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## School Behaviour Policy

### Introduction

St Mark’s C of E Academy (the school) is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

### Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[KCSiE 2021](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on *Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.*

### Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers

- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

## Who was consulted?

The school Senior Leadership Team worked with the [school council](#) to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

## Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Whole-School Equality
- Home-School Agreement

## Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also provided to all pupils in the Homework Diary; to all staff in the Staff Handbook; is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are printed in each pupil's Homework Diary and are also included in posters in each classroom.

## Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

### The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## School Rules

The following is a summary of the School Rules:

(The School Rules are set out in full at Appendix A.)

## Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy.

Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Pupils are required to observe the following basic rules in the classroom:

Arrive on time with all the equipment needed for the lesson.

- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

## Behaviour management

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote good behaviour in the classroom
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - greeting pupils in the morning/at the start of lessons
  - establishing clear routines
  - communicating expectations of behaviour in ways other than verbally
  - highlighting and promoting good behaviour
  - concluding the day positively and starting the next day afresh
  - having a plan for dealing with low-level disruption
  - using positive reinforcement

### Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school understands that disruptive behaviour can be an indication of unmet needs. The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where a pupil is at risk of permanent exclusion, the Headteacher, working with the Special Educational Needs Coordinator, will complete the Avoiding Exclusions Toolkit to ensure the school is doing all that is possible to support a student's needs including contact with external agencies.

Where necessary, support and advice will also be sought from the Trust Inclusion Lead, specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### Pupil support systems

We have the following pupil support systems in place at this school:

- Peer to peer mentoring
- Prefects and student council
- Buddies for new pupils
- Ambassadors – supporting each other and the school

- Reading buddies

## Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

## Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

## Use of reasonable force

In some circumstances, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

## Rewards and sanctions

### Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community
- Showing the Academy values of Love, Hope and Trust.

The following are examples of areas considered to be worthy of individual recognition:

- verbal praise by staff
- approving signs/acknowledgments
- class rewards
- personalised letters to parents
- celebration assemblies involving parents
- special privileges
- gold stars
- prizes
- certificates

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and pupils. We may reward pupils in the following ways:

### Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- Teacher and other staff detentions – 15 to 45 minutes
- Departmental Detentions - 1 hour
- Progress Leader Detentions – 1 hour
- Senior Leadership Team Detention – 1.5 hours
- Referral to departmental Holding Room – during lesson time only
- Banned List – students will not be allowed to attend enrichment activities or trips
- Referral to Internal Exclusion Centre (IEC) for 1 or more days
- Fixed Term Exclusion –for 1 day or more
- Alternative educational provision
- Permanent Exclusion

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

## Beyond the school gate

This policy applies to all pupils at St Mark's C of E Academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils (this is not an exhaustive list):

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.



- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable and immediate response, and never ignored.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Pupils are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

The school follows the following statutory guidance: KCSiE 2021, Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Exclusions**

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

## **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

## **Staff training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Bullying**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

## **Partnership with parents/carers**

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## **Multi-agencies and external advice**

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

## **Monitoring, evaluation and review**

The Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term

- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

## Appendix A: The School Rules

### ACADEMY BEHAVIOURAL EXPECTATIONS

1. Pupils are expected to display our values of Love, Hope and Trust every day at school.
2. Pupils must speak to each other and staff members with courtesy and respect at all times.
3. Pupils must respond to staff members instructions without displaying passive aggressive behaviour such as rolling their eyes, tutting, kissing their teeth or sighing.
4. Pupils should move around the site/building in an orderly manner not displaying rowdy, loud or disruptive behaviour.
5. Pupils should not make physical contact with each other and are not permitted to engage in playfighting.
6. Pupils are expected to adhere to our restorative approach when dealing with situations of conflict and are not permitted to display aggression towards other pupils or staff members.
7. Pupils are not permitted to make threats or post inappropriate content online about other students or staff members.
8. Pupils are not permitted to chastise, threaten, intimidate or manipulate one another.
9. Pupils are expected to display exemplary behaviour within the community and ensure that they do not bring the Academy into disrepute.

### UNIFORM AND JEWELLERY

1. Pupils are expected to arrive to school each day in full school uniform with no items that contravene our policy.
2. Pupils must wear a St Marks blazer every day to school.
3. Pupils are not permitted to wear their coat or any items of outdoor clothing with the school building.
4. Students are not permitted to wear jewellery to school with the exception of one small pair of studded earrings.
5. Pupils wearing any inappropriate items of jewellery will need to remove them when requested or receive an appropriate sanction.
6. Students are not permitted to wear nose studs, they can wear a clear stud to prevent the piercing closing.

### ATTENDANCE AND PUNCTUALITY

1. The pupils' first responsibility in the day is to be at their place of coaching time at the stated time when school begins, currently staggered for each year group.
2. Lateness to coaching time or lesson is failing to respect the need for an orderly atmosphere and will be dealt with as a matter of indiscipline.
3. Lateness to school will result in a 30-minute central detention on the same day.
4. Pupils will not be allowed out of lessons unless in an emergency or for a prearranged appointment for which they have a signed note from a member of staff or an appointment card from an outside agency. Requests to attend the toilet during lesson time will normally be refused

unless there is a recognised medical condition. Pupils are aware that they are expected to make use of the toilets during break times.

5. Pupils with a recognised medical need which can also include social and emotional issues will be issued with an orange medical pass. They are permitted to use this when they need to leave their lesson to seek medical assistance.

## FOOD AND DRINK

The rules governing food, drink and gum are there to maintain a clean environment:

1. Food and drink should only be consumed in designated areas. Pupils are only permitted to eat in the canteen or the picnic area outside.
2. Pupils are not permitted to bring any juice into the Academy, including large cartons, fizzy or energy drinks onto site. Pupils may only drink water from a clear bottle around the school and in lessons.
3. Pupils must help maintain a clean, orderly environment by using the bins provided. In the canteen, they must clean their plates and cutlery, stacking them in the designated area.
4. Gum should not be brought to school nor chewed anywhere in school. Students found chewing gum or to be in possession of it will be issued with a central detention for 30-minutes.
5. Pupils must not bring cigarettes, tobacco, lighters, electronic cigarettes, shisha pens or matches onto the school premises.
6. Those caught in the possession of items related to smoking, e.g. lighters, cigarette papers etc. or who are found smoking in or around the school, will be treated under the behaviour management procedures.

## PERSONAL ITEMS INCLUDING MOBILE PHONES, TABLET COMPUTERS AND PERSONAL MUSIC PLAYERS.

1. All personal items brought into school should be marked with a name, where practical. The school does not take responsibility for any personal property that has been left unattended or which is not permitted on site.
2. The only item of jewellery that the PE department will accept for safe keeping in a PE lesson will be a wrist watch.
3. Students are permitted to bring their mobile phone to school for safety purposes but are not permitted to use their mobile phone on the school site. Students found to be using their mobile phone on the school site will have it confiscated. All confiscated items will need to be collected by a parent/carer or appropriate adult.
4. Tablet computers, mp3 players, portable gaming consoles or other personal electronic devices are not permitted on site.

## ALCOHOL

1. Pupils are not permitted to bring alcohol on to the premises or consume alcohol on the premises.
1. If a pupil is found in possession of or consuming alcohol, parents will be contacted immediately and the pupil will be required to be taken home and a meeting will take place with a senior member of staff. It is highly likely that an exclusion will follow.
2. Pupils who have consumed alcohol before arriving to the Academy and who are intoxicated may also, receive a sanction.

## ILLEGAL SUBSTANCES

The school has a responsibility to parents and pupils to do all in our power to keep illegal substances away from the school environment. We teach students of the dangers associated with drugs and will give guidance to parents and students where a student is involved with drugs. However, we operate the following procedures with relation to drugs:

1. Students found to be supplying drugs on or near the Academy or on the way to and from school will face the risk of permanent exclusion
2. Students found in possession of drugs will be excluded whilst the matter is fully investigated.
3. The sanction that follows will relate to the reasons for possession but possession could result in permanent exclusion.
4. Where the Academy suspects a student is in possession of any illegal substance, s/he will be invited to empty their bag and pockets in the presence of two members of staff. If s/he refuses, the parent will be contacted, the student isolated and the police informed.
5. If we have searched a student's possessions for an illegal substance, we will inform the parents of what we have done explaining the reason for our search without revealing the source of our information.

## ILLEGAL ITEMS

e.g. knives, fireworks, pointed articles, sharp articles (It must be noted that these are examples and this is not an exhaustive list)

1. Students should not bring into School any offensive weapons such as guns, knives, or fireworks.
2. Students must not bring on to the School site any item/article that is deemed to endanger the community of the School; this is in accordance with the Offensive Weapons Act 1996, Chapter 26, 139A (4) (See page 8). This act states that it is a criminal offence to bring any such item/article on to the premises of a School.
3. This also includes any item that has a blade or point and would not in normal circumstances be classed as an offensive weapon (under the above Act).
4. Students must not bring any imitation/replica firearm/knife or other replica/imitation weapon on to the school site.
5. If a student is in the possession of any such item(s) in school it will result in parents being contacted and a high likelihood of the student being permanently excluded from the school, irrespective of there being any intent by the student to use the item, sell the item, or if the item is concealed. The police will also be informed of the incident.
6. On the rare occasion where a student wishes to bring a dangerous item/article on to the School site that would not usually be used within the normal day-to-day circumstances, then the parents of the child must apply in writing to the Principal giving at least three working days' notice. The letter must contain the reason(s) why the student wants to bring such an item on to the School premises and where they intend to store it for safe keeping. Under no circumstances may an item be brought in to the School on the same day as the letter is received by the Principal (Examples of such events where students may wish to bring such items on to the school premises are props for a drama production or props for speaking and listening in English, where a student may talk about a hobby or demonstrate how something works, e.g. fishing equipment).

## FOUL and RACIST/HOMOPHOBIC LANGUAGE

1. We do not expect students to use foul or language, which offends someone's, race, sexuality or any other characteristics.
2. Any swearing at or in the presence of staff or as a result of a reprimand from a member of staff will result in the student being sanctioned.
3. The school may exclude a student for swearing at member of staff.
4. The school reports all racist and homophobic incidents to the local authority.
5. Students will be sanctioned for using such language and will be expected to take part in a reflective conversation and restorative meeting. Parents will be expected to meet with a Senior member of staff.

## EXTREMIST AND RADICAL VIEWS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

As a school we remain vigilant to incidents involving radicalisation and remain fully informed about the issues which affect the region in which we teach (PREVENT.) Students who express extremist or radical views will be spoken to a member of staff, who will then report this to the Designated Safeguarding Lead and on-site safety officer. Further investigation, may ensue.

## BEHAVIOUR MONITORING REPORTS

Students may be placed on a monitoring report by a member of staff to assist them with improving on an area of school life. For example, as student may be placed on report for lateness, continuous disruptive behaviour etc.

There are several different types of report. All requests for student reports will go through the Progress Leader of the year group and will be approved by the Vice Principal of Behaviour and Attitudes.

- **Class report** – to monitor behaviour and relationships in a particular area of concern
- **Coach report** – for persistent lateness, attendance issues or general attitude within school
- **Progress Leader report** – 10 or more negatives and if lateness and attendance are not improving
- **SLT report** – Return from exclusion or consistent disruptive behaviour

The student is expected to have their report signed at the end of every lesson and will meet with their progress leader at the end of each day to have it checked and signed off.

A signature is also required from parents/carers, who will be able to review how their child is doing in lessons each day, depending on the comments from staff and the progress leader

## Appendix B: Tariff of rewards and sanctions

The Academy has a tradition of strong pastoral care. The pastoral team will discuss issues, involving parents, staff and other stakeholders where necessary. Often, a restorative approach is used and has been proven highly effective in maintaining high expectations and strong, positive relationships. The range of school sanctions which may be put in place however include:

Sanction	Duration	Reason for attendance
Central detention	30 minutes (Daily)	<ul style="list-style-type: none"> <li>Reached reset in a lesson</li> <li>Late to the Academy</li> <li>Inappropriate uniform</li> <li>Inappropriate conduct throughout the Academy or in the community</li> </ul>
Progress Leaders detention	60 minutes (Weekly)	<ul style="list-style-type: none"> <li>Reached reset in 3 lessons or more in a week</li> <li>Persistent lateness</li> <li>Relocated from a lesson</li> <li>Inappropriate conduct throughout the Academy or in the community</li> <li>Failed central detention</li> </ul>
SLT detention	90 minutes (Weekly)	<ul style="list-style-type: none"> <li>Referral from Progress Leader or HOD</li> <li>Continuous relocation from lessons</li> <li>Inappropriate conduct throughout the Academy or in the community</li> <li>Progress Leader detention fail</li> <li>Rudeness or defiance towards members of staff</li> </ul>
IEC	1 day or more	<ul style="list-style-type: none"> <li>Relocated from more than 1 lesson in a day</li> <li>Relocated from more than 3 lessons in a week</li> <li>Inappropriate conduct throughout the Academy or in the community</li> <li>Failed SLT detention</li> <li>Rudeness or defiance towards members of staff</li> <li>Bringing the Academy into disrepute</li> </ul>

In all cases of serious or persistent misconduct the Academy will seek to work with parents. It is important that parents are aware of events in school and that we work in partnership to organise a strategy for improvement. The meetings that are held will focus on the student's behaviour and specialist services may be invited to contribute and assist with solutions.



## INTERNAL EXCLUSIONS – (IEC)

All behaviour incidents within the Academy are processed by a central behaviour team on a daily basis. Students complete an incident report form and teachers complete a relocation email report, with the information from both the behaviour team decide if the student should be placed in the IEC. For consistency the decision to place students in the IEC is only made by key members of staff within the behaviour team and all are verified with the Vice Principal of Behaviour and Attitudes.

Students are expected to sit in silence in a highly-structured environment, with zero tolerance of talking in any way. Students complete both reflection work related to the reasons for their attendance and work related to their everyday curriculum. Any students who fail to meet the expectations of the IEC will repeat the day. If this happens on a second occasion, a fixed-term exclusion is actioned.

Students can be placed in the IEC for the following reasons (It must be noted that these are examples and this is not an exhaustive list)

- Not meeting Academy expectations
- Disruptive behaviour that disturbs the learning of others
- Bringing the Academy into disrepute
- Defiant behaviour/rudeness to staff
- Return from exclusion

Whilst in the IEC students will complete work from their scheduled lessons. This may not be possible when practical lessons are taking place, in this instance students will be set work from the core subjects.

## IEC DAILY SCHEDULE

Activity	Expectations	Time
Morning session	<ul style="list-style-type: none"> <li>Students will complete work from their scheduled timetable where possible</li> <li>Students will sit at individual tables in silence to complete their work</li> <li>Students are escorted to the toilets in the student hub by the teacher on duty in the IEC</li> </ul>	Year group entry until 10.30am  10.20
Break time	<ul style="list-style-type: none"> <li>Students are permitted to read during their 20-minute break</li> <li>Students are permitted to consume and snacks or drinks that are in line with Academy expectations</li> </ul>	10.30 – 10.50
Morning session 2	<ul style="list-style-type: none"> <li>Students will complete work from their scheduled timetable where possible</li> <li>Students will sit at individual tables in silence to complete their work</li> </ul>	10.50 – 12.10
Lunch	<ul style="list-style-type: none"> <li>Students will be taken to lunch by the member of staff on duty in the IEC</li> <li>Students will walk to the canteen in a silent line</li> <li>Students will get a takeaway lunch and eat it in the IEC</li> <li>Students are permitted to read during their lunch break</li> <li>Students are escorted to the toilets in the student hub by the teacher on duty in the IEC</li> </ul>	12.10    12.20
Afternoon session	<ul style="list-style-type: none"> <li>Students will complete work from their scheduled timetable where possible</li> <li>Students will sit at individual tables in silence to complete their work</li> <li>Students are escorted to the toilets in the student hub by the teacher on duty in the IEC</li> </ul>	12.50 – year group dismissal   14.00
Dismissal	<ul style="list-style-type: none"> <li>Students will be dismissed 15 minutes before the students in their year group bubble</li> <li>Teacher on duty in the IEC should notify reception via the radio that the student will signing out</li> <li>Student to go to reception and be given a red slip by DDR</li> </ul>	14.15 (Yr 7) 14.25 (Yr 8) 14.45 (Yr 9) 15.05 (Yr 10) 15.15 (Yr 11)

## EXCLUSIONS

Please refer to the Academy Exclusion policy

## REWARDS

<b>Ace Awards</b>	<ul style="list-style-type: none"> <li>• Subject awards for individual students</li> <li>• Subjects badges</li> <li>• Vouchers</li> <li>• Golden ticket raffle</li> <li>• Rewards trip vouchers</li> </ul>	At the end of each term
<b>Progress Leader Rewards Assembly</b>	<ul style="list-style-type: none"> <li>• Awards for Attendance and punctuality</li> <li>• Awards for contributions towards the year group</li> <li>• Certificates</li> <li>• Vouchers</li> <li>• Canteen vouchers</li> <li>• Reward afternoons within the Academy</li> </ul>	End of every half term
<b>Coaching time rewards</b>	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Positive phone call home</li> <li>• Postcard home</li> <li>• Sims positive points</li> <li>• Golden raffle ticket</li> <li>• Snack voucher</li> </ul>	Weekly
<b>Subject teacher rewards</b>	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Nomination for a Ace subject award</li> <li>• Invitation to a subject specific trip</li> <li>• Positive phone call home</li> <li>• Postcard home</li> <li>• Sims positive points</li> <li>• Golden raffle ticket</li> <li>• Snack voucher</li> </ul>	Weekly