



Great Wyrley Academy

Behaviour and Discipline Policy

Responsible Committee:	Great Wyrley Local Advisory Board
Policy Co-ordinating Officer:	Deputy Headteacher for Student Services
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Aims and Principles

RATIONALE

- We believe that excellent behaviour is necessary for effective learning and teaching.
- All people have the right to be respected and the responsibility to model this.
- The environment and personal property should be respected.
- Good behaviour will be recognised and acknowledged; unacceptable behaviour must be challenged and can be changed.
- We maintain high standards, supported through our Aspire ethos and Prepared for Excellence system.

AIM

We aim to:

- Provide an orderly, caring and supportive community where all members of our community feel safe and secure.
- Educate students to be self-disciplined and behave impeccably so that they are able to prosper as responsible global citizens.
- Have behaviour that provides the foundation for all students to flourish academically and personally.

Objectives:

- Pupils behave with consistently high levels of respect for others.
- Commonalities are celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education.
- Pupils behave consistently well, demonstrating high levels of self-control and have consistently positive attitudes to their education

Expectations – Prepared for Excellence

EXPECTATIONS WHEN LEARNING

1 - Excellence in the classroom:

- Arrive on time, prepared for excellence
- Follow all instructions straight away
- Have all basic equipment out and ready to use
- Work in silence when asked to by an adult
- Produce work to the best of your ability

2 - Excellence in our interactions:

- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Allow and support others to learn and excel
- Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance:

- Wear your uniform correctly and with pride
- Actively help to keep the school looking smart and tidy
- Bring your PE kit

WAT schools operate the Prepared for Excellence behaviour model, where parents, staff and students work collaboratively and proactively to ensure the highest possible outcomes. Students will receive one warning when not prepared for Excellence and should they demonstrate not being Prepared for Excellence again during that period they will be sent to work in the Refocus room until the same time on the following school day. Staff will still use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning. Staff will focus on and reinforce through rewards, positive behaviour and achievement and will be consistent and fair in setting and applying standards for behaviour. When students are not prepared for excellence staff will re-establish working relationships through restorative practices.

Expectations in the school and wider community

In the school community

Students must:

- Move quickly and sensibly when in the corridors
- Keep voices low and use appropriate language
- Be polite and courteous, demonstrating respect and responsibility at all times
- Wear uniform correctly and with pride
- Follow all instructions the first time

In the wider community

Students must:

- Demonstrate respect and responsibility for members of our community
- Use appropriate language
- Be polite and courteous

Above all students must:

- Be outstanding ambassadors of Windsor Academy Trust and Great Wyrley Academy being kind and considerate to all

Stakeholder expectations:

- All stakeholders have a responsibility to maintain and promote an orderly atmosphere in and around school, seeing themselves as a positive presence empowered to influence the atmosphere for good
- Stakeholders should not tolerate behaviour which goes against The Wyrley Way and will challenge and report such to the school

Expectations – Mobile phones

Mobile Phones and other such smart devices are not allowed in school. The school accepts that parents may wish their child(ren) to carry a mobile phone. However, the school does not allow this from a 'Safeguarding' or 'Health and Safety' perspective. The school policy is that a mobile phone will be confiscated if it is seen or heard anywhere on the school site. This includes before and after school. Students need to wait until they are outside the school gates before they use their phone or it is likely to be confiscated.

For the first two confiscations, the phone can be collected from reception at the end of the day; for repeated offences, it will be at the discretion of the Head of Year to phone the parent/carer and make a convenient appointment for the collection of the phone.

When entering refocus students must hand over their mobile phone where it will be stored securely and can be collected at the end of the day.

Sixth form students may have mobile devices but these should not be seen, heard or used in the main school.

Managing Behaviour

Reward and recognition

All WAT Schools place a great deal of importance on the positive effect that rewards and recognition have on students of all ability levels. The students are encouraged to earn rewards. Students are consulted on a regular basis via Form/Class, Year group, House and Student Senate. These are awarded through our use of Class Charts of which parents and students have access to.

See appendix (2) for full details.

Sanction and Support

A tiered approach to sanction and support is always used, within the Prepared for Excellence framework, to ensure our high standards and expectations are maintained.

Exclusions

A fixed term exclusion from school is viewed as an extremely serious sanction and is used accordingly. WAT Schools follow the DFE guidance ('Guidance for 2017') as outlined at:

www.gov.uk/government/publications/school-exclusion

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the school's published behaviour policy.

It is endorsed in Alan Steer's, 'Learning Behaviour: Lessons Learned' that states: "The power of schools to discipline students extends beyond the school gates. It can be applied to deal with incidents of disorder that occurred when students were coming to, or going from school."

WAT Schools follow the DCSF list of reasons for exclusions. Following best practice, a reintegration meeting is hosted by the school when an excluded student returns to school.

See appendix (7) for full details.

Screening and Searching of Students

WAT Schools follow the guidance outlined in Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies January 2018

If required designated staff will therefore search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers,
- Electronic cigarettes and vapes,
- fireworks and 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 property
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline. Staff responsible for these searches would be limited to Leadership Team.

Attendance (Separate policy)

Excellent school attendance and punctuality is imperative to student wellbeing, progress and performance. School attendance will be closely monitored and absences sanctioned in accordance with school policy and within DfE guidelines. This is likely to include penalty fines and referrals to appropriate agencies.

See attendance policy for full details.

Appendix 1 – The Windsor Way: Building Character and Sharing Success

Windsor Academy Trust's moral purpose is to unlock students' academic and personal potential. We strive for our students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally we endeavour for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Windsor Academy Trust has a record of success. Crucial to our success is a core set of values, beliefs, attitudes and behaviours. Our students, teachers, support staff and parents understand, support and practise these values. Daily interaction between and amongst members of our community are based on these beliefs and have become a natural part of what we do and how we do it.

We aim: "to nurture a culture of respect and responsibility for oneself and for others".

Here is how we live together at Windsor Academy Trust; we value and practise respect and responsibility.

Respect

- for myself, other students and all adults, regardless of background, ethnicity, age, gender, ability, values, lifestyles, opinions or interests
- for the property of the individual, group and school
- by using language that is not offensive or abusive to others
- by being open, honest, friendly, and accepting of others
- by sharing ideas and opinions openly and thoughtfully
- by listening actively to the ideas and opinions of others

Responsibility

- for controlling my own language and behaviour
- for resolving conflicts and disagreements in a cooperative and peaceful way
- for completing all work to the best of my ability
- for asking for support and help when I need it and helping others when they need it
- for ensuring my own physical and emotional well-being
- for creating my own success and being resilient in the face of challenge to approach all I do with a positive attitude
- to see failure as a form of helpful feedback for future growth
- to follow my dreams no matter what challenges I am faced with

Appendix 2 - Rewards

At Great Wyrley Academy we place a great deal of importance on the positive effects that rewards can have on the students of all ability levels. The students are encouraged to earn rewards. We talk to students regularly about what they find rewarding, in order to develop an individual diverse rewards "menu". At Great Wyrley students are consulted on a regular basis via Form representatives and the Student Senate.

Rewards on offer at Great Wyrley Academy:

- Verbal individual praise.
- Verbal feedback to parents.
- Group praise.
- Written comments/symbols
- Great Wyrley Academy praise postcards
- Publication of achievements via social media or newsletter
- Achievement displays, including WAGOLL
- Letter to parent carer
- Sports day awards
- Head teacher commendations.
- House rewards assemblies with presentation of certificates.
- Year group rewards assemblies with presentation of certificates
- Responsibilities including Head Boy/Girl and Prefects.
- Positive points through class charts which can be traded in for rewards at the reward shop including – queue jump at lunch, cake, vouchers, end of term video.

Rewards will be awarded for the following reasons via class charts:

- Demonstrating learner skills as part of Aspire
- Demonstrating character skills as part of Aspire
- Weekly for 100% attendance
- Half termly for 100% attendance
- Commitment over a series of lessons
- Participation in extracurricular activities
- House commendations or house competitions
- Service to the school – supporting whole school events i.e. parent's evenings

Appendix 3 – Prepared for Excellence

Our motto is 'Excellence for All' which underpins everything we do. Disruption free learning, every minute of every lesson, is one way we achieve this aim.

Always:

1 - Excellence in the classroom:

Arrive on time, prepared for excellence
Follow all instructions straight away
Have all basic equipment out and ready to use
Work in silence when asked to by an adult
Produce work to the best of your ability

2 - Excellence in our interactions:

Listen respectfully when others are talking
Keep off-task conversations for social times
Allow and support others to learn and excel
Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance:

Wear your uniform correctly and with pride
Actively help to keep the school looking smart and tidy
Bring your PE kit

Form Tutors are responsible for:

- Ensuring students leave form time Prepared for Excellence with every chance of success
- Ensuring uniform is correct and send to pastoral to correct or gain the required medical note/pass if not
- Ensuring students have basic equipment with pens/pencils being lent if required or providing paper copies of planner
- Calling home to ensure parents/carers resolve issues swiftly

Teaching staff are expected to:

- Have the desired outcome that all students remain in the classroom wherever possible
- Use the language of Prepared for Excellence
- Use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning
- Refer to Prepared for Excellence posters as a visual aid and reminder of expectations
- 'Wipe the slate clean' after each lesson as warnings do not carry over to the next lesson

When a verbal warning is required the teacher will:

- Write the students name on the board next to the Prepared for Excellence sign
- Send students pre-identified (purple route) by the SEN team to the Head of Year where they may be passed to the SEN team before returning to their lesson.
- Record positive behaviours for those who deserve recognition for their efforts, work or progress on class charts.

- Log student's negative behaviours on class charts

When a student fails to be 'Prepared for Excellence' a second time in a lesson the teacher will:

- Record this negative behaviour as a refocus referral on class charts
- This will notify the Head of Year in the zone who will remove the student
- Continue teaching the remainder of the class free from disruption without further comment
- A phone call home is made by the Head of Year to inform parents that the student will enter refocus
- Student will then enter refocus for 6 periods from that point i.e. if a student is referred period 4 they will go into refocus period 5 -6 that day and 1 – 4 the following day

Refocus Learning Environment Protocols

The refocus environment will be classroom style and not individual isolation booths.

Students in Refocus Learning Environments are still expected to meet Prepared for Excellence expectations. Students are expected to work in exam conditions and at all times.

Appendix 4 – Sanctions

Prepared for Excellence is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the Pastoral Team and SLT.

The aims of Prepared for Excellence are:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

Sanctions available to subject teachers and tutors are:

- Verbal reprimand – (informal reproof at the time or a more formal discussion at the end of the lesson)
- Written comment – in Student Planner
- Loss of free time – to rewrite or complete work
- Extra work
- Loss of privileges – e.g. unsupervised time
- Discussion with parents – (keep Head of Year/Head of Faculty informed)
- Detention and text message home

Additional sanctions available to Curriculum Leaders/Faculty Directors are:

- Withdrawal from lesson and letter home
- Faculty Report and letter home
- Faculty Behaviour report and letter home
- Faculty Target Report/Card

Additional sanctions available to Heads of Year are:

- Withdrawal from lesson and letter home
- General Behaviour report and letter home
- Loss of unsupervised time – break and lunch
- Target report/card
- Re-focus Room
- Targeted inclusion work

Rules

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

Rules in the classroom - In lessons students are always expected to:

- Arrive on time (within 3 minutes of the lesson bell, or on the second bell after lunch)
Follow instructions straight away
- Work to the best of their ability
- Listen respectfully when others are talking

- Keep off-task conversations for social times
- Treat and speak to others with respect, politeness and kindness
- Work in silence when asked
- Allow and support others to learn
- Have basic equipment out and ready to use
- Wear uniform correctly

If a student breaks one of these rules, an adult will tell them that they have a “warning” and write their name on the board. If a rule is broken for a second time, the student will be referred to the Head of Year via class charts who will collect them from the Year group zone and sent to the Refocus Room for 24 hours, including a 50-minute detention from 3.10pm until 4.00pm that day. Parents/carers will be contacted via text/phone call. If a referral to Head of Year is made after 2pm and parents/carers cannot be contacted by phone the after school detention will take place on the following school day.

NB - rules in PE lessons: As well as following the rules above, students should always bring PE kit

If this rule is broken, a warning will be issued and the student will be given a PE kit to wear for the lesson.

Refusal to wear this kit will result in a referral to the Head of Year via class charts and the Refocus Room for 24 hours, including a 50-minute detention from 3.10pm until 4.00pm that day.

Rules around school and in the community

At Great Wyrley Academy we expect each other to behave with respect at all times. Inside school this means walking around the school calmly and quietly, respecting each other and school property. Outside school this means behaving in a way that is respectful to the local community and does not bring the school into disrepute.

Immediate Sanctions

There are no warnings for the following misbehaviours. Students will receive a same day 20-minute lunchtime detention (or next day if after 12.00pm) for any of the following:

- Antisocial behaviour
- Eating and drinking in banned areas
- Running or shouting indoors
- Being out of bounds
- Pushing/shoving
- Hitting or kicking any school property
- Inappropriate language/attitude
- Persistent Incorrect uniform with no pass from HoY
- Dropping litter/throwing food
- Lateness to school

If a student breaks one of these rules, an adult will tell them that they have a detention and record on class charts. The student is responsible for attending the refocus room at the **start** of lunch. If the student does not attend this detention, or does not attend on time, they will be

given a 40 minute after-school detention on the next day and parents/carers will be contacted.

If a student fails to serve this detention, they will be sent to HoY for referral to the Refocus Room for 24 hours, including a 50-minute detention from 3.10pm until 4.00pm that day, and parents/carers will be contacted.

Heads of Year, Other members of the pastoral team and SLT may upscale 20 minute detentions to 40 minute detentions, 50 minute detentions, Refocus or exclusions depending on the seriousness of the incident

Senior Leadership Team have access to all sanctions.

The Headteacher may exclude as a last resort when other strategies have not worked or in the case of a serious 'one-off' offence. Return to school from a fixed-term exclusion will involve a reintegration meeting between student, parent and a representative of the school. A managed move may be considered if it is felt the student would benefit from a fresh start at another local school.

Whereby a student who is on a Managed Move at another school has their Managed Move terminated, for a one off serious incident. Great Wyrley Academy will sanction the incident as if it took place at the home school, even though it took place at the guest school. The sanction applied will be proportional to the severity of the incident and will be consistent with what would have been applied at Great Wyrley Academy.

The Headteacher has the right to permanently exclude a student in accordance with the DfE guidance.

The behaviour of students outside school can be considered as grounds for exclusion.

Certain specific behaviours may result in immediate higher-level sanctions being imposed by SLT. These behaviours include:

- Use of foul language directed at staff
- Bullying
- Racism
- Physical Violence
- Use or possession of a prohibited item
- Refusal to agree to the confiscation of a prohibited item
- Exam misconduct
- Inappropriate use of fire alarms
- Deliberate damage or theft of property

If the support and sanctions systems are not successful with a student and in order to avoid further exclusion, then a student may be requested (accompanied by a parent/carer) to appear before the Disciplinary Committee of the Governors for a formal warning. This may also be communicated via letter from the governors. A contract may be used in conjunction with other appropriate measures to enable the student to make a fresh start.

Tutors and Heads of Year are kept aware of difficulties being encountered by any of their students. Heads of Year are informed of all detentions by use of the class charts system.

Serious incidents are those which warrant one or more of the following

- A parental meeting
- Referral to the Refocus Room
- Warning of fixed-term exclusion
- Fixed term exclusion
- A Headteacher’s warning
- A formal warning
- Permanent exclusion.
- For damage to or loss of property students or their parents/carers may also be required to pay costs of repair/replacement

Students **MUST NOT** bring knives or any such item where it may be intended to be used as a weapon or cause injury, drugs (including legal highs) and alcohol onto the premises. A zero-tolerance approach is taken by the school towards students who break this rule.

Students must not bring the following items to school for obvious reasons: cigarettes, E Lites, Shisha Pens, matches, lighters, fireworks, chewing gum, whiteout e.g. “tippex” etc, spirit-based marker pens, aerosol cans, stolen goods, pornographic images and hand-held computer games. Such items can be searched for, confiscated where necessary and police informed if needed.

If staff need SLT to support them or if an emergency arises in their area or classroom. Reception should be contacted in the first instance who will contact the SLT team.

<p>1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)</p>	<p>Students should be asked explicitly, “I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?”</p> <p>There must be no negotiation. If a student does not immediately comply with the request, this should be recorded on class charts for referral to the Refocus Room.</p> <p>Persistent Defiance limits the schools ability to safeguard students and may result in exclusions, up to and including a permanent exclusion.</p>
<p>2. Verbal or Physical abuse of staff.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
<p>3. Exam misconduct</p>	<p>Students will be sent to the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day</p>

<p>4. Truancy or wandering for 10 minutes or more during a lesson.</p>	<p>Students may only be out of lessons with the corridor pass or toilet pass recorded on class charts. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day.</p>
<p>5. Verbal or Physical abuse of students, or violent/dangerous behaviour</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Fighting • Threatening behaviour <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
<p>6. Possession or use of alcohol or drugs</p>	<p>This is against the law, and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p> <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
<p>7. Possession or bringing a weapon or dangerous item on to the school site</p>	<p>This is against the law, is extremely dangerous, and may result in a permanent exclusion.</p>
<p>8. Malicious setting off of the fire alarm</p>	<p>This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.</p>
<p>9. Deliberate damage to or theft of property</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of school equipment displays boards, doors and windows. • Deliberate vandalism to the school toilets
<p>10. Smoking</p>	<p>Smoking is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a fixed term exclusion.</p>
<p>11. Bullying (including Cyber bullying)</p>	<p>The School's definition of bullying is activity that causes harm or distress that is committed 'Several Times On Purpose' (STOP).</p> <p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. • Any other activities intended to cause distress, loss or harm

	<p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
<p>12. Discrimination or the unjust or prejudicial treatment of different categories of people.</p>	<p>This may include: The use of discriminatory language in any circumstances</p> <ul style="list-style-type: none">• Physical or verbal abuse of others• Offensive text messages or misuse of social networking or other internet sites.• Any other action or activity deemed as discriminatory <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>

Appendix 5 - Support Network for Students

Great Wyrley Academy has a wide Pastoral Team working across the school to support students. This team includes Form Tutors, Heads of Year, Pastoral Team, SENCo, Assistant Headteacher for behaviour and Deputy Headteacher for Student Services

Form tutors are key to pastoral support at Great Wyrley Academy and are all students' first 'port of call' for any concerns. Students have a registration period with their form tutor at the start of each day and the end of each day.

Heads of Year have a pastoral overview of all students in their Year group and closely monitor the behaviour, achievement and well-being of students in their care. In addressing any student concerns they will, as appropriate, liaise closely with or make referrals to:

- Deputy Headteacher (Student Services)
- Assistant Headteacher (Behaviour)
- SENCo
- Safeguarding team
- Attendance Officer
- School Nurse
- Outside agencies

There are times when a student will need supportive intervention in order for them to function well socially and/or academically. Tutors and subject staff are kept aware of any particular difficulties through a reasonable adjustment plan and other communication affecting their students and should be sensitive and flexible in their expectations and dealings with that student.

There are a variety of ways in which students are supported:

- The Pastoral System
- The Pastoral Intervention Programme
- SEN Code of Practice
- Academic Tutoring / Attendance mentoring
- PSHE Curriculum
- SMSC across the curriculum
- Target sheets/Student Monitoring sheets – from Heads of Year
- Personal intervention – through tutor, elected teacher, Head of Year or any members of SLT
- Use of outside agencies – Education Welfare Service, School Health Service, Social Services, Educational Psychology Service, Child Psychiatric Service, bereavement services
- Child Protection Policy
- Disability and Discrimination Act
- Equal Opportunities Policy
- Anti-bullying Policy
- Peer Mentoring

Referrals to outside agencies are made in consultation with the Senior Leadership Team, the SENCO and parents / carers as appropriate. Outside agencies include the Early help, Home and Hospital service, Educational Psychologist, Speech and Language Team, Learning Support Services, Travellers service, Social Services and some counselling services, School Health Department, Social Services.

The pastoral Team provide support for those students who - within the Prepared for Excellence system - require either intervention or a differentiated response in order to support

their additional needs. This may include, amongst others, individual mentoring sessions, small group intervention sessions, extended behaviour modification programmes and pastoral plans as deemed necessary.

We believe that the partnership between school, student and home brings success and increased support for students. Parental / Carer support is an essential element in this partnership and the school seeks to work closely with parents in promoting their child to take responsibility for positive discipline.

Communication with parents / carers is important and includes, where appropriate:

- Notification of Detentions given are sent to parents/carers via text, email, phone call or Class Charts
- Parents / carers may be requested to attend a meeting at any time by prior arrangement Parents / carers are invited in to referral meetings and all subsequent reviews.
- Parents / carers may contact the school at any time but may need to wait to see an appropriate member of staff.
- Parents / carers are actively involved in learning intervention meetings with staff.

Consultation Evenings enable parents / carers to talk to subject teachers about their child's academic progress.

Appendix 6 – Uniform

All items of School Uniform and PE Kit must be labelled clearly with student names

School uniform is prescribed by the school rules because we believe that it brings an atmosphere of scholarship and self-respect to the school. The uniform has been designed to wear well and not involve special garments for different times of the year.

Above all, students must appear smart. The consideration of whether or not specific items of clothing are 'smart' lies solely at the discretion of the School. Parents/carers who are uncertain if an item of school uniform is suitable or not should check with the school before buying the item or wearing it to school.

The school will retain a small stock of shoes and uniform. If a student is in breach of the uniform policy, they will be asked to wear suitably sized, clean uniform until the breach is rectified. If for any reason the student refuses to wear the given uniform or there is no stock available, the student may be removed from their usual classes and learn elsewhere in the school until the issue can be rectified.

Our school uniform

- **Blazer:** Burgundy, school badge on pocket
- **Trousers:** Plain black tailored (standard fit)
- **Skirt:** Plain black, knee length
- **School Jumper:** V neck burgundy / black with school badge
- **Shirt:** White school shirt, capable of fastening to the neck
- **Tie:** School house tie
- **Shoes:** Plain black flat shoes
- **Socks:** Plain black or grey
- **Tights:** Natural, grey, black or burgundy

School Uniform Suppliers

Crested School Wear
67 High Green, Cannock, WS11 1BN Tel: 01543 504866
Order online: www.crestedschoolwear.co.uk

Clive Marks
Units 40-44 Saddlers Centre, 1 Park Street, Walsall, WS1 1YS
Tel: 01922 622556
www.clivemark.co.uk/greatwyrley

Girls Trousers: Black trousers may be worn of the styles indicated below. Trousers must be tailored with a waistband and a zip. No stretchy or clingy fabrics. No leggings, jeggings or any other skin tight or figure hugging trousers will be allowed. No cargo pants, jeans or trousers with additional zips, buckles or studs.



Boys Trousers: Black trousers may be worn of the styles indicated below. Trousers must be tailored with a waistband and a zip. No cargo pants, jeans or trousers with additional zips, buckles or studs.



Skirts: Black skirts must be worn of styles indicated below and again no stretchy, clingy fabrics will be allowed. Tube style skirts will not be permitted. Skirts must be knee length.



Shoes: All plain black leather shoes. No logos or colour laces. No trainers or pumps. Boots can be worn under trousers as long as they are flat, plain black leather or leather look. No sports trainers of any description.



Jewellery: One plain ear stud only, in either ear lobe or both. No other body piercings allowed at all.

Make-up: No make-up is allowed in years 7,8 and 9. Make-up should be minimal in years 10 and 11.

Nail Varnish: Clear plain nail varnish allowed. No colours or extensions.

Hair: Natural colours only (bright red, green, blue etc. or extreme cuts/patterns will not be allowed).

Physical Education

GIRLS

- Fitted polo shirt in black/maroon with crest skirt in black/maroon or shorts in black/maroon Sports socks in black/maroon with lettering
- Shin Pads
- All purpose sports top in black/maroon with crest
- Footwear: Trainers for indoor (clean non-marking) and outdoor activities
- Swimming: Black one-piece swimming costume with hat.
- Towel and goggles (if permission given by parent/carer)

BOYS

- Polo shirt in black/maroon with crest
- Sports shorts in black/maroon
- Sports socks in black/maroon with lettering
- Shin Pads
- All purpose sports top in black/maroon and track bottoms in black both with crest
- Footwear: Studded boots (no metal studs) for football and rugby. Trainers for indoor (must be clean and non-marking) and outdoor activities
- Swimming: Black swimming trunks—speedos or square cut leg (not swimming shorts).
- Towel and goggles (if permission given by parent/carer)

All students must bring their P.E. kit to every lesson regardless. If they are excused for an injury, they will still take part in the lesson so they need to be dressed appropriately.

HOODIES, CARDIGANS, FASHION BELTS AND SCARVES ARE NOT PART OF OUR UNIFORM AND SHOULD NOT BE WORN.

Please Note All boys and girls require an outdoor Great Wyrley Academy P.E. kit in September. Boys will need football boots. All P.E. kit **MUST** be Great Wyrley Academy, NO sports brands are acceptable with the exception of plain black tracksuit bottoms

A plain, warm and weatherproof coat may be worn to and from school and outside the school buildings in inclement weather. Hoodies or other sweaters etc. may not be worn at all and will be confiscated. No coats, hoodies or sweaters (other than the uniform jumper) may be worn beneath the blazer at any time.

Summer Adjustment - Should the temperature and weather require adjustment to the uniform approach we will inform all students and parents. In such cases students may be permitted to remove their blazer. Ties and the rest of uniform must be worn.

Winter Adjustment - Should there be excessive snow and routes to school become dangerously icy, the school inform all parents and students that appropriate footwear may be worn. This would include shoes or boots with significant or rubber 'grip' on their soles. Specific advice will be given should this be necessary and the decision as to whether this is required lies with the school.

Appendix 7 – Exclusions

Fixed Term Exclusions

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil 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. (Annex B of this guidance, *a non-statutory guide for head teachers*, summarises the requirements for head teachers, but should not be used as a substitute for this guidance or the relevant legislation.)

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must 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 on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must 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.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues⁴.

The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice⁵.

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour⁶. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Permanent Exclusions

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

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher should consider whether exclusion is providing an effective sanction.