

BEHAVIOUR FOR LEARNING POLICY

INTRODUCTION

The governing body, Head Teacher and staff of this Academy, believe that a safe environment, mutual respect and a positive reward culture will produce the most effective climate for learning and teaching.

Inclusion features strongly in this policy and in the Academy's philosophy. This philosophy will be supported by expectations of a high standard of student behaviour and sense of responsibility, set out in the Academy's Code of Conduct, and underpinned by sanctions which will be made clear to staff, parents and students and applied consistently throughout the Academy.

The Academy will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.

The Academy's Behaviour for Learning Policy will be reinforced by its system of home-academy agreements with parents and students.

In formulating the policy and procedures the governing body of the Academy has taken account of The National Strategy for School Improvement: Behaviour and Attendance Strand Toolkit

AIM IS TO ENSURE AN EFFECTIVE AND SAFE LEARNING ENVIRONMENT

PURPOSES

1. We regard ourselves as a community learning together, always striving to make our overall performance consistently effective across the Academy.
2. We are committed to high standards and the equal worth and success of every student.
3. We aim to support and nurture children and adults in an environment that is safe, non-intimidating and creates a sense of belonging and challenge.
4. We celebrate the diversity of students through their gender, race, creed, mental and physical ability, providing quality teaching that raises standards, extends choice and helps equalize life chances.
5. We regard learning as an enjoyable and challenging experience, and are committed to stimulating learning through matching teaching techniques and strategies to a range of individual learning styles and needs.
6. We promote collective ownership of our values through representation involving all staff, students, parents / carers.
7. We are committed to celebrating students' achievements via the implementation of a systematic rewards system.

8. We are committed to ensuring the 'right to learn' of all students and the safety of all students on and around the Academy site via the implementation of a systematic behaviour management system.

As a result of these purposes, students have the following rights:

- To develop within a safe and supportive environment, irrespective of their individual differences in terms of knowledge, information, abilities or position.
- To develop their learning skills across the curriculum.
- To have their successes celebrated in an appropriate manner.

As a result of these purposes, students have the following responsibilities

- We expect all students to respect the authority of the staff of the Academy.
- We expect all students to respect the safety and dignity of other students.
- We expect all students to respect their own and others' right to learn.
- We expect all students to equip themselves for learning.
- We expect all students to adhere to the Academy's' Code of Conduct.
- We expect all students to behave appropriately when representing the Academy including away from the site.

RESPONSIBILITIES

GOVERNING BODY

The governing body has a duty to make and keep policies designed to promote good behaviour and discipline, and to determine the standard of behaviour that is regarded as acceptable.

The governing body expects the emphasis to be on encouraging and rewarding good behaviour.

The governing body will make and amend this policy in consultation with the Head Teacher and after consulting parents.

HEAD TEACHER

The Head Teacher's role is to implement the governing body's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority.

The Head Teacher must determine measures to be taken, with a view to:

- Promoting self-discipline and proper regard for authority among students.
- Encouraging good behaviour and respect for others, and preventing all forms of bullying among students.
- Securing that the standard of behaviour is acceptable and
- To regulate the conduct of students,

The Head Teacher is required to follow the governing body's statement of principles and have regard to any guidance given by the sponsors.

The Head Teacher must also determine the standard of behaviour regarded as acceptable, in so far as the governing body has not determined it.

The measures can, as far as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience.

The Head Teacher is required to set out the behaviour for learning policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

THE GOVERNING BODY'S POLICY ON RIGHTS AND RESPONSIBILITIES

The Academy has the right to:

- Expect students and parents to cooperate with the Academy in maintaining an orderly climate for learning.
- Expect students to respect the rights of other students and adults in the Academy.
- Enforce the behaviour for learning policy, including rules and disciplinary measures.
- Not to tolerate violence, threatening behaviour or abuse by students or parents.
- In extreme circumstances, to take firm action against students who harass or denigrate teachers or other Academy staff on or off premises.
- Engage external support services as appropriate.

The Academy recognises its responsibility to:

- Support and praise as appropriate, reward students' good behaviour.
- Ensure staff model good behaviour and never denigrate students or colleagues.
- Promote positive behaviour through active development of students' social, emotional and behavioural skills.
- Ensure the whole Academy community is consulted about the principles of the Academy behaviour policy and the Academy's Code of Conduct.
- Establish, and communicate clearly, measures to ensure good order, respect and discipline.
- Ensure the Academy's behaviour policy does not discriminate against any student on, e.g. grounds of race, gender, disability, age, or sexual orientation, and that it promotes good relations between different communities.
- Ensure teachers' roles in Academy discipline matters are consistent with the National Agreement for Raising Standards and Tackling Workload, and workforce remodelling agenda, so that there is due recognition of enhanced roles of support staff, so that not all responsibilities are focused on teachers.
- Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- Apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.
- Take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- Work with other agencies to promote community cohesion and safety.

The Academy respects the rights of the students to:

- Contribute to the development of the Academy behaviour policy, with every student becoming involved in the consultation process.
- Be taught in environments that are safe, conducive to learning and free from disruption.
- Expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- Be able to appeal to the Principal and Governing body, if they believe the Academy has exercised its disciplinary authority unreasonably.

The Academy expects students to:

- Follow reasonable instructions by Academy staff, to abide by Academy rules and accept sanctions in an appropriate way.
- Act as positive ambassadors for the Academy when off the Academy premises.
- Not to bring inappropriate or unlawful items to the Academy.
- Show respect to Academy staff, fellow students, Academy property and the Academy environment.
- Never to denigrate, harm or bully other students or staff.
- Co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

The Academy recognises the rights of parents to:

- Contribute to the development of the Academy's behaviour policy.
- Be kept informed about their child's progress, including issues relating to their behaviour.
- Expect their children to be safe, secure and respected in the Academy.
- Have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as appropriate.
- Be able to appeal to the Principal and governing body, if they believe the Academy has exercised its disciplinary authority unreasonably.
- Be able to make representations against a decision to exclude their child to the governing body, and, in cases of permanent exclusion, to an independent appeal panel.

The Academy expects parents to:

Respect the Academy's behaviour policy and the disciplinary authority of Academy staff. This is verified and agreed via the home school agreement that every parent/carer and student signs at the start of each academic year.

- Help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules.
- Send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- Ensure Academy staff are aware of any medical, SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- Be prepared to work with the Academy to support their child's positive behaviour.

- Attend meetings with the Head Teacher or other Academy staff, if requested, to discuss their child's behaviour.
- Adhere to the terms of any parenting contract or order relating to their child's behaviour.
- If their child is excluded from the Academy, ensure the child is not found in a public place during Academy hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.

DISCIPLINARY SANCTIONS (DISCIPLINARY PENALTIES)

The Education and Inspections Act 2006 (EIA) gives the Academy the power to impose 'disciplinary penalties', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow an Academy rule, or an instruction by a member of staff.

The power extends to other schools/colleges/academies which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the Academy to impose the penalty. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for the Academy to impose a penalty (other than exclusion):

- If it is not in breach of any statutory requirement or prohibition;
- If it is reasonable;
- If it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Head Teacher has decided they may not impose it;
- If it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Head Teacher, and it was reasonable for the Head Teacher to do so;
- The penalty and the action taken were on the Academy premises or elsewhere when the student was under the lawful control of a member of staff

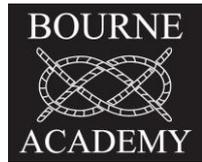
In determining whether a disciplinary penalty is 'reasonable' the following must be taken into account:

- Whether the penalty was a proportionate punishment in the circumstances;
- Any special circumstances which are known to the person imposing the penalty, including, the student's age, any special educational needs, any disability and any religious requirement affecting him/her.

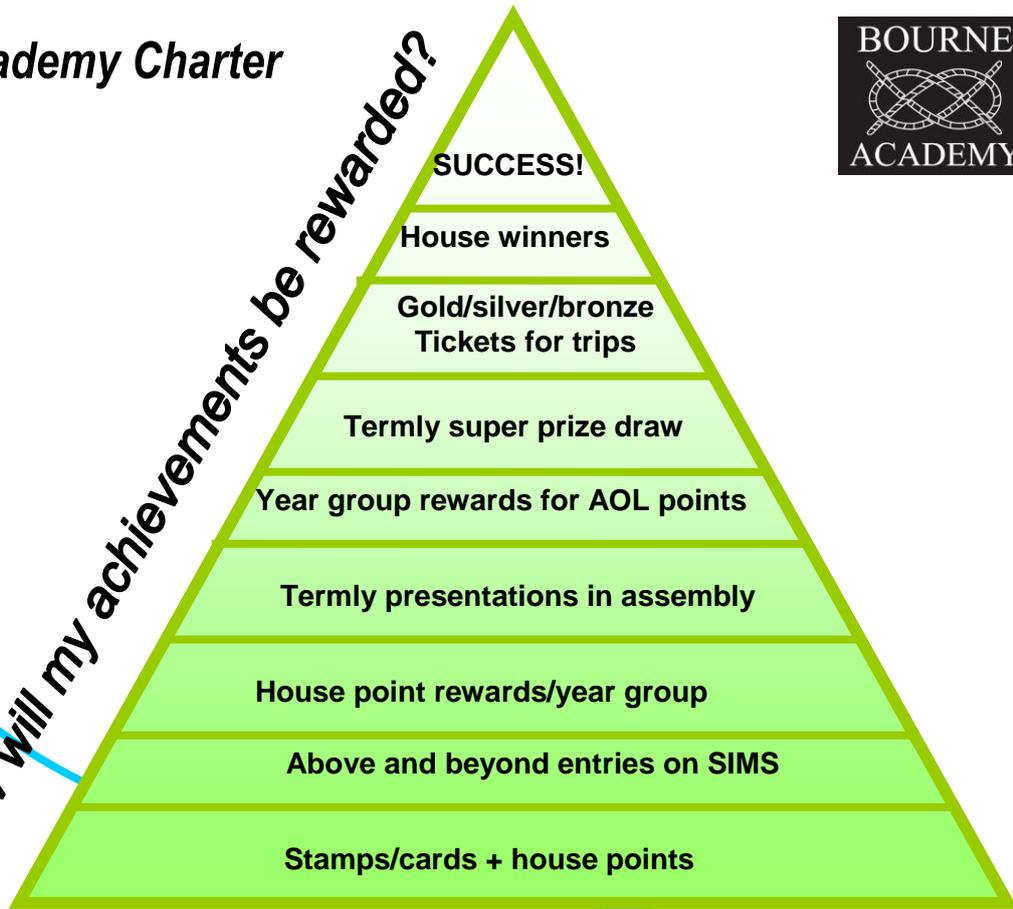
The Head Teacher will take account of the following principles in determining and implementing the Behaviour for Learning Policy:

- None of the Academy's punishments must be degrading or humiliating;
- All sanctions must take into account any special circumstances (such as age, SEN, disabilities);

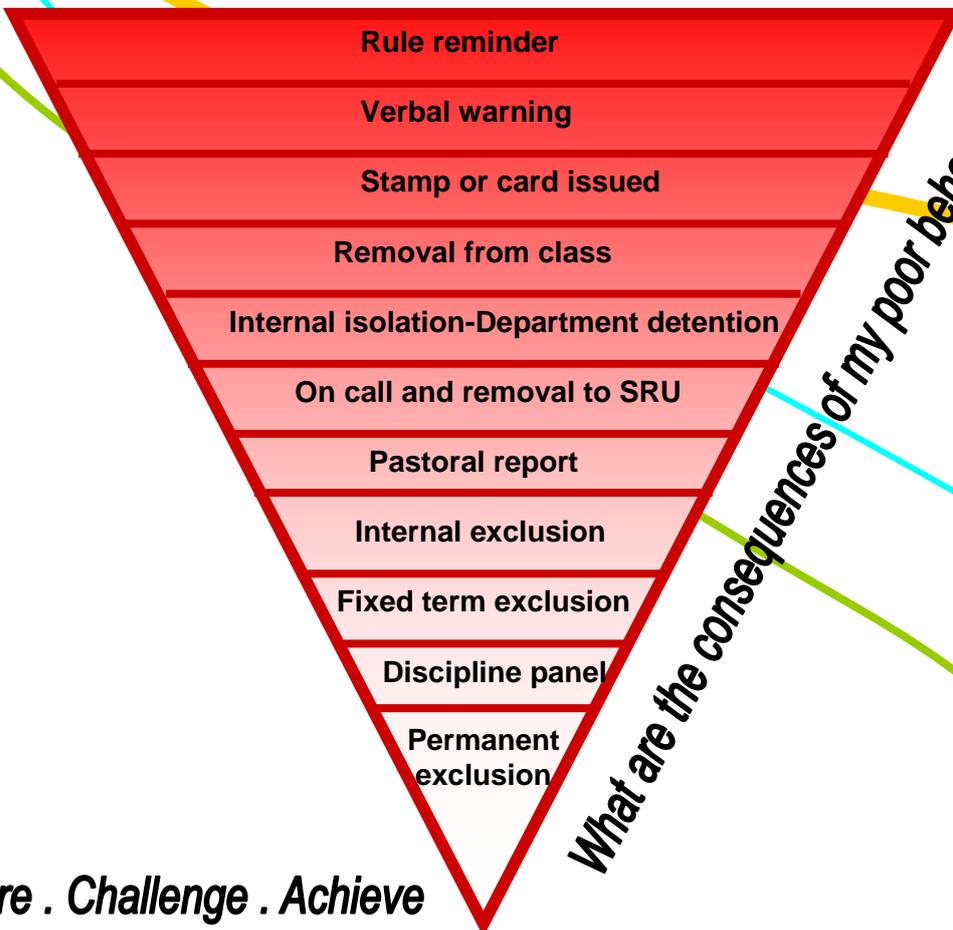
- All rewards and sanctions must take into account any religious requirements affecting the student;
- All rewards and sanctions must be applied fairly and consistently;
- All paid staff at the Academy have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006) ;
- The Head Teacher has the power to withdraw the authority from individual staff or classes of paid staff;
- The Head Teacher has the power to authorise any unpaid staff to impose disciplinary penalties.



How will my achievements be rewarded?



What are the consequences of my poor behaviour?



GUIDANCE ON SANCTIONS

All incidents if persistent can be interpreted as persistent disobedience and can be classed under the persistent disruptive behaviour of the temporary exclusion category.

Level One:

Behaviour	Suggested Sanction	Repeated poor behaviour sanction
Inappropriate behaviour in and around school (low level) during free time or transition times	Issued with a strike on their card.	Free time spent in designated areas or rooms. Repeated time in SRU or with TPL. Report to pastoral staff every lunch.
Inappropriate Behaviour in a lesson	Dependant on behaviour: Issue red stamp/name on board/sims entry - 4 point plan as guidance.	Red stamp on sims. Use of internal Isolation if necessary. Detention for reoccurrence. Department report.
Inappropriate behaviour in tutor time	4 point plan. Red stamp in planner. Tutor detention.	Report issued (white). HoH to intervene at tutor discretion. Severe case on call can be used to support exit.
Mobile phone incident/ Ipod incident	Sent to office with phone. Confiscate phone for the day.	Parent to collect if 2 x in one week or if issues. Phone ban for student who persist.
Uniform breach	Strike card signed – uniform corrected, jewellery removed. If issue cannot be resolved SLT to be called.	Uniform detention and entry on sims. School may decide to provide the appropriate clothing or use the SRU/sent home to allow for corrective clothing/issue to be resolved in accordance with uniform policy.
Multiple red/amber stamps	Tutor report (white). Tutor monitors - HOH/TPL lunchtime detention.	HoH report (yellow) with detention. Moved up to TPL report (red) if still non improvement. Parent contacted. Period 6 After School.
Failure to attend subject teacher detention	HOD detention after school.	TPL period 6/SLT After School detention.

All low level disruption will be recorded on Sims for reference and also incur negative House points.

Level Two Sanctions:

Behaviour	Suggested Sanctions	Repeated poor behaviour sanction
Removal from lesson	Dependant on behaviour: Departmental Internal Isolation/SRU/SLT interview-report issued	Future lessons in internal isolation. Time in the SRU. Parent meeting. Continual – fixed term exclusion
Failure to attend SLT/Period 6 detention.	Repeat time – with additional sessions	Time in the SRU/ parent meeting/fixed term exclusion
Truancy	Period 6 lesson to complete work missed. Student put on monitoring report. Student put on monitoring report. Parents informed.	SLT After School detention or period 6. EWO involved. Meeting with Attendance officer. County fine.
Smoking	SLT After School detention and parents informed. Literature supplied on education about smoking from PA/TPL	SRU half day/full day. Staff to search student if issue persists.
Failure to complete homework regularly	Period 6 place for the length of the term or until issue is corrected. Student report .	Parent meeting to seek way forward. Permanent place in period 6.
Minor incident * of threatening behaviour to a student. (Non physical)	Order pending on severity; Half Day SRU/TPL detention. Parents informed.	SRU time or fixed term exclusion. Parents informed – student contract
Damage/ vandalism	Dependant on type: Repair/clean it up. Pay for repair. Letter home to parents. Time in SRU.	Fixed term exclusion Repair/clean it up/pay for repair. Contract agreed for future conduct. Permanent exclusion with governor hearing.
Non Physical nor repetitive Bullying * Registered on the Bullying register.	Dependant on type: 'Face to Face circle time' with HOH/TPL. SRU time/SLT detention and parents informed.	SRU Internal exclusion. Fixed term exclusion.

* Note there can be, as we know, many variations of this.

Level Three Sanctions:

Poor Behaviour	Suggested Sanction	Repeated poor behaviour sanction
Unacceptable Behaviour in lesson	On call activate, student maybe removed to SRU or internal isolation.	Extended SRU time Fixed term exclusion
Abuse of alcohol	Parents informed. SRU internal exclusion during investigation. Temporary external exclusion	Permanent exclusion
Failure to attend SLT After School detention.	Interview with Assistant Principal and two further SLT After school detentions.	Time in the SRU – fixed term exclusion under failing to follow request/in accordance with school sanctions.
Persistent or repetitive threatening or bullying of a student	SRU internal exclusion. Parents informed. Fixed term exclusion.	Fixed term exclusion (number of days). Permanent exclusion. Parents informed.

Level Four Sanctions:

Poor Behaviour	Suggested Sanctions	Repeated poor behaviour sanction
Verbal/physical abuse to a staff member Verbal abuse in front of a staff member.	Dependant on abuse and incident either SRU or fixed term/permanent exclusion. Parent informed.	Fixed term exclusion (multiple numbers of days). Permanent exclusion.
Physical assault to a student/ Severe bullying of a student.	Dependant on gravity of assault: SRU internal exclusion or external exclusion. Parent informed.	Fixed term exclusion (multiple number of days) Permanent exclusion.
Drugs in School	SRU for investigation, police informed. Fixed term exclusion leading to contract regards agency help.	Fixed term leading to permanent exclusion.
Offensive weapon in school	Police informed, SRU leading to fixed term exclusion/permanent exclusion.	Permanent exclusion.
Theft	Dependant on gravity of theft: SRU internal exclusion leading to fixed term exclusion. Parent informed.	Fixed term exclusion leading to permanent exclusion.
Failure in SRU/exclusion from SRU	Possible repeat of the day dependant on incident/ one day fixed term exclusion.	Fixed term exclusion (multiple days) leading to permanent exclusion.

These are examples of a range of behaviours illustrating the responses available.

EXCLUSIONS FROM THE ACADEMY

New arrangements for school exclusion came into force in September 2012. These will apply to any student excluded on or after 1 September 2012 from a maintained school, academy school /free school, alternative provision academy/free school or student referral unit in England.

Revised regulations and guidance for those with legal responsibilities in relation to exclusion are also now available:

[The School Discipline \(Student Exclusions and Reviews\) \(England\) Regulations 2012](#)

Guidance from the DfE at:

<http://www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012/guidance>

We have an overall aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken by the Headteacher in the following circumstances:-

- In response to a serious breach of the Academy's Behaviour for Learning Policy;
- If following the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy;
In response to a persistent breach of the behaviour for learning Policy;
- In response to any other incident that is deemed serious enough or as a form of escalation;
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction.

Exclusion is an extreme sanction and is only used by the Head Teacher (or, in the absence of the Head Teacher, the Deputy Headteacher who is acting in that role).

Exclusion will be used when there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will ensure appropriate investigations have been carried out, considering all the evidence available.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- Regulations allow the Head Teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

- Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.
- Parents/carers have a right to make representations to the Governing Body and Children's Services Directorate, Social Inclusion Officer at the LA as directed in the letter.
- A 'return to School' reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve the student, parent/carer, a member of the Pastoral team and a senior leader.
- It is Academy practice to monitor behaviour and work of the student very closely for the period following exclusion, often incorporating a report or a support staff mentor.

THE POWERS OF STAFF TO DETAIN STUDENTS

Powers of members of staff to detain students by use of force. *The Education and Inspections Act 2006* confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the maintenance of good order and discipline.

The explanatory notes give an example of 'reasonable force' - leading a student by the arm to enforce an instruction to leave the class.

- The academy has a team of staff who are team teach trained to handle students in the case of; a danger to themselves or others;
- Or when the threat of unacceptable behaviour is deemed sufficient;
- Or the good order of the school is threatened.

However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

THE RIGHT TO SEARCH STUDENTS AND CONFISCATE PROPERTY

Following the *Education Act 2011* the Head Teacher, and any member of the school staff authorised by the Head Teacher, has the right to search a student for any article with the student's consent - or without their consent if the member of staff has reasonable grounds for believing that the student may have with him/her or in his/her possession, the following items:

- An article which has been or is likely to cause personal injury or damage;
- Any other article likely to commit an offence, or to cause personal injury, or damage to the property of, any person including the student being searched;
- Alcohol, drugs, stolen goods; and
- Any other item identified in the school rules (as published) as an item for which a search may be made.

The Head Teacher must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student.

The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult.

The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.

However, the *Education Act 2011* provides that in the following circumstances the condition above will be satisfied:

- Where a person making the search reasonably believes that serious harm will be caused if the search is not carried out as a matter of urgency; and
- In the time available it is not reasonably practicable for a search to be carried out by a person of the same sex or in the presence of a member of the same sex.

A student's possessions may only be searched without a second member of staff present where an authorised member of staff **reasonably** believes that there is a risk that **serious** harm will be caused to a person if the search is not carried out **urgently and it is not reasonably practicable** for the search to be carried out by a member of staff of the same sex or for a witness to be present. This is a reserve power and it is important to make it clear to all staff that they should not use it except when there is a clear risk to life or of serious injury.

If a search under the s550AA rules reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the school **MUST** call the police in. The school has no discretion in this, not even if the head or anyone else on the staff wanted to resort solely to internal discipline procedures.

Under the common law schools have not been obliged to inform the police when illegal drugs are found on a student. But s45 in the *Violent Crime Reduction Act 2006* obliges schools to inform the police if a search reveals 'evidence in relation to an offence'.

Dealing with articles found in a search

The Head Teacher and authorised members of staff making searches may seize prohibited articles. Where the article is an item used in the commission of any offence or to cause personal injury or damage to property the head must determine whether to:

- Deliver the item to a police officer as soon as reasonably practicable;
- Return the item to the owner;
- Retain the item; or
- Dispose of the item.

Where an article has been found for which a search may be made under academy rules the Head Teacher may:

- Return the item to the owner;
- Retain it; or
- Dispose of it.

Where the confiscated article is a prohibited electronic article the person who seized the item may examine any data or files on the device if the person thinks there is good reason for doing so.

Following the examination the person seizing the article may erase the data or files if the person thinks there is a good reason to do so.

In considering the above courses of action the school must have regard to any guidance issued by the Secretary of State.

Recording searches

The government advises that records should be made of all searches.

The Violent Crime Reduction Act 2006 and the Apprenticeships, Skills, Children and Learning Act 2009 give the Principal, and any member of the Academy staff authorised by the Head Teacher, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, or alcohol, illegal drugs or stolen property on Academy premises or where the student is under the authority of Academy staff, the right to search that student.

The Head Teacher must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.

The Head Teacher cannot 'require' most of the Academy staff to conduct the searches, only 'authorise' them to do so. But the Head Teacher may 'require' pastoral staff to carry out searches.

If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the Academy **MUST** call the police in. The Academy has no discretion in this, not even if the Head Teacher wishes to resort solely to internal discipline procedures.

Confiscating Students' Property

The Head Teacher will determine the policy for confiscating student property, including storage, security and return of confiscate items, taking into account any guidance from the governing body.

To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.

Staff should note that the Education and Inspections Act 2006 includes a specific statutory defence for Academy staff who have reasonably confiscated students' property.

Prohibited and Banned Items

Students found to be in possession of Prohibited Items should the circumstance not provide mitigating circumstance be subject to permanent exclusion.

Prohibited items;

- Knives or items constituting a weapon
- Illegal drugs
- Legal drugs – including as examples, Tobacco/prescription drugs
- Stolen items
- Alcohol

Banned items;

- Matches/lighters
- Aerosol or pressurised flammable liquids
- Fireworks of any type

REWARDS FOR GOOD WORK AND GOOD BEHAVIOUR

House points – Years 7-13

Green stamps-predominantly KS3

Achievement/reward cards/postcards KS4-5

Positive stamps/entries are recorded on SIMS by staff members and equate to House points for the students individual tally and that of the respective House.

- Positive green stamp/cards = House points
- Positive stamps/cards are awarded for good work, behaviour and attitude.
- A student who achieves appropriate numbers of House points will be placed in the weekly top ten list (communication home via well done post cards)
- Consistent high numbers of House points will be rewarded by a place in the super prize draw (each term) combined with attendance and ATL averages.
- Consistent high numbers of House points will also be part of contributing to being rewarded by a gold silver or bronze place on the end of term reward trips.
- Similarly rewards are given in House assemblies for collecting House points.
- Students are also encouraged to collect House points for running totals for the form and the collective House, this has a bearing on the overall standing of the House and is in place to contribute to the community feel of the school.

The reasons for issuing the positive stamps are:

For example:

- Good work in class;
- Good homework;
- Full attendance in any given week;
- Positive involvement in lessons ;
- Other positive contributions;
- Helping out in form time or during lessons ;

Additionally, entries on SIMS for actions by students that are deemed to be above green stamp level are available and represent the agreed list from the 'RATL' group and School Council. The number of House points awarded is reflected by the level of the entry. For example:

- Helping others;
- Assistance at school events;
- Work in the community ;
- Extra-curricular activity;
- Consistent good performance ;
- Above and beyond.

The above actions are rewarded with multiple House points:

- Each Term staff nominate a student of the month from each year group. One student is then presented with a prize in assemblies
- Each Term students who volunteer to act as receptionists for the day are also rewarded with certificates in reward assemblies
- Each Term the Form within each House, with the highest achievement, receives a prize to share and a cup for that term
- House totals are shared weekly via communication screens around the Academy and also in weekly House assemblies

House Trips:

Heads of House trips – these trips are arranged periodically to reward students who have excelled in supporting the House system either through their work in the tutor group or in terms of input in House competitions/fundraising/mentoring work. These reward trips are based in key stages and across Houses- of these trips include fun swim KS3/laser quest KS4/ Bowling competition KS5

Attendance:

Attendance is rewarded integrally through inclusion in the super prize draw the activity trip bronze, silver and gold places/Head teacher invitation breakfast (this is a reward for students who complete each term with 100% attendance and no negative entries). Certificates for 100% attendance are issued and those above 98% attendance are also rewarded. The academy also rewards students who show improvements in attendance with certificates and reward breakfasts.

Super prize draw:

- Super prize draw running for each key stage;
- Successful students will be divided into gold, silver and bronze students will all receive a letter from the Head Teacher;
- Gold students will be entered into the Super Prize draw ;
- The parameters for entry into the super prize draw are centred on the amount of net House points achieved/attendance/ATL (attitude to learning) grades from each assessment point. In accordance with the School Council request, super prize draws will take place at the end of each full term, with scores reset for each term start giving all the chance to achieve;
- Rewards for each year group will be in vouchers.
- Those in the final draw for each year group will be invited to attend a reward event and receive a letter of commendation.

At the start of each new term every student will have the opportunity to be entered into the next prize draw. The scores for this will always be reset so all start each term with the chance to succeed (this was recommended by the students as a good policy to encourage all).

Achievement Cards/postcards – KS4-5:

- KS4 will additionally be rewarded using vouchers and post cards;
- KS5 will be additionally rewarded using privilege card and trips.

Letters of Commendation:

- At the end of the school year the appropriate Letters of Commendation will be awarded to students who achieve the highest number of house points and or who have excelled throughout the year.

Reward Trips:

Annually the academy gives all students the opportunity to take part in activity days, students are placed in Gold/Silver or Bronze groups based on their overall school performance. Those selected for gold will have the pick of the activities.

APPENDIX B

HIERARCHY OF SANCTIONS

Serious Incidents are recorded on SIMS for immediate action by a member of the pastoral team under guidance from the designated SLT lead. Possible sanctions are:

- A lunchtime teacher detention;
- A Head of department detention/TPL detention;
- A SLT detention/Period 6 placement;
- Referral to the S.R.U. (Student Referral Unit);
- Temporary exclusion.

The normal length of temporary exclusions and SRU referrals is 1-3 days. A combination of time in the Student Referral Unit, in addition to a temporary exclusion, may be applied for a total of 3 days overall.

Students may also be referred to the S.R.U. for the following misdemeanours:

- Failure to attend the Senior Assistant Headteacher's detention (1.5 hours);
- Being referred to the pastoral team, who then issue time in the SRU;
- During the course of an investigation of a nature that requires immediate resolution;
- A 'one-off' incident of a serious nature, e.g. involving physical or verbal abuse.

Student behaviour is monitored through a number of strategies:

- Amber stamp and Sims entry for 'no' homework or issues involving personal organisation effecting the students learning. These are recorded and communicated through the planner and SIMS. To be entered and visible on the school VLE.

2. Strike cards are issued to all students (years7-13) and are used when students are found in breach of minor 'around school' issues or uniform breaches. If a student requires a replacement strike card during the term they will be issued a strike on the replacement card. If a student receives 5 strikes on their card they will be issued with a SLT lunchtime detention on a Friday lunch. These are then evidenced and put on the student's SIMS record.

3. Records on SIMS are kept electronically and visible to all including parents via the VLE. The records reflect both the positive and negative aspects of behaviour.

4. Cause for concern slips/on call/request for pastoral assistance is a support mechanism imbedded in the Academies response strategy to student concerns.

5. Student reports, are used at all levels and are tiered for clarity

- White report is a tutor or subject teacher level report
- Orange report is to the HOH (Head of House) and is a report used after white report

- Red report is used by TPL's (Transition Phase leader) or SLT/behaviour managers.

All reports are set with targets are in co-ordination with students and parents. The reports can be used to assist with any issues that are highlighted by staff and are a supportive measure to assist improvement. Subject reports are used to track students who are flagged up via SIMS or AOL data. A weekly report email is globalised to all staff to avoid unnecessary duplication.

6. Parent/carer meetings are called to discuss issues that arise either out of cause for concern or related to behaviour issues.

All subject staff are expected to follow the Positive Class room Management Plan (the 4 point plan) as set out below:

1. Verbal warning.
2. Name of the student on the board and a red stamp.
3. Exit class- teacher reintegrates with final warning.
4. Student sent to Internal Isolation or in severe breach of Code of Conduct, On Call activated.

Classroom management support/ for 'on call' drop in:

A tiered system exists for the referring of students to SLT for serious disruption within lessons. Requests for on calls are made by subject teachers in need of pastoral support.

- In the first instance, if a student persistently misbehaves in the lesson, after the four point plan has been used (if relevant), he/she could be asked to stand outside the classroom for reflection time - this may lead to a chance to return into the classroom if resolution is found or the student can be sent to the internal isolation room (all departments have a comprehensive internal support timetable). The student must be returned to the teacher at the end of the lesson for the sanction to be set (this would normally be teacher led detention-lunchtime).
- If persistent poor behaviour continues the student can be referred to the Head of Department or the TPL (Transition phase Leader). At this point communication with home is vital and may prompt a meeting to discuss a way forward. All incidences are to be recorded on Sims so a record is always available to support staff.
- A request can be made via SIMS for a drop in to be activated by a senior staff member or pastoral assistant.

SEVERE misbehaviour will result in time in the SRU (Student Referral Unit). Failure in the SRU is punishable by repeat time (until standards have been met) or repeat failure could lead to temporary exclusion. The length of the temporary exclusion will generally be 1 day for this offence but could be increased if the student exhibits offensive or physical behaviour.

Refusal to attend the SRU is an excludable offence. The length of the exclusion will generally be 1 day in the first instance, 2 days for a second

refusal and 3 days for any subsequent refusal to the SRU (On reaching 15 days temporary exclusion a meeting of the Governors Disciplinary Committee will be held). The school reserves the right to refer the student to the SRU following fixed term exclusion.

PERMANENT EXCLUSIONS

In some cases a student maybe permanently excluded, for example any assault on a staff member will result in an immediate permanent exclusion. Permanent exclusion of a student is also likely for drug and alcohol related incidents, or incidents involving offensive weapons or theft.

Persistent poor behaviour and continually breaking school rules will also result in a permanent exclusion, in these particular cases the student will have received a final warning regards future conduct. It is following this warning and continued breach of school rules that a permanent exclusion will follow. The Head Teacher also reserves the right to activate a permanent exclusion for any offence that is a serious one –off incident.

Informing Parents about the Exclusion

The Head Teacher will inform parents without delay (by telephone, with a follow-up letter within one Academy day) and will give the following information:

- In cases of fixed term exclusions, the **length of the exclusion;**
- In cases of permanent exclusion, that **it is a permanent exclusion;**
- The **reasons for the exclusion;**
- Their **right to make representations** to the Academy's Discipline Committee;
- The **name of the person** to be contacted, if they wish to make representations.

The letter to parents will also state:

- The latest date by which the Discipline Committee must meet to consider the case;
- The **parent's right of access to the student's Academy record;**
- The **date and time when the student should return to the Academy** (with a fixed term exclusion) or the number of lunch-times for which the student is excluded (with lunch-time exclusions);
- With a permanent exclusion, its immediate effect and any relevant previous history;
- Arrangements for the setting and marking of work (it is the **parent's responsibility to ensure that work sent home is completed and returned to Academy**);
- The name and telephone number of the person in the Academy who can be contacted for advice;
- Any other helpful contacts.

Informing the Discipline Committee (of the Governing body)

The Head Teacher will inform the Chair of the Governing body and the student's Local Authority Children's department **within one Academy day** of:

- A permanent exclusion;
- Exclusions totalling **more than 5 Academy days or 10 lunch-times** per term;
- An exclusion necessitating a student missing a public examination.

The Head Teacher will inform the Governing body of fixed term exclusions amounting to **5 or fewer Academy days or 10 or fewer lunch-times (or half days) in total per term on a termly basis**. The Head Teacher must include the following in his/her exclusion report;

- The name of the student;
- The duration of the exclusion;
- The reason(s) for the exclusion ;
- The student's age, gender and ethnicity;
- Whether the student is statemented or is on School Action or School Action Plus;
- Whether he/she is in Local Authority care.

The Responsibilities of the Discipline Committee

The Discipline Committee

The Governing body will appoint a Discipline Committee at the beginning of each academic year, and appoint a Chair and a clerk.

The Discipline Committee will review all exclusions and consider any representations from parents.

The Committee will consider whether **reinstatement is a practical option**:

- The Committee may consider more than one exclusion at any one meeting where appropriate
- In cases where a student will miss a public examination as a result of exclusion, the Discipline Committee should endeavour to meet before the date of the examination. **In extreme cases with fixed term exclusions, the Chair of the Committee may consider the exclusion on his/her own and may reinstate.**

Discipline Committee Meetings re. Exclusions

a) On being informed of an exclusion by the Head Teacher, the clerk or Chair **must:**

- with **fixed term exclusions totalling fewer than 6 Academy days in one term**, convene a meeting of the Discipline Committee to consider **representations from the parents** (if these have been made), but the student **cannot be reinstated**
- in the case of **fixed term exclusions totalling more than 5, but not more than 15 Academy days**, in any one term, convene a meeting to review the exclusion if the parents have asked to make representations between the 6th and the 50th Academy day after being notified of the exclusion
- **in cases of permanent exclusion or where one or more fixed term exclusions add up to more than 15 days** in any one term, arrange a meeting to review the exclusion between the 6th and the 15th Academy day after being notified of the exclusion
- invite the parent, Head Teacher (and where appropriate a representative of the Local Authority Children's department) to attend at a mutually convenient time and place and **will:**
- request written statements before the meeting
- circulate any such written statements (including any statements from witnesses) and a list of those due to attend in advance to all interested parties

b) The parent may be accompanied by a friend or a legal representative. The excluded student will usually be allowed to attend and to speak if the parent requests this. **A student aged 18 or over is allowed to attend and to make representations in his/her own right**

The Committee will inform the parent of its decision as soon as possible but not later than one Academy day from the hearing, stating the reasons.

The parent will be informed of the right to appeal to an Independent Appeal Panel, and where the letter is one where the Discipline Committee upholds the decision of the Head Teacher to exclude the student, that letter will set out some sources of advice.

Constitution and conduct of independent appeal panels

The Academy will be responsible for carrying out the functions assigned to the LA in part 5 of the guidance with regard to the management of the appeal procedure – this will usually be done by hiring an independent clerk or making use (where applicable) of an independent clerking service available through the local authority. Appeals panels must be impartial and constituted in accordance with the detailed provisions of paragraphs 123 - 126 of the exclusion guidance. The Academy will arrange suitable training for appeal panel members and clerks.

The appeal panel's decision is final and binding on the Academy. A parent may seek judicial review of a panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration because the Commissioner's remit is limited to considering the conduct of appeal panels constituted by LAs.

ANTI BULLYING

RATIONALE

It is important that our Academy is happy and relaxed enough to help students to learn to their full potential.

Bullying happens when a person is subjected to repeated aggressive acts over a period of time by another person or persons. It can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do.

The reasons why some students bully and some students are bullied are complex but both need the help and protection of the School.

However the School has a zero tolerance of bullying and this will be emphasized through the actions and campaigns taken connected to this issue.

Guidelines:

The effects on those bullied should not be underestimated or dismissed therefore complaints should be taken seriously to avoid further bullying.

- Bullies and victims will be interviewed both separately and (sometimes) together and asked to write a written account. The bully will be given a suitable punishment;
- Witnesses will be interviewed and asked to write a written account of incidents;
- If the bullying is persistent the parents will be informed and seen by the School to make them aware of the problems and seek their cooperation in stopping the bullying;
- The Head Teacher will take further action if the bullying continues to persist;
- The Transition Phase Leader will keep records on incidents in the students' record in conjunction with form tutors via sims
- Bullying connected with racial issues will be recorded separately;
- Various strategies may be employed to assist bullied students to travel to and from the Academy.

Victims can communicate in a number of ways about being bullied:

- a) Victims can talk to staff in confidence and know that complaints will be dealt with effectively and quickly.
- b) Victims can use the bully boxes/slips or speak directly to a non-teaching pastoral staff member who are always available.

The bully boxes which were located in the library and reception have been moved to the pastoral office and support rooms for student access, whilst the slips are readily available around the Academy. These can be handed in to any pastoral member of staff (recommendation of the (JLT) junior leadership team). The slips that are

completed are then investigated by the staff member requested to do so. Issues of bullying are raised weekly in the student focused meetings. Drop ins are made on the relevant students and a mentor offered to allow for follow up to be completed. Support rooms are also made available during free time and also during lessons if the need arises.

- c) Victims can talk to their Sixth form mentors, prefects or buddies.
- d) Victims can talk specifically to the Pastoral Assistant and/or HoH/TPL/student student team.
- e) Bullies should be counselled but this should be separate from the punishment they are given. Follow up can also include where appropriate: time in the SRU/period 6 place/SLT detention/drop ins/behaviour reports/G11 lunch time extraction.

The playgrounds ('yards') are segregated. The playing fields and other lunchtime bases offer a variety of areas for different activities. Clubs run in classrooms for students and the library is open every lunch. The Academy also opens up the canteen seating area –inside and out. The Academy also opens up the school hall for those who want to watch a film or enjoy lunch with friends in an indoor facility.

Students are encouraged to take responsibility for themselves and for others.

Supervision at lunchtime (each day has a designated senior leader and a duty team) all with radios and supported by members of the pastoral support team.

Self-esteem groups are organised by support staff.

UNIFORM GUIDANCE

PROCEDURE FOR MORNING UNIFORM CHECKS

Duty teams

- To support staff and ensure that the uniform and good order of the day starts on entering the Academy site; a duty team will be in place throughout the site prior to morning registration. A leadership team at the front gates will lead this ensuring uniform is corrected and strike cards are used for breeches. Outdoor clothing is removed at this point (weather permitting) and any student with non-repairable issues with uniform/code will be sent to the office for SLT intervention. The 6th form will be checked for lanyards, and daily replacements issued and signed for before for access onto the school site is allowed. The team will close the gates at the bell for registration and inform the site team that access points are ready to be locked.

In the Case of Incorrect Uniform:

- Students to be given the opportunity to resolve the issue
- Replacement clothing from the school shop (loan)
- Phone call home for alternative clothing or repair
- Time in the SRU or until resolution is found
- Uniform report
- Jewellery/Piercing removed and in the case of a visible tattoo, a covering will be used.

In the case of 'repairable' problems:

- A call is made to the parent/carer and the students will be kept in isolation until the parent/carer arrives to solve the problem. If the parent cannot attend the student will be isolated for that day in the SRU.
- Most students will have been sent to lessons, however, in the case of further issues; the items may be confiscated; parent contacted regards collection and a strike on uniform card. If it continues a uniform report can be issued.

In the case of 'non-repairable' problems:

- A call is made to the parent/carer and the student will be kept in isolation until the replacement item can be collected. If the parent cannot attend and/or the student is unwilling to change, the student will spend the day in the SRU with work delivered.

In addition:

- Any students seen with minor breeches will be given a strike on their card. If a student gets 5 strikes in a term they will be given a detention (lunch) and an entry on Sims recorded.
- To resolve the issue of students wearing trainers/other items of incorrect footwear the Academy has a stock of replacement plimsolls that are signed

for and returned at the end of the school day. These can be loaned for longer at a parent's request.

- If in the case of a medical or other approved reasons, the SLT on call can sign the planner or verify the note.
- Each member of staff will be supplied with makeup and nail polish remover, this to be used if students are found wearing excessive make up.
- NB The uniform shop and its stock can be accessed via the main office.

The Academy reserves the right to refuse admission onto the school site for any serious breach of the Academy's Uniform Code.

Mobile Phone Guidance

The Academy recognises that mobile phones and digital devices are now an integral part of young peoples' culture and way of life and can have considerable value, particularly in relation to individual safety. It is recognised that such technology will play an increasing part in future learning practices, but, akin to existing ICT use, this should follow agreed rules and guidelines to prevent disruption and inculcate good learning habits. The Academy therefore accepts that students are permitted to bring mobile phones and digital devices to school but that their use is subject to the following guidelines and is based on the students knowing that mobile phone use during school time is prohibited.

Note: The term 'phone' or 'device' in this policy denotes mobile phones, Ipods, MP3, MP4 players and any similar portable electronic devices.

Mobile phones do present a number of problems:

- They are valuable items that can be stolen.
- Their use can render students subject to potential bullying or inappropriate contacts.
 - They can disrupt the learning environment.
- Camera functions can lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

Responsible Use

- Students must ensure that files stored on their phones do not contain violent, degrading or offensive images. The transmission of some images/information can be a criminal offence and will be dealt with as such by the Academy.
- The Academy is a workplace, and phones can interfere with the atmosphere and good order of the workplace, even when in silent mode. We expect that phones will be switched off and kept in bags during and between lessons.
- Students must not use phones during or between lessons. This means that phones must not be used for example, for making calls, checking the time, texting or used as a calculator. Mobile phones/headphones etc must not be visible during or between lessons, equipment must be switched off and stored in the student's bag.
- Where appropriate, an individual member of staff may give permission for the use of a device for a specific educational purpose.
- Head phones must not be worn during or between lessons, for reasons of safety and courtesy.
- No device should be used in the Academy to photograph or video students or staff without the authority of the appropriate member of staff.
- If there is an emergency which requires communication with home, students must speak to a member of staff who will deal with the matter. In an

emergency parents/carers should phone reception and a message will be taken to the student.

- Students who feel unwell must always contact home via the school office and not use their mobile phone. This allows support and supervision and also avoids students leaving the school without a record being made.
- Students need to acknowledge that it is a privilege to be permitted to bring mobile phones to the Academy and as such the privilege can be withdrawn.

Consequences

- If a member of staff is aware that a student is using a mobile phone during the school day, then they will be sent to the office where the device will be signed in and the student planner stamped. At the end of the school day the device can be returned to the student.
- If a phone is confiscated for a second time in the same week or has been confiscated a number of times previously, the Academy will request that parent collect the device.
- Should there be a continued issue, it will be dealt with as a discipline issue. In this situation a mobile phone ban will be put in place for the student.
- In the case of staff being concerned about information stored on a device, such as inappropriate images the student can be requested to allow staff to check and if necessary remove or delete. The incident will be reported to parents. The incident will be dealt with in line with the Behaviour for Learning policy.

Academy advice

New technologies can put young people at risk, both within and outside of the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content;
- Unauthorised access to / loss of / sharing of personal information;
- The risk of being subject to 'grooming' by those with whom they make contact on the internet;
- The sharing / distribution of personal images without an individual's consent or knowledge;
- Inappropriate communication / contact with others, including strangers. This includes the sending of inappropriate text messages ('Sexting') and photographs ('Selfies');
- Cyber-bullying;
- Access to unsuitable video / internet games;
- An inability to evaluate the quality, accuracy and relevance of information on the internet;
- Plagiarism and copyright infringement;
- Illegal downloading of music or video files;
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

It is impossible to eliminate risks completely, it is therefore essential to build students' resilience so that they have the confidence and skills to face and deal with any potential dangers. Additionally, the Academy aims to provide the necessary safeguards to help ensure that those responsible have done everything that could reasonably be expected of them to manage and reduce these risks.

This policy sets out the practice and procedure concerning e-safety and the appropriate use of ICT at Bourne Academy. Such policies can become quickly out of date due to ever increasing technological advances and, therefore, this policy seeks to provide broad guidelines that are, insofar as this is possible, 'future proof'.

This policy applies to all members of the school community (including staff, students, volunteers, parents and guardians) who have access to and are users of school ICT systems, both in and out of school. The policy relates to the use of:

- Computers and Tablets; Mobile telephones;
- Mobile telephones with the capability for recording and/or storing images;
- Other photographic or electronic equipment;
- Email; E-Safety and the use of ICT, Mobile Phones and other Electronic Devices
- The internet;
- Networking or interactive web sites (e.g. Facebook).

The policy applies to the use of any of the above on school premises and also any use, whether on or off school premises, which affects the welfare of students or where the culture or reputation of the Academy are put at risk.

The Education and Inspections Act 2006 empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of students when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place out of school, but are linked to membership of Bourne academy.

The existence of computers, tablets, mobile telephones and other electronic devices raises issues of security and personal responsibility, not only in terms of appropriate use but also regarding safe keeping. In this context, the Academy does not accept responsibility for, nor is insured against the theft, loss or damage of any student's personal property – this includes all electronic equipment.

Statement of intent

Bourne Academy recognises its duty of care to safeguard and promote the welfare of its students and the duty to take all reasonable measures to protect the health and safety of its students and staff.

The Academy will investigate any complaints and allegations regarding the misuse and abuse of ICT, mobile phones and other electronic devices and will not tolerate any illegal material. Furthermore, any illegal activity will be reported to the police

and/or if necessary passed to the safe guarding team. If it is discovered that a student is at risk as a consequence of online activity, the Academy may seek assistance from the Child Exploitation and Online Protection Unit (CEOP). A range of sanctions will be imposed on any student who misuses technology to bully, harass or abuse another student in line with our anti-bullying policy. The Academy will, where known, inform parents and guardians of inappropriate e-safety behaviour that takes place out of the Academy.