

BARLBY
HIGH
SCHOOL



Behaviour Policy

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Responsible member of SLT:	Zoe Hughes
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Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Training of staff
5. Student expectations
6. Smoking and drug policy
7. Rewarding positive behaviour
8. Responding to poor behaviour
9. Behaviour off academy premises
10. Behaviour and sanctions
11. Detentions
12. Items banned from the academy premises
13. Confiscation of inappropriate items
14. Use of reasonable force
15. Controlled substances
16. Outside the academy and wider community
17. Monitoring and review

Appendices

- a) Behaviour Pathway
- b) Rewards
- c) Planners and ClassCharts

Statement of intent

Barlby High School is a place where behaviour management procedures are formulated in the light of our school values, ensuring the rights of teachers to teach and students to learn in a safe, orderly and caring environment.

As a school we recognise the uniqueness of each person and encourage students to develop their individual gifts and talents to the full, to “live life to the full”, whether in intellectual, physical, artistic, technical, practical or social fields. Good behaviour and effective behaviour management should help to maximise the opportunities for every child to achieve this aim.

Barlby High School aims to promote excellence and strives to achieve the very highest standards for all students of all abilities. Good behaviour is a necessary condition for effective teaching and learning, and an important outcome of education. Any community requires basic rules for it to function effectively and our school community is no different. It is important that all children know what is expected of them and what the limits are. We recognise that rules that are ambiguous or are not universally enforced set children up to fail. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. We want to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes but having clear and consistent sanctions for when things go wrong.

Barlby High School aims to develop and foster at all times the best and most friendly relationships between all members of the Manor community. The good behaviour of young people in our community is not reliant on sanctions but on developing a culture of achievement and success for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all students.

We aim to equip students for a useful life in the community through the acquisition of basic skills and the qualities of kindness, loyalty, patience, justice, grace, compassion and forgiveness. We recognise that the vast majority of our students are well behaved, courteous and show respect for each other, and the adults with whom they interact. However, there will be a minority, who at times will push the limits. We will always start from the overriding premise that ‘we expect good behaviour’. The “Behaviour for Learning” Policy is designed to support our students in achieving this expectation by providing clarity and consistency in terms of our expectations, rewards and sanctions systems.

Barlby High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life.

Barlby High School is committed to:

- Ensuring a safe, orderly and caring environment

- Promoting desired behaviours and a positive environment in teaching areas and around Barlby High School so that learning can be effective, and staff and students feel safe and respected.
- Minimising low-level disruption so that the maximum amount of time is available for learning, enabling all students to have a positive experience of the curriculum.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment or abuse.
- Encouraging and developing a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- Communicating effectively to students, staff, parents and governors the expected behaviour within lessons and around the academy and the pathways set out for both rewards and sanctions.
- Empowering staff with the confidence, skills and knowledge to respond in a consistent and effective way to challenging and difficult situations; thereby reducing conflict and uncertainty in encounters between students and staff and enabling students and staff to emerge from difficulties in a positive manner.
- Developing systems of recording to ensure that detailed information on student behaviour is available to all staff as appropriate.
- Communicating with parents quickly where significant positive or negative intervention has taken place.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our students to enable early intervention.
- Promoting a culture of praise and encouragement in which all students can achieve.

Signed by:

Principal

Date:

Chair of Governors

Date:

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006 (Section 89)
- The Health Act 2006
- The School Information (England) Regulations 2008

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Use of Reasonable Force' 2013

2. Roles and responsibilities

2.1. The Principal has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the academy.

2.2. The Principal has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The governing body is responsible for handling complaints regarding this policy, as outlined in the academy's Complaints Policy.

2.4. The Principal is responsible for establishing the standard of behaviour expected by students at the academy.

2.5. The Principal is responsible for determining the academy rules and any disciplinary sanctions for breaking the rules.

2.6. The Assistant Principal: Student Welfare is responsible for the day-to-day implementation of this policy.

2.7. The Assistant Principal: Student Welfare is responsible for publishing this policy and making it available to staff, parents/carers and students at least once a year.

2.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all students do too.

2.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

2.10. Members of staff, as authorised by the Principal, are responsible for sanctioning students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in academy or in the charge of a member of staff.

2.11. Students are responsible for their own behaviour both inside academy and out in the wider community.

2.12. Students are responsible for reporting any unacceptable behaviour to a member of staff.

2.13 Parents / Carers are responsible for the behaviour of their child(ren) inside and outside of the academy.

3. Definitions

3.1. For the purpose of this policy, the academy defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Peer-on-peer abuse – bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in an intimate personal relationship between peers, physical abuse, sexual violence and sexual harassment
- Sexual harassment - sexual comments, remarks, jokes or taunting; physical behaviours such as deliberately brushing against someone or interfering with their clothing; online sexual harassment including sharing of nude or semi-nude images or videos, sharing explicit content, upskirting, sexualised online bullying, unwanted sexual comments and messages or sexual exploitation
- Sexual violence – rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist, sexist, disability-related or homophobic / biphobic / transphobic remarks or threatening/abusive language
- Fighting, aggression or physical assault
- Persistent defiance or disruption

3.2. For the purpose of this policy, the academy defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness

- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at the academy without homework
- Use of mobile phones within the academy without permission
- Inappropriate use of iPads
- Graffiti

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the nature of the behaviour breach.

4. Training of staff

4.1. The academy recognises that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Student expectations

5.1. Students will be expected to behave in accordance with the Barlby High School Student Charter which recognises the following rights and responsibilities of the student body and can be found in the student planner:

- I have the **right** to learn and the **responsibility** to behave in a way that allows staff to teach and other students to learn.
- I have the **right** to be and feel safe and have a **responsibility** to act in a way that allows other students to be and feel safe.
- I have the **right** to expect that my property remains safe and have a **responsibility** to act in a way that allows my property and that of others to remain safe.
- I have the **right** to be treated fairly and with respect and a **responsibility** to treat others fairly and with respect.
- I have the **right** to have my efforts recognised and have a **responsibility** to recognise the efforts of others.
- I have the **right** to attend a pleasant academy and the **responsibility** to keep it pleasant
- I have the **right** to benefit from the good name of Barlby High School and have a **responsibility** to dress and behave in a way that builds upon this reputation.

- I have the **responsibility** to meet the academy's **expectations**.

6. Smoking and drug policy

6.1. In accordance with part 1 of the Health Act 2006, our academy is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

6.2. Parents/carers, visitors and staff are instructed not to smoke on academy grounds and should avoid smoking in front of students and/or encouraging students to smoke.

6.3. Students are not permitted to bring smoking materials or nicotine products to the academy. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. Any student found in possession of these items will be sanctioned.

6.4. In the interest of health and hygiene, the academy requests that people refrain from smoking outside the academy gates.

7. Rewarding positive behaviour

7.1. The academy recognises that students should be rewarded for their display of positive behaviour.

7.2. The academy will use the following rewards for displaying good behaviour:

- Verbal praise
- Merits
- Postcards home
- Phone calls or message home
- Merit and values certificates
- Principal awards
- Prizes
- End of term rewards activities and / or trips
- Celebration assemblies and evenings

8. Responding to poor behaviour

8.1. Teachers are able to discipline students whose behaviour falls below the established Student Charter and expectations at Barby High School.

8.2. If a student misbehaves, breaks an academy rule, or fails to follow instructions issued by a member of staff, the teacher is able to respond to the poor behaviour, and may sanction the student.

8.3. In order for the sanction to be lawful, the academy will ensure that:

- The decision to sanction a student is made by a paid member of academy staff, or a member of staff authorised to do so by the Principal.
- The decision to sanction a student is made on the academy premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to sanction a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights.

8.4 The academy will ensure that all sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements and any special educational needs or disabilities.

8.5 Some behaviours are dealt with through a zero tolerance approach, including sexual harassment and sexual violence.

8.6 The Principal may delegate the power to sanction poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

8.7 The Principal may limit the power to punish poor behaviour from individual members of staff.

9. Behaviour off academy premises

9.1. Teachers are able to sanction students for misbehaviour outside of the academy premises

9.2. Teachers may sanction students for misbehaviour off the academy premises (including behaviour on social media) when the student is:

- Wearing academy uniform.
- Travelling to or from the academy.
- Taking part in any academy-related activity.
- In any way identifiable as being a student at the academy.

9.3. Teachers may also discipline students for misbehaviour off the academy premises that, irrespective of the above:

- Could negatively affect the reputation of the academy.
- Could pose a threat to another student, a member of staff at the academy, or a member of the public.
- Could disrupt the orderly running of the academy.

9.4. Any bullying witnessed outside of the academy premises and reported to a member of staff, will be dealt with in accordance with the academy's anti-bullying policy.

9.5. The academy will impose the same behaviour sanctions for bullying incidents and noncriminal poor behaviour which is witnessed outside of the academy premises, as would be imposed for the same behaviour conducted on academy premises.

9.6. In all cases of misbehaviour outside of the academy premises, teachers will only impose any behaviour sanctions once the student has returned to the academy premises or when under the supervision of a member of staff

10. Behaviour and sanctions

10.1. At Barlby High School there is no corporal punishment.

10.2. Where students display aggressive and/or threatening behaviour, or illegal activity discovered, the academy will not hesitate to contact the police.

10.3. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

10.4. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the student. This sanction process will follow the academy's Behaviour Pathway detailed in Appendix A.

10.5. The academy has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a rule reminder
- Giving a verbal warning
- Issuing a code
- Giving an instant 30-minute after-school detention
- Using a buddy classroom
- Using on call
- Loss of social time
- After-school detentions, including 30-minute, 60-minute and Head Teacher detentions
- Buddying the student with their Year Leader for a period of time
- Internal exclusion either at Barby High School or at another educational establishment
- Repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to participate in non-uniform days or trips/visits, or losing extra, prized responsibility.
- Engaging in academy-based community service, e.g. picking up litter
- Placing the student on report for constant monitoring or other consistent behaviour checks
- Individual Behaviour Plan or Pastoral Support Plan
- Behaviour Contract
- Excluding the student either temporarily or permanently, in extreme cases.

10.6. Teachers will use their judgement when issuing sanctions, considering whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.

10.7. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any reoccurring behaviour.

10.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a student, must report this to the relevant Year Leader and/or Assistant Principal: Student Welfare. The Assistant Principal: Student Welfare will keep a record of all reported incidents

10.9. The academy does not take serious unacceptable behaviour lightly and will not hesitate to act in the best interest of the students within the academy.

10.10. All bullying incidents will be dealt with in accordance with the procedures outlined in the academy's Anti-bullying Policy.

10.11. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the academy's Allegations Against Staff Policy.

10.12. The academy will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the academy's Child Protection and Safeguarding Policy will be followed.

10.13. The academy will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the academy will consider whether a multi-agency assessment of the student's behaviour would be beneficial

11. Detentions

11.1. The academy will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of academy hours.

11.2. All teachers at the academy are able to impose detention on a student unless the Principal decides to withdraw this power from any teacher.

11.3. The Principal may decide to delegate the power to impose detention to volunteers, such as parents / carers who assist during educational visit/trips.

11.4. The following indicate the times during which detention can be issued outside of academy hours:

- Any academy day where the student is not authorised to be absent
- Any non-teaching day, e.g. INSET days

11.5. Parental consent is not required for detentions and therefore, the academy is able to issue detention as a sanction without first notifying the parents/carers of the student. If the detention clashes with a medical appointment, parent/carers are expected to contact the school directly (not via the student) and provide medical evidence e.g. appointment card or letter.

11.6. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student.

11.7. Detentions run daily from 3.05pm to 3.35pm for 30-minute detentions and 3.05pm to 4.05pm for 60-minute detentions. Head Teacher detentions are held on a Friday from 3.05pm to 5.05pm. Failure / refusal to attend a detention will result in the student spending the next available day in internal.

11.8. When issuing detentions which are set to be outside of academy hours, the academy will consider:

- Whether the detention is likely to put the student at risk.
- Whether the student is a young carer with identified caring responsibilities which would make the detention unreasonable.
- Whether suitable transport arrangements are in place between the parents / carers and the student.

NB. It does not matter whether these transport arrangements are inconvenient to the parents/carers.

12. Items banned from the academy premises

12.1. Fire lighting equipment:

- Matches, lighters, etc.

12.2. Drugs and smoking equipment, possession of which could result in a permanent exclusion:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs

- Any other drugs, except medicines covered by the prescribed medicines procedure

12.3. Weapons and other dangerous implements or substances, possession of which could result in a permanent exclusion:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Carbonated drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Mobile phones must not be seen within the academy

13. Confiscation of inappropriate items

13.1. All members of staff are able to use their power to search without consent for any of the items mentioned in section 12 of this policy.

13.2. If a phone is seen in the academy, it will be requested and removed from the student. Phones will then be passed to Student Support by a member of staff, along with name and form of student. Phones will be returned to the student at the end of the academy day. If a student has had a phone removed 2 times, then a parent or carer will be required to collect it.

13.3. Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

13.4. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

13.5. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

13.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

13.7. The academy is not liable for any damage to, or loss of, any confiscated item.

13.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

13.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

13.10. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco – which will be destroyed or surrendered to the police if appropriate), from the academy office.

13.11. The Principal will always be notified when any item is confiscated.

14. Use of reasonable force

14.1. Members of staff are able to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property or from causing disorder.

14.2. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom. This may include removing a disruptive student from the classroom where they have refused to follow an instruction to do so; preventing a student leaving a classroom where allowing the student to leave would risk their safety or lead to a behaviour that disrupts the behaviour of others; preventing a student from attacking a member of staff or another student.

14.3. The use of reasonable force will make reasonable adjustments for disabled students and those with special educational needs (SEND).

14.4. The Principal and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

14.5. Though members of staff are able to search for all of the items listed in section 12 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

15. Controlled substances

15.1. Barlby High School has a zero-tolerance policy on illegal drugs and legal highs.

15.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

15.3. The staff member will hand over the substance to the Assistant Principal: Student Welfare, who will store the sample in a secure area.

15.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

15.5. The academy will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

15.6. Any further measures will be undertaken in line with the academy's Child Protection and Safeguarding Policy.

15.7. Where controlled substances are found on academy trips away from the academy premises, the parents/carers/guardians of the student, as well as local police, will be notified.

16. Outside academy and the wider community

16.1. Students at the academy must agree to represent the academy in a positive manner.

16.2. The guidance laid out in the Student Charter applies both inside academy and out in the wider community, particularly if the student is dressed in academy uniform.

16.3. Complaints from members of the public about poor behaviour by students at the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

17. Monitoring and review

17.1. This policy will be reviewed by the Assistant Principal: Student Welfare on an annual basis, who will make any necessary changes and communicate this to all members of staff.

17.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix A: Behaviour Pathway

Rationale:

Our academy believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the values of kindness, loyalty, patience, justice, grace, compassion and forgiveness are valued and pursued.

The academy's behaviour policy seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Students are introduced to the behaviour policy upon transition to Barlby High School. They will regularly review their understanding of the policy through form time and assemblies, and also review their positive and negative behaviour choices with their tutor, Year Leader and Student Welfare Team.

Defining Terms:

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the academy. The term 'Academy Community' refers to staff and students.

Background and Principles:

These are the **classroom** expectations that our students are expected to meet when they are at Barlby High School, as displayed in the student planner:

- arrive on time, fully equipped, in correct school uniform.
- begin the starter task immediately in lessons.
- follow instructions the first time they are given.
- concentrate and participate.
- speak and act towards others with both courtesy and respect.
- not distract others – allow teachers to teach and others to learn.
- complete class and homework to the best of my ability and meet all deadlines.
- take pride in my work and keep books, including planners, in good condition.

One main expectation for all members of the school community is that everyone should act with courtesy and consideration to others at all times.

Our expectations **around school**:

- be in Form Time by 8.50am.
- wear full and correct school uniform in class and when moving around school (no jewellery, no noticeable make-up and top button fastened).
- do as we are asked first time, every time, avoiding confrontation.
- move calmly and quietly about the school, keeping to the left.
- be polite, use inoffensive language and respect the feelings of others.
- understand that all bullying is unacceptable.
- eat only in designated areas and place litter in the bins provided (no chewing gum).
- stay on the premises at all times.
- treat all property (whoever it belongs to) and the school premises with respect.
- ensure that mobile phones and other related devices like smart watches are turned off and inside your school bag or locker at all times throughout the school day

Behaviour Pathway

The following behaviour pathway will be used in lessons, as displayed in each classroom:

Step 1: Rule reminder

This is your first warning that you need to improve your behaviour in your lesson.

Step 2: Verbal warning

This is your final warning. You must improve your behaviour.

Step 3: Teacher records a code on Class Charts

If you don't make the right choices after Step 2, you will receive a code. Your teacher can also give you a straight code for a single incidence of poor behaviour.

3 codes = 30-minute detention

Step 4: Instant detention or buddy classroom

This can be given straight away for any very poor behaviour choices you make.

Step 5: Removal from the lesson

This is a very serious step. It will be taken if you continue to make very poor behaviour choices and your behaviour is disrupting the learning of others. You will face sanctions for your actions, including a 60-minute detention.

Step 6: Internal Exclusion (IE)

This is even more serious. It is an alternative to you being excluded from school for a number of days. You must change your poor behaviour choices and start to make the right choices.

Step 7: Fixed-term and permanent exclusion

This is the most serious sanction for those students demonstrating the poorest behaviour. This is extremely serious.

Behaviours out of class will be dealt with in a similar way, with a reminder, verbal warning etc.

Behaviour Codes

Codes will be issued by staff when a student fails to meet academy expectations. These codes will be recorded on ClassCharts. The accumulation of three codes within a week will result in a 30-minute after-school detention. Codes received after the first three will result in additional 30-minute detentions. The codes are listed below:

A	Appearance	Wearing uniform incorrectly, wearing make-up or forbidden item(s) of jewellery etc.
B	Behaviour	Low-level disruption that distracts students / staff or inappropriate behaviour, following rule reminder and verbal warning or for single incidence of poor behaviour. Use of mobile phone in school.
C	Chewing	Chewing or eating during lessons or in an area not designated for eating.
E	Equipment	Failure to bring appropriate equipment to lesson. Bringing / using inappropriate equipment.
H	Homework	Failure to hand in homework. Failure to complete homework, or complete it to an acceptable standard.
L	Late	Late for a lesson or late to school without a good reason.
W	Work	Insufficient or poor quality work in lessons.

The Behaviour and Discipline Process

This process refers to dealing with disruptive behaviour within a lesson, which negatively impacts the learning taking place.

STEP 1: RULE REMINDER

STEP 2: VERBAL WARNING

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) to indicate to students that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious **STEP 3** sanction if it is required.

STEP 3: BEHAVIOUR CODE ISSUED

A student who continues to behave unacceptably despite being given a verbal warning will move into step 3 and receive a code, which is verbally reinforced by the member of staff.

The code will be recorded on ClassCharts. If the student does not then correct their behaviour at this point, they are at risk of moving to step 4. The student may also be moved to another seat in the classroom at this point. Throughout these steps, the teacher will endeavour to de-escalate the situation and encourage the student to work positively in the classroom.

STEP 4: INSTANT DETENTION OR BUDDY

Students may be given an instant detention for a particularly poor instance of poor behaviour. A buddy classroom could also be used to remove a student from the class, to another classroom, where they will be able to continue their work.

STEP 5: REMOVAL

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and a code at this stage, or an instant detention.

On call will come to the classroom and remove the student from the lesson. The aim is for the situation to be de-escalated and resolved to enable the student to refocus and return to the classroom to continue learning. If this is not possible, the student will then work in the Refocus room for a short period, to return to lessons as soon as possible.

If the student does not successfully reintegrate back into their lesson, a 60-minute detention will be awarded.

STEP 6: INTERNAL EXCLUSION

IE is an extremely serious sanction. The IE room is a functional and purposeful environment with a bank of work which covers every curriculum area. The IE room is staffed by the Senior Leadership Team.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the IE room and at no time will the secluded student be allowed to socialise with other students.

A student who works satisfactorily or better will re-join mainstream education though a record of the period of IE will be kept in the child's personal file. Time in IE will be repeated if it is not completed satisfactorily.

A student who fails to behave appropriately in IE is at risk of a fixed term exclusion.

STEP 6 – FIXED TERM AND PERMANENT EXCLUSION

Students who persistently fail to meet our academy expectations or who commit a particularly serious misdemeanour will be excluded. Fixed term exclusions are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour.

Fixed term exclusions are issued for a range of serious behaviour incidences including but not limited to unprovoked assault, persistent defiance, verbal abuse to staff, inappropriate use of technology, and use of racist, homophobic or disablist language towards a student or a member of staff, peer-on-peer abuse and sexual harassment and violence. If it is felt that a student's behaviour has been dangerous, threatening or persistent bullying then fixed term exclusion could be issued. A decision to exclude is made entirely by the Principal or delegated to the Assistant Principal: Student Welfare, and the Governor Board.

On re-integration following an exclusion, a bespoke action plan will be created.

A decision to exclude a student permanently will only be taken:

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

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include, but are not limited to:

- a) serious actual or threatened violence against another student or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon

The Principal reserves the right to vary any exclusion tariff dependent on severity of the offence committed.

Appendix B: Rewards

On entry to the academy students are allocated a form. Year group and form achievement is celebrated weekly within year groups and through rewards assemblies every term. Attendance, merits and demonstration of the school values are celebrated. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

Students are given clear guidance on how they can achieve merits and how the system works:

- Merits are given for a variety of reasons including for excellent work; class contributions; excellent effort; engagement; group work; home learning etc.
- Merits can be given outside lessons for demonstrating the school values and for the tutor time focus each week
- During tutor time, students write their merit total in their planner each week
- Students will receive certificates and then badges in accordance with the number of merits received, in their year-group colours

Merit thresholds are:

- Bronze certificate: 75 merits
- Silver certificate: 150 merits
- Gold certificate: 225 merits
- Bronze badge: 300 merits
- Silver badge: 450 merits
- Gold badge: 600 merits

In addition to merits, students may also be rewarded in the following ways:

- Verbal praise
- Postcards home
- Phone calls or message home
- Principal awards
- Prizes
- End of term rewards activities and / or trips
- Celebration assemblies and evenings

Students can view their merits on ClassCharts.

Appendix C: Planners and ClassCharts

Student Self-Monitoring:

Central to the behaviour policy is the need to provide students with the opportunity to reflect upon their own behaviour and attendance; in other words, to ensure that student self-monitoring is central to the weekly operation of the planner. With this in mind we devote time each week to allow students to reflect upon their performance in the academy by noting their merit totals and attendance. This is done in tutor time.

Students are also expected to check and use ClassCharts on a daily basis, to monitor their merits and behaviours more frequently, and also for their home learning tasks. ClassCharts codes are written into the front page of student planners in case students forget them.

Parental Monitoring:

Parents and carers will also have a key role in monitoring their child's conduct through their ClassCharts account. Parents and carers are expected to log onto their child's ClassCharts account regularly to monitor merits and negative behaviours, detentions and home learning. Parents are provided with their ClassCharts codes at the beginning of Year 7, but these can be shared again by contacting Reception.

