students should store their personal property in their lockers. Sixth Form students may have a locker on request.
- ❖ All students have access to a cloakroom where they should leave their coats and bags during the school day. Students may only access the cloakroom at the beginning or end of the school day, or to pick up or drop off their PE/PA kit, lunch-boxes or coats.
- ❖ Each cloakroom is monitored by CCTV for safety and security purposes.
- ❖ Parents/carers are advised that the Academy will take every reasonable precaution to secure the safe keeping of all property. However, it is the responsibility of the parent/carer to make arrangements for personal insurance cover for student's lost or stolen items.