

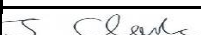



Full name of policy:	Student Conduct and behaviour Policy (Including student behaviour expectations, rewards, sanctions, exclusions and dress expectations)		
Name and post of person responsible:	Johnny Clark, Deputy Head (Pastoral)		
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Comments:	<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> ● Anti-Bullying ● Equalities Objectives ● Safeguarding and Promoting the Welfare of Children Policy ● Admissions ● Curriculum ● Attendance ● Acceptable Use of ICT ● Home-School Commitment 		
	Name (role):	Signature:	Date:
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The purpose of this policy is:

- To promote excellent behaviour
- Set out clear, high expectations of behaviour
- Set out a consequence system on the principles of what is fair, rational and proportionate

London Academy of Excellence, Tottenham, is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

The Student conduct and Behaviour Policy will be reviewed annually.

1 Introduction

All members of the London Academy of Excellence Tottenham, (hereafter, LAET) community (students, staff, parents / carers, governors) are encouraged to make positive choices that benefit themselves and the wider LAET community. At LAET we believe that considering and understanding the consequences of our choices is key to improving our ability to make them. This is the principle that underpins our Behaviour Policy and the expectations that arise from it.

Positive behaviour stems from the values of the school:

- Aspiration
- Endeavour
- Community
- Reflection

LAET also actively promotes the fundamental British Values of individual liberty, democracy, rule of law and tolerance of those with different faiths and beliefs. These values provide the foundation of all our interactions and behaviour of the LAET community.

In order to enable effective learning and teaching to take place, students are expected to adhere to the highest standards of behaviour in all aspects of LAET life. Unacceptable behaviour that does not adhere to the values of the school will always be challenged in a fair, rational and proportional manner. We expect all members of LAET to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically.

LAET recognises the strong relationship between effective learning and teaching, attendance and positive behaviour, and all members of LAET are expected to meet our requirements for each.

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Equalities Objectives
- Safeguarding and Promoting the Welfare of Children
- Admissions
- Curriculum
- Attendance
- Acceptable Use of ICT
- Home-School Commitment

This policy has been written taking into account of:

- DfE guidance *Behaviour and Discipline in Schools January 2016*,
- LAET's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN),
- Sections 89-91 of the Education and Inspections Act 2006,
- Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline (2005).

1.1 Aims of the policy

The policy seeks to help LAET become and remain a disciplined and supportive community in which all members, irrespective of any protected characteristic under the Equalities Act (2010), appearance or ability, can learn, and feel safe.

The objectives of this policy are:

- to ensure that all members of the LAET community understand their role in contributing to the creation of a safe, stimulating, encouraging and rewarding atmosphere;
- to make clear the standards of behaviour and commitment that LAET expects from students;
- to set out the means by which LAET will acknowledge, praise and reward students when they reach these standards;
- to give a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate school sanction as appropriate.
- to promote and develop responsibility, self-esteem and self-discipline in students and to enable positive relationships, based on mutual respect, support and safety amongst students.
- to help develop proactive young citizens who give a positive impression of LAET to the wider community and who have an understanding and respect for the fundamental British values and rules needed to live in a vibrant, tolerant and well-ordered society.

1.2 Scope of the policy

Most actions and expectations outlined in this policy relate to behaviour at school, both in and outside the classroom, when travelling to and from school, or when engaged in a school activity (at LAET or on a school visit). In some circumstances students' actions outside school may be relevant within the terms of this Behaviour Policy.

Any act by a student which threatens, or could potentially threaten, the wellbeing of any member of the LAET community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from LAET. In accordance with the school's Anti-Bullying Policy, online actions (e.g. insensitive postings, malicious e-mails or texts) will be viewed as actions with the "potential to threaten wellbeing".

Where, in LAET's view, the welfare, safety or continuing education of a student or students requires it, the Deputy Head (Pastoral) may conduct an inquiry into an event or alleged event arising out of school. The Deputy Head (Pastoral) will exercise discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. LAET reserves the right to impose sanctions upon the conclusion of any such inquiry.

Where students' actions arising out of school are the subject of a police investigation, wherever possible LAET will seek to ensure the continuity and effectiveness of the education of all students. This may require students under investigation to be partly or entirely schooled at home, or separately from other students at given times. LAET will endeavour to set and mark work, and provide such teaching as can reasonably be arranged in the circumstances.

1.3 Responsibilities

Students are expected to support and uphold the Home-LAET commitment and this Behaviour Policy.

Parents / carers are expected to support and uphold the Home-LAET commitment and this Behaviour Policy, by reinforcing LAET expectations.

Staff are expected to abide by the terms and conditions set out in their letters of appointment and their contracts, supporting and upholding the Home-LAET commitment, the Staff Code of Conduct and this Behaviour Policy.

All staff are expected to consistently, fairly and proportionately uphold the behaviour policy at all times in a manner adhering to the values of the school. Specific staff responsibilities are summarised below:

1. Tutor – Responsible for setting and maintaining high expectations of attendance and behaviour of their tutor group including following up on instances of lateness and poor behaviour in conjunction with the Head of House and subject teachers. Tutors are the main conduit for home contact and will arrange meetings with parents/carers in accordance with the disciplinary process outlined in this policy.
2. Head of House – Responsible for setting and maintaining high expectations of attendance and behaviour of students in their House through the management of the Tutors and involvement in more serious misbehaviour in accordance with the disciplinary process outlined in this policy. Heads of House oversee weekly detentions in order to uphold our disciplinary procedures.
3. Teacher – Responsible for the setting and maintaining of high expectations of behaviour for learning in the classroom through enforcing the classroom expectations as outlined in this policy.
4. Lead Teacher - Responsible for the setting and maintaining of high expectations of behaviour for learning in the classrooms of their subject through the management of the Teachers and involvement in more serious breaches of classroom expectations as outlined in this policy.
5. Deputy Head (Pastoral) – Responsible for setting and maintaining high expectations of attendance and behaviour of all students in the school through the management of Associate SLT, the Heads of House and involvement in more serious misbehaviour in accordance with the disciplinary process outlined in this policy. Responsible for termly reporting on behaviour incidents to the Governing Body.
6. Deputy Head (Academic) - Responsible for the setting and maintaining of high expectations of behaviour for learning in all classrooms through the management of the Lead Teachers and involvement in more serious breaches of classroom expectations as outlined in this policy.
7. Headteacher – Responsible for the line management of the Deputy Head (Pastoral) through which they are held accountable for maintaining a culture of high expectations around behaviour and attendance, and the ongoing promotion of and compliance with this policy.

2 Rewards and Incentives

LAET will seek to reward students for their attainment, improvement, attendance and exemplification of LAET Core Values by praise, recognition and through the award of House points. Students should always be commended for good behaviour. Staff should recognize

achievements, inside and out of the classroom, and share such information with other colleagues. Positive behaviour will also be reinforced and encouraged by formal systems. The LAET Diploma recognises and awards cultivation of the core values beyond the classroom.

Details of the reward system can be found in appendix 5.

3 Sanctions

Any student choosing not to meet LAET's expectations of conduct, behaviour, dress, or attendance and punctuality will be choosing a corresponding consequence. There will be a proportionate, graduating scale of sanctions applied with the professional judgment of staff and in line with these guidelines. The purpose of a sanction is to reinforce the reality that actions have consequences. LAET is an environment which seeks to help students learn how to make good choices. Details of the sanction system can be found in appendices 2, 3 and 4.

4 Discipline system

At LAET we understand the fundamental importance of a member of staff having ownership over their classroom or their school, and the behaviours which take place therein. In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged.

Depending on the severity and/or frequency of the poor behaviour the behaviour will also be addressed by Tutors, Heads of House and/or the Senior Leadership Team
The school's MIS is used to log all behaviour incidents.

5 Dress and Appearance

If a student arrives at school in breach of the dress code (see appendix 4), or is found to be so during the school day, they will be asked to remove the disallowed item (where appropriate) or to change out of the disallowed item into approved clothing before participating in any lessons or school activities (where appropriate). If there is no appropriate clothing in LAET for the student to change into the student should expect to be sent home to change. Parents / carers will be contacted on the first occasion a student is required to be sent home in relation to a dress code violation, and upon any subsequent digression from the dress code, the student will be sent home to change, and contact will be made with the parent/carer. If this pattern of behaviour is persistent, a meeting will be called with the student, their parents/carers and the Head of House to discuss further and more serious sanctions.

6 Use of Computers, Email and the Internet

For further information on LAET's expectations of students in this context, please see the policy on the Acceptable Use of ICT.

7 Bullying & Cyber-Bullying

For further information on LAET's response to bullying of any kind, please see the Anti-Bullying Policy.

8 Searching students

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (Searching, screening and confiscation, February 2014) makes it lawful for the Headteacher (or staff designated by the Headteacher) to search students for any item banned under the behaviour policy, with their consent. There is also a statutory power to search students or their possessions without consent where there are reasonable grounds to believe that the student has certain prohibited items. Reasonable grounds may include overhearing students talking about an item or a student behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs and stolen items. LAET staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The law also allows LAET to require students to undergo electronic screening, although LAET currently has no plans to introduce this facility.

8.1 Searching with consent:

The power to search students with consent allows a teacher to ask a student to turn out his / her pockets, bag or locker. If a student refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a student who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the Deputy Head (Pastoral) can take place.

8.2 Searching without consent:

The power to search students without consent, with the authorisation of the Headteacher, should be carried out by a staff member who is the same gender as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the student. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers. Searching without consent, with the authorisation of the Headteacher, may be used on a student's locker, school email and school network folder.

If it is felt necessary for a student to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the student, then LAET will ensure such searches are carried out according to agreed protocols by the police.

The following actions should be completed when items are found as a result of a search:

- alcohol may be retained and disposed of appropriately;
- controlled substances (or suspected controlled substances) will be delivered to the police;
- LAET will judge if stolen items also need to be reported to the police;
- when appropriate, stolen goods will be returned to their rightful owner.

8.3 Searching, screening and confiscation of electronic devices

The school follows the statutory guidance for dealing with electronic details as detailed in 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (DFE February 2014).

- 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.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- 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 teacher 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 the involvement of the police.

8.4 Telling parents and dealing with complaints

- Schools are not required to inform parents 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.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

9 Confiscation

The Education and Inspections Act 2006 and Guidance for Schools on *Screening, Searching and Confiscation* (DfE, Feb 2014) make it clear that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of LAET staff may confiscate, retain or dispose of a student's property in order to enforce LAET's Behaviour Policy and to maintain an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen being used to distract and possibly harm other students or staff;
- an item that becomes obstructive to learning: for example, a student using a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, if a student refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom;
- an item that poses a health or safety threat: for example, any item which may be used as a weapon;

- an item which is counter to the ethos of the school, for example material which might cause tension between one community and another or is illegal for a student to have (for example, racist or pornographic material, alcohol, illegal substances);

In general, items should be confiscated for the duration of a lesson and then passed to the relevant Head of House. It is the student's responsibility to collect the item at a convenient time for the Head of House. Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed and it may be passed to them. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be locked safely until they can be returned.

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious significance to the student. When confiscating items, staff should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. If confiscation of any item would leave the student only partly dressed then the Deputy Head (Pastoral) would make the decision on whether the student should be sent home to dress more appropriately.

10 Restraint and use of Reasonable Force

The Education and Inspections Act 2006, section 93, and guidance from the Department of Education (July 2013) enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves);
- prejudicing the maintenance of good order and discipline at LAET or among the students receiving education at LAET, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Headteacher to take charge of students, such as unpaid volunteers or parents / carers accompanying students on LAET activities. Force will never be used as a punishment for a child – this is unlawful and unacceptable. LAET also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by LAET and reported to senior staff, including the Designated Safeguarding Lead. Parents / carers will also be informed as soon as possible. All injuries will be recorded according to LAET's Health and Safety policy.

We believe the projected risk of such situations occurring at LAET is low. The provision of specific additional training for staff in the use of force or restraint will be considered if this projection is inaccurate or if a specific risk assessment for a particular student requires it. Nevertheless, LAET seeks to minimise the circumstances whereby such intervention would be necessary by:

- creating a positive, disciplined and orderly atmosphere in LAET and providing students with a clear framework for good conduct;
- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the

situation.

- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- appointing designated pastoral staff within and beyond the House and Tutorial system that students can approach in difficult circumstances and who can help resolve and de-fuse situations;
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

The school has a Critical Incident Policy. All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for the Head teacher and Deputy Head (Pastoral) who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

Staff must decide their actions based upon: the potential for injury, damage or serious disorder should they decide not to intervene; the chances of achieving the desired results by other means; and the relative risks of physical intervention compared to other means. The use of force or restraint will be reasonable if it is clear that the behaviour, or the consequences of that behaviour, are sufficiently dangerous or disruptive and could not be effectively dealt with by other means.

Before using force, staff should (wherever practicable) tell the student(s) to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration, or as sexually inappropriate.

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a student running into a busy road or preventing a student threatening another with a dangerous object;
- a student attacks a member of staff, or another student;
- students are fighting, causing risk of injury to themselves and others;
- a student is committing, or is on the verge of committing, deliberate damage to property;
- a student is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials;
- a student absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / students or the good order and discipline of other classes;

Types of physical intervention that a member of staff could consider:

- passive physical contact, e.g. standing between students and/or blocking a student's path;

- active physical contact, e.g. leading a student by the arm, ushering a student away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident, LAET will:

- investigate thoroughly and make a record of the incident, in accordance with the requirements of LAET's Health & Safety policy and the Safeguarding and Welfare policy;
- make the physical well-being of students and staff involved a priority, with appropriate medical care;
- seek to provide emotional and psychological support to all concerned where necessary;
- apply appropriate sanctions where necessary, according to the School's Behaviour Policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the Complaints Procedure. Where a member of staff has acted within the law in using force, the Department of Education guidance (July 2013) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by LAET. Careful consideration will be given by the Headteacher and senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff then LAET will ensure that it fulfils its duty of care to that colleague; options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.

11 Internal Investigations

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Head teacher and/or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Headteacher or his designate will attempt to contact the parents / carer to let them know of the referral, unless it is, in their judgment, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Deputy Head (Pastoral) as soon as possible. In the event that this is not possible then the staff member should refer it to the Head teacher. The Deputy Head (Pastoral) or his designate will decide the nature of investigation required, usually including conducting an initial interview with the student(s) concerned and by arranging for the student(s) concerned to produce a statement relating to the matter. CCTV cameras may be checked to provide evidence of the facts.

It is important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter. Once an investigation for a serious offence begins it may be necessary for the student(s) concerned to be supervised by a member of staff. Any investigation should be conducted away from the public gaze as far as is appropriate.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that the student is expected to tell the truth and that if he/she does not do so then he/she can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the student(s) who made them.

12 Exclusions

Exclusion from LAET can be a temporary withdrawal for a fixed term or a permanent exclusion. LAET's procedures for dealing with fixed term and permanent exclusions are mindful of the guidance *Behaviour and Discipline in Schools* (DfE, January 2016) and *Exclusion from maintained schools, academies and pupil referral units in England* (DfE, Feb 2015).

The Headteacher and/or Deputy Head (Pastoral) may at their discretion require parents / carers to remove or suspend their child from LAET, if they consider that the child's attendance or behaviour (including behaviour outside LAET) is unsatisfactory and obstructive to learning; obstructive to the maintenance of LAET's stated ethos; and where in the reasonable opinion of the Headteacher and/or Deputy Head (Pastoral) removal is in the best interests of LAET's, the student, or of other students.

Any decision of a school to exclude will be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

When establishing the facts in relation to an exclusion decision the Head teacher and/or Deputy Head (Pastoral will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") LAET will not discriminate against, harass or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children and children with Special Educational Needs (SEN), this includes a duty to make reasonable adjustments to policies and practices.

Only the Headteacher and/or Deputy Head (Pastoral has the authority, after proper consideration, to exclude from LAET any student for a serious or repeated failure to observe LAET's Home-School Commitment.

12.1 Fixed term exclusions

A fixed term exclusion may result from:

- a serious breach, or persistent breaches of the school's Behaviour Policy
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

12.2 Permanent exclusions

A permanent exclusion may result from:

- a severe breach, or persistent breaches, of the school's Behaviour Policy;
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

An exclusion will, wherever practical, provide an opportunity for the student to present their case before a decision to exclude is taken. Mitigating and contributing factors to behaviour will be taken into account in any decision.

LAET recognises there are certain groups of students with additional needs who are particularly vulnerable to the impacts of exclusion. This includes students with statements of special educational needs (SEN) and looked after children. The school will, as far as possible, avoid excluding permanently any student with a statement of SEN or a looked after child.

12.3 Notifying parents/carers

In the event of a fixed term or permanent exclusion of a student LAET will, without delay and within 2 school days, notify parents/carers of the exclusion and the reasons for it. LAET will provide parents with the following information in writing:

- the reasons for the exclusion;
- the length of the exclusion or, if permanent, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the student may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

LAET will ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

12.4 Notifying governing body and local authority

In the case of a permanent exclusion LAET will, without delay and within 2 school days, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the school will notify the governing body once a term.

Notifications will include the reasons for the exclusion and the duration of any fixed period exclusion. Within 14 days of a request, the governing body will provide to the Secretary of State information about any exclusions within the last 12 months.

For a permanent exclusion, if the student lives outside the local authority in which the school is located, the school will also advise the student's 'home authority' of the exclusion without delay and within 2 school days.

12.5 Removal from school roll

The school will remove a student's name from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to uphold a permanent exclusion and no application has been made for an independent review panel

Where a student's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal or County Court has the power to direct that the pupil should be reinstated.

12.6 Governor Review Panel Hearing

Within 15 school days of the Headteacher's decision to exclude, a panel of Governors will convene to review the Head teacher's decision for:

- All permanent exclusions
- All fixed term exclusions totalling more than 15 school days in one term
- Any fixed term exclusion at the parent's request

The panel will consist of at least 2 serving Governors and a clerk. The Chair of Governors will oversee the makeup of this panel and approve the panel has the authority to review the decision. No members of the panel will have been involved in the incident prior to the hearing. The Governor chairing the panel will have attended exclusion training, of which the school will keep a copy of the certificate of completion.

The panel will review the Headteacher's decision under the criteria of being lawful and in accordance with the school's policies. The panel has the authority to reinstate the student or uphold the Head teacher's decision. In the case of fixed term exclusions under 5 days in a term, the governing body must consider any representations made by parents but does not have the power to overturn the Head teacher's decision.

The panel will normally convene within the school. Parents have the right to make representations to the panel in the form of a letter addressed to the panel care of the Headteacher's PA. This should be submitted 48 hours prior to the hearing.

Parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend. Students are permitted to attend and will have an opportunity to present their case.

One Governor will chair the hearing. All Governors will be provided with a copy of the school's Behaviour Policy, relevant paper work.

The Headteacher, parents/carers and any representative should enter the hearing at the same time with only the Governors and Clerk in the room. The Headteacher or his designate will present the school's case. The parents and student have an opportunity to respond. The panel may ask any questions at any point during the hearing. Relevant members of staff may also be invited to be part of the hearing.

The panel will inform the school and the parents and student of their decision within 48 hours of the hearing.

12.7 Exclusions Complaints Procedure and Appeals

This information should be read in conjunction with the School's Complaints Procedure. Where legally required to consider an exclusion, the governing body must notify parents, the Headteacher and the local authority of their decision, and the reasons for their decision, in writing and without delay and within 2 school days. Where the student resides in a different local authority from the one that maintains the school, the governing body must also inform the student's 'home authority'.

In the case of a permanent exclusion the governing body's notification must also include the information below.

- The fact that it is permanent.
- The following information:
 - o That if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
 - o That a claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the pupil was excluded.

Please refer to appendix 5 for a summary of the governing body's duties to review the Headteacher's exclusion decision.

13 Monitoring and review

	Name	Date	Role
Written	Johnny Clark	05.07.17	Deputy Head (Pastoral)
Approved	Jan Balon		Headteacher
Ratified			
Reviewed	Johnny Clark	26.10.18	Deputy Head (Pastoral)
Approved			

Appendix 1: Guidance on Sanctions

Sanction	Process	Examples of expectation breaches (This is not an exhaustive list)
Caution	<ul style="list-style-type: none"> Given for minor breaches of expectations of behaviour Can be given by any member of staff 	<ul style="list-style-type: none"> One off minor school dress code breach e.g. not wearing a school lanyard in the first instance, forgotten school tie, Lateness under 15 minutes. First instance of breaching classroom expectations e.g. homework not handed in on time or to an adequate quality, not being correct equipment to lessons.
Verbal Warning	<ul style="list-style-type: none"> Usually a result of a callback Given for consistent misbehaviour Logged on the school's MIS Can be given by any member of staff 	<ul style="list-style-type: none"> Continued failure to meet classroom expectations e.g. second instance of homework not handed in on time or to an adequate quality Continued failure to adhere to school expectations such as school's dress expectations e.g. second instance of dress code infringement, non-adherence to LAET Core Values e.g. not exemplifying respect with peers or staff First instance of not following correct absence protocols Lateness over 15 minutes or continued lateness
Department detention	<ul style="list-style-type: none"> Given by a subject teacher or Lead Teacher Usually a result of a Level 1 Disciplinary Hearing Logged on the school's MIS Given for persistent or serious breach of classroom expectations 	<ul style="list-style-type: none"> Persistent breach of classroom expectations such as non-submission of homework or submission of poor quality homework
House Detention	<ul style="list-style-type: none"> Given by a tutor or Head of House Usually a result of a Level 1 Disciplinary Hearing Logged on the school's MIS Given for persistent or serious breach of school expectations 	<ul style="list-style-type: none"> Persistent breach of school expectations e.g. serious or continued breach of LAET Core Values, continued failure to meet dress expectations Repeated lateness Failure to follow absence procedures
Saturday Detention	<ul style="list-style-type: none"> Normally a consequence of a Level 2 Disciplinary Hearing Given by a middle or senior leader Given for persistent or very serious breach of school expectations Logged on the school's MIS 	<ul style="list-style-type: none"> Failure to meet school expectations after a series of previous sanctions and support structures A serious breach of school expectations e.g. truancy Rudeness or disrespect to a member of staff Truancy to a detention
Internal Exclusion	<ul style="list-style-type: none"> Normally a consequence of a Level 2 or 3 Disciplinary Hearing Given by a senior leader Given for persistent or highly serious breach of school expectations Logged on the school's MIS 	<ul style="list-style-type: none"> Failure to meet school expectations after a series of previous sanctions and support structures A serious breach of school expectations e.g. smoking in school vicinity
Fixed Term Exclusion	<ul style="list-style-type: none"> Normally a consequence of a Level 3 Disciplinary Hearing Given for persistent or substantial breach of school expectations with the Head teacher's authorisation 	<ul style="list-style-type: none"> Failure to meet school expectations A severe breach of school expectations e.g. bullying
Permanent Exclusion	<ul style="list-style-type: none"> A consequence of an Exclusion Hearing Given by the Headteacher Given for persistent or severe breach of school expectations Logged on the school's MIS 	<ul style="list-style-type: none"> A substantial breach of school expectations Persistent breaches of school expectations after a series of previous sanctions and support structures; Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. <p>E.g. actions that cause or threaten significant harm to others in the school community, systematic bullying (including physical and online versions), use of drugs, theft, other unlawful/criminal acts</p> <ul style="list-style-type: none"> Activity that brings the school into disrepute

Appendix 2: Disciplinary Process

Within one lesson:

Student action	LAET staff action	Detail
Student breaches classroom expectations	Issue rule reminder	"X, my expectation is as follows, so you need to... Thanks for correcting it." Allow the student the time and space to self-correct and move on swiftly.
Student fails to respond to rule reminder	Issue verbal warning	"X, I have explained my expectations and you have not self-corrected. This is a warning. If you don't correct this you are choosing the consequence." Allow the student the time and space to self-correct and move on swiftly.
Persistent or serious breach of classroom expectations	Request removal from lesson	<ol style="list-style-type: none"> 1. Email oncall@laetottenham.ac.uk 2. Contact your HOH to request an L2 detention.

Over a sequence of lessons:

Student action	LAET staff action	Detail
Ongoing breaches of classroom expectations	Arrange call-back meeting	<ol style="list-style-type: none"> 1. Student, teacher and/or tutor attend. 2. SMART targets agreed. 3. Meeting logged on BROMCOM.
Student fails to meet the targets set within the call-back meeting	Arrange L1 Disciplinary hearing	<ol style="list-style-type: none"> 1. Student, teacher and/or tutor attend. 2. SMART targets agreed or re-affirmed. 3. L1 detention issued.
Student fails to meet the targets set in the L1 hearing, or is set 3 or more L1 hearings within one academic week	Request L2 Disciplinary hearing	<ol style="list-style-type: none"> 1. Student, teacher and Head of House attend. 2. SMART targets agreed with target sheet or report card for tracking. 3. Parent/carer informed or invited. 4. Minimum one hour detention issued.
Student fails to meet the targets set in the L2 hearing	Arrange L3 Disciplinary hearing	<ol style="list-style-type: none"> 1. Student, teacher, Head of House and Deputy Head (Pastoral) attend. 2. SMART targets agreed with target sheet for tracking. 3. Parent/carer meeting mandatory. 4. SLT detention, lasting two hours, or a choice of Internal or Fixed term exclusion may be used. 5. The student would remain in a cycle of L3 hearings with reviews until either they have met their SMART targets and rectified their poor choices, or the Deputy Head (Pastoral) moves to decide that moving to an exclusion hearing remains the only viable option left.

Outside of lessons:

Student action	LAET staff action	Detail
<p>Breach of LAET expectations. Including:</p> <ul style="list-style-type: none"> ● <i>Incorrect uniform including lanyard or tie</i> ● <i>Poor conduct in a corridor or study space</i> ● <i>Inappropriate language anywhere in the school</i> 	<p>Issue rule reminder</p>	<p>"X, at LAET we expect... because... so you need to... Thanks for correcting it." Allow the student the time and space to self-correct and move on swiftly.</p>
<p>Student responds poorly to a rule reminder or displays disrespect</p>	<p>Issue verbal warning</p>	<p>"X, I have explained my expectations and you have not self-corrected. This is a warning. If you don't correct this you are choosing the consequence." Allow the student the time and space to self-correct and move on swiftly.</p>
<p>Persistent or significant disrespect to any other member of the LAET community</p>	<p>Arrange L1 Disciplinary hearing</p>	<ol style="list-style-type: none"> 1. Student, teacher and/or tutor attend. 2. SMART targets agreed with target sheet for tracking. 3. Meeting logged on BROMCOM. 4. House detention issued. <p>If there was any continued poor behaviour around the school or unsatisfactory response to the L1 hearing, the student would move through the L1, L2 and L3 and exclusion hearings as outlined above.</p>

Appendix 3: Guidance on Rewards

We seek to recognise and reward achievement and effort at every opportunity at LAET. There are certain formal reward structures that exist to support this, but this also manifests in a constant environment of praise and recognition for students. Some of the formal reward structures for students include:

LAET Diploma

All students participate in the LAET Diploma, which cultivates the Core Values of LAET beyond the classroom. There is a Blue and Gold Diploma awarded over 5 terms.

Scholars

Year 12 Governor Scholarships for all students achieving more than 5 A* at GCSE that includes a variety of financial and non financial rewards.

Prize giving

Annual prize-giving ceremony with book vouchers awarded for academic, co-curricular and House achievements.

House Points

House points contribute to the Highgate Cup competition and can be earned for:

- Learning: notable progression or effort in subjects
- Achieving: notable achievements in curricular or co-curricular activities
- Exemplifying: notable exemplification of LAET Core Values

On Time. All The Time. Every Day.

- Certificates each term for students with 100% attendance and punctuality.

Core Values

- Termly awards as chosen by HOHs and teachers

Co-Curricular Awards

- Termly sports and clubs and society colours.

Department and House Celebration

To support the culture of praise and achievement, departments and houses will create efforts to explicitly acknowledge and reward Students. Examples of this could be:

- Student of the week in each subject who receives the Department cup with the name on a notice board.
- Attendance tracking for each Tutor group, with the Tutor group celebrated on the House notice board.
- Celebrating high effort grades in termly assessments.

Appendix 4: Expectations of students' dress and appearance

LAET student dress code

Our dress code is designed to both personally embody and publicly reflect the high expectations and professional ethos of the school. As a guide, when deciding how to dress, always aim to present yourself as you would for an interview at a top university or professional role in a company.

Compulsory items

All students must wear smart business attire to include:

- a smart suit jacket/blazer**
single-coloured in a plain, dark fabric
- a collared shirt with or sleeved blouse**
single-coloured in a plain fabric
- a tailored suit trouser or tailored skirt (no shorter than knee-length)**
single-coloured in a plain, dark fabric
- smart work shoes**
dark, single-coloured with a low heel
- your LAET lanyard and ID badge**

Optional items

In addition to the mandatory items above, students may wear the following optional items:

- V-neck or round-neck jumper**
single-coloured in a plain fabric. The collar and tie must be visible (if worn)
- Tights**
plain, single-coloured
- Jewellery, make-up and nail varnish**
discreet and appropriate for the workplace
- Outerwear (jackets, coats, hats, scarves, gloves)**
no outerwear should be worn in the building
- LAET tie**
every student at LAET will be issued a tie, and all students wearing a collared shirt will be expected to wear it during formal occasions including assemblies, with guest speakers or visitors, when providing tours or when representing the school in any formal capacity

Expectations

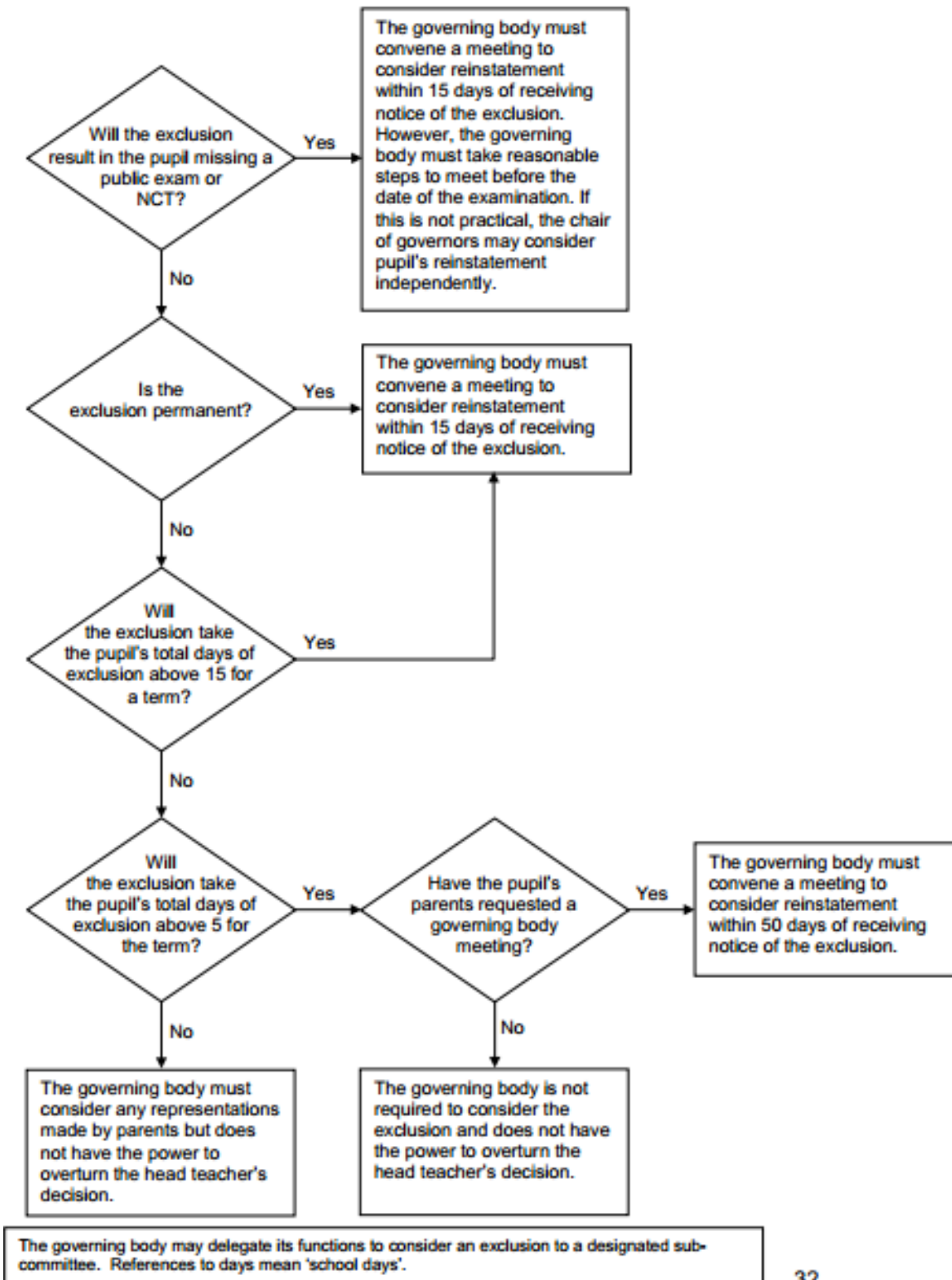
LAET staff reserve the right to challenge students, and make decisions, regarding acceptable items of clothing and appearance. Students who fail to meet these expectations may be asked to return home to change and persistent failure to do so will lead to sanctions.

Sports

All students are expected to wear appropriate sports clothing.

Appendix 5: A summary of the governing body’s duty to review the headteacher’s exclusion decision

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



Appendix 6 – Substance abuse policy

Statement of Aims

We have a duty to ensure that our environment is a safe one and conducive to study for all our students and staff. Through this policy, LAET aims to ensure our students are aware of the risks inherent in involvement with illegal drugs, substance and alcohol abuse through:

- Ensuring compliance with the criminal law.
- Helping develop in all our students the moral courage to reject anything that is potentially harmful to their health, integrity, independence, future prospects and respect for the law.
- Providing an environment in which all students and staff can work in safety, and which reflects the ethics discussed in our PSHE programme.
- Providing a framework for support and confidential counselling.
- Providing a clear and firm disciplinary framework for dealing with students who infringe of the policy in any way.
- Protecting the reputation of LAET.

Scope of Policy

Disciplinary measures will also be taken for conduct outside LAET which risks damaging LAET's reputation, or which leads to Police prosecution and conviction.

Educational Aspects

- 1 All students will receive a thorough education about the risks involved in involvement with illegal drugs, substance and alcohol abuse. This part of the curriculum to be delivered primarily through the PSHE programmes, with support from relevant outside specialists.
- 2 All members of staff should receive regularly updated training about illegal drugs, substance and alcohol abuse in order that they can respond appropriately to students seeking individual advice and recognise the warning signs of all the above.
- 3 LAET will extend its education programmes in this regard to all parents who wish to participate, and encourage such participation, in order to work in partnership with parents.

Confidential Counselling Aspects

- 1 Students are encouraged to discuss anxieties about drugs, substance and alcohol abuse with appropriate members of staff.
- 2 Parents or guardians are invited to discuss drug-related issues on a confidential basis with appropriate members of staff.

Disciplinary Aspects

1. LAET will investigate any suspicion regarding involvement with illegal drugs, substance or alcohol abuse, in liaison with the police and support from a range of agencies that can support the student.
2. Under normal circumstances, any student who is found to have illegal drugs in his or her possession, to have used them, or supplied them to others either on LAET premises or on LAET trips will be permanently excluded.
3. Under normal circumstances, any student charged and convicted of having been involved in illegal drugs off the LAET premises will be permanently excluded.
4. Under normal circumstances, any student who is found to have abused substances on LAET premises or on LAET trips will be liable to permanent exclusion on first offence.
5. Where it has been deemed appropriate by the Head teacher to avoid permanent exclusion, a supportive programme will be implemented, involving partnerships with external agencies.
6. Alternative sanctions, depending on the individual circumstances, at the sole discretion of the Head teacher after consultation with the Chairman of Governors, may include a temporary exclusion or a serious warning.
7. Under normal circumstances, any student found in unauthorised possession of alcohol or under the influence of alcohol on school premises, will be temporarily excluded.

8. Any student found to be bringing the LAET into disrepute through being under the influence of alcohol off school premises will be liable to a severe punishment up to permanent exclusion.
9. Refer to Appendix A for clarification of the terminology used in this policy document.

Appeal Process

The parents of a student subject to permanent exclusion for the reasons outlined above, who feel that the sanction is inappropriate, should refer to the exclusion section of the Behaviour Policy.

APPENDIX A – TERMINOLOGY USED IN THIS POLICY DOCUMENT

- 1 "Drugs" means all illegal drugs, including the abuse of prescribed drugs.
- 2 "Involvement with drugs" means possession of, use of, supplying and dealing in drugs, substances that resemble drugs or the paraphernalia of drugs use.
- 3 "Substances" includes not only illegal drugs, but glues, aerosols, and anything which, when abused may damage the health and wellbeing of a student at LAET.
- 4 "Suspicion" means a reasonable suspicion on the part of the Head teacher.

Appendix 7 – Classroom expectations



To achieve our vision and values of **ACADEMIA, CITIZENSHIP, ENDEVOUR** and **REFLECTION**, all staff and students at LAET all:

1. We strive for excellence in all we do.
2. We are engaged in learning at all times and approach all tasks with determination and ambition.
3. We recognise that taking academic risks and making mistakes are integral to learning.
4. We come to the classroom fully equipped and prepared to learn.
5. We do not take any action which might distract ourselves or others.
6. We listen carefully and follow the instructions of staff at the first time of asking.
7. We use the appropriate language to communicate in a given situation.
8. We speak and act kindly and respectfully to each other.
9. We wear smart and professional dress.
10. We keep our school environment tidy and clean and treat the building with care and respect.

Appendix 8 – Behaviour system update AS OF September 2018

Tracking Behaviour Concerns

Consequence	Description	Issued by	Involving	Possible Outcomes
Call-back with the teacher	A low stakes rectification following minor misconduct. For example: <ul style="list-style-type: none"> failure to submit homework lack of equipment lateness to class poor choice of language low level disruption 	Teacher / Tutor <i>staff enters on Bromcom</i>	Tutor or Teacher	<ul style="list-style-type: none"> Apology Directed Study
Level 1 Disciplinary Hearing with the teacher and / or the tutor	A reprimand, with time in HOH detention, in response to misconduct. For example: <ul style="list-style-type: none"> a failure to attend directed study a failure to respond to call-back a high frequency of call-backs a persistent concern 3 lates in a fortnight 	Teacher <i>staff enters on Bromcom</i>	HOH	30 min HOH detention <ul style="list-style-type: none"> Departmental monitoring Meeting with tutor and/or teacher
Level 2 Disciplinary Hearing with the Head of House	A formal meeting with consequences to address a serious concern. For example: <ul style="list-style-type: none"> a failure to attend L1 a failure to respond to L1 a breach of trust (eg damage, indirect rudeness to visitors, dangerous behaviour) a persistent concern identified by the Pastoral Team 	Teacher CONTACTS HOH DIRECTLY <i>HOH enters on Bromcom</i> <i>Tutor informed by Bromcom</i>	HOH Guardians informed	A fixed period in the HOH detention (a one hour detention for serious misconduct) <ul style="list-style-type: none"> Meeting with teacher and HOH
Level 3 Disciplinary Hearing with the Associate SLT	A high stakes meeting to discuss a significant breach of LAET student conduct, or a failure to respond to L2.	HOH / DH <i>HOH enters on Bromcom</i> <i>Tutor informed by Bromcom</i>	HOH Student with Guardian, Associate SLT	A fixed period in detention with a HOH or senior leader (two hour detentions may be given by senior leaders) <ul style="list-style-type: none"> Internal exclusion Fixed term exclusion

Failure to respond to an L3, or crossing the threshold for Disciplinary Hearings will result in a meeting with the Deputy Head.

Consequences
<p>Departmental detentions should be unnecessary.</p> <p>Late Detention A daily supervised detention <u>at breaktime</u>, in which a student makes up time for being late to LAET.</p> <p><i>Pastoral Support enters on Bromcom</i> <i>Supervisor records attendance on Bromcom</i> <i>Tutor informed of attendance by Bromcom</i></p> <p>Directed Study A daily supervised hour <u>after school</u>, in which a student completes specified work, typically for failing to submit homework. Completed work is then handed to the Supervisor, who files work in relevant pigeonholes that evening. The Supervisor may issue a report to students who are repeatedly in directed study.</p> <p><i>Supervisor records attendance on Bromcom</i> <i>Tutor and Teacher informed of attendance by Bromcom</i></p> <p>Head of House Detention A weekly <u>after school</u> detention running from 4-6pm, the first hour of which is supervised by a HOH, the second hour, if required, is supervised by the Associate SLT. Detentions are served consecutively from 4pm.</p> <p><i>HOH records attendance on Bromcom</i> <i>Tutor and Teacher informed of attendance by Bromcom</i></p>