

| | Learning - Not working to the best of their ability or producing an appropriate amount of work. | Responsibility - Not taking responsibility for own action and consequently putting and self and others at risk | Respecting others - Not showing appropriate respect to either students or staff. | Respecting property - Not showing appropriate respect to all property and resources -personal, others and academy. | Basic expectations - including following the Home-Academy agreement, school uniform, lateness and non-attendance at appropriately issued sanctions. | Sanction . Non-COVID sanction in brackets. |
|----------------------|--|--|--|---|--|---|
| Consequence 1 | Off task Limited or no work completed in class Limited or no books or equipment Out of seat with no reason Cheating/copying in class test Talking when asked not to Disturbing others No homework completed | Off task Rudeness/lack of manners Arguing or talking back to staff when given instructions Shouting out Limited or no books or equipment Out of seat with no reason Cheating/copying in class test Late with no legitimate reason Disturbing others Not following the instruction given Throwing objects in class Minor or accidental breach of the Covid-19 protection rules | Rudeness/lack of manners Arguing or talking back to staff when given instructions Shouting out Out of seat with no reason Cheating/copying in class test Talking when asked not to Late with no legitimate reason Disturbing others | Limited or no books or equipment Inappropriate use of ICT | Chewing gum Eating/drinking in class Failure to wear the school uniform in an appropriate manner | Warning issued initially. Contact with home by the class teacher. (Faculty breaktime detention) |
| Consequence 2 | Leaving classroom without permission | Failure to attend faculty break detention | The use of inappropriate language, whether directed at someone or not | Serious or persistent misuse of ICT | Repeated failure to wear the school uniform in an appropriate manner | Removal from the lesson. Contact with home by the class teacher. |

| | | | | | | |
|----------------------|---|---|--|--|--|--|
| | Persistent disruptive behaviour | Continuously not following instructions Leaving classroom without permission Persistent disruptive behaviour 4 x 1's in one day = a 'failed' day | Leaving classroom without permission Persistent disruptive behaviour | | EXIT from a lesson the day before 5 faculty detentions received in a week Refusal to handover phone 4 x 1's in one day = a 'failed' day | Head of Year Lunchtime detention - 1 detention to be run per week. |
| Consequence 3 | Repeated C1 and C2 behaviours. | Aggressive/intimidating behaviour Repeated C1 and C2 behaviours. | Aggressive/intimidating behaviour Repeated C1 and C2 behaviours. | Repeated C1 and C2 behaviours. | Failed HOY detention including non-attendance, talking and failing to follow instructions. 6 or more EXITS in a half term Altering their report in any way Repeated C1 and C2 behaviours. | 1 or 2 Hour afterschool detention |
| Consequence 4 | Repeated C1 and C2 behaviours and no change in behaviour following intervention. | Repeated C1 and C2 behaviours and no change in behaviour following intervention. | Repeated C1 and C2 behaviours and no change in behaviour following intervention. | Repeated C1 and C2 behaviours and no change in behaviour following intervention. | Failed Exit in the Success centre Refusal to attend or no parental support for an ASD. Repeated C1 and C2 behaviours and no change in behaviour following intervention. | Isolation (½ or 1 day) This may be in a classroom, the Isolation room or at a partner academy |
| Consequence 5 | 10 EXITS in a half term. Repeated infringements of any expectations and standards. | Truancy or leaving the school site Smoking/drinking banned drinks on site Involvement with drugs or solvents | Swearing at staff or students Verbal abuse of staff Homophobic or Racist language Assault | Vandalism/graffiti Buying from/selling items to other students on site Repeated infringements of any | Repeated infringements of any expectations and standards. | Isolation, Fixed term Exclusion, Managed move or Permanent Exclusion. The isolation may be in a classroom, |

| | | | | | | |
|--|--|--|---|-----------------------------|--|---|
| | | Bringing a dangerous item on site Serious health and safety offence 10 EXITS in a half term Repeated infringements of any expectations and standards. Repeated or serious breach of the Covid-19 protection rules. | Repeated infringements of any expectations and standards. | expectations and standards. | | the Isolation room or at a partner academy. |
|--|--|--|---|-----------------------------|--|---|

Our academy rules apply to all students when they are on site or travelling to and from the academy, whether by bus, by bike or on foot.

These rules take into account the Covid –19 protection rules and we will ensure that all students are reminded of these at the start of term. We expect that all families will also take them time to explain the importance of all of the academy rules to their children.

Failure to follow the academy rules, including the social distancing rules (set out by the Government and DFE for the re-opening of schools) which include, but are not exclusive, to keeping apart from other students, remaining in their seat, only interacting with students in their group, washing hands when required, behaving in a manner which will not cause harm to themselves or others, will mean the academy will apply their sanctions as set out above.

'Any student who commits a serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.'

Incidents that put others at risk will be dealt with in line with our behaviour policy. Deliberate acts will be dealt with as serious breaches/incidents. These may result in a fixed term exclusion.

Acts that are not deemed deliberate breaches of social distancing rules will be dealt with as lower level behaviours and will be dealt with as minor breaches/incidents.

Repeated offences will be dealt with as serious breaches/behaviour incidents.

The following outlines everybody's roles in supporting the students to maximise their learning outcomes. All intervention must be logged on CPOMS. Unless in extreme situations, progress cannot be made between stages if the previous stage requirements have not been met.

| Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|---|---|--|--|
| <p>Class teacher discussion with the student about the barriers to learning in their lesson.</p> <p>Communication, by class teacher, of concerns with student's family.</p> | <p>PLT discussion about barriers to engagement.</p> <p>If repeated issues within same faculty, DoF discussion with student and family.</p> <p>Single faculty report managed by DoF and PLT. Reviewed daily by the DoF and at the end of a period of time agreed between the DoF and family. This should be no longer than 6 weeks.</p> <p>If repeated behaviours across more than one Faculty, HoY discussion with student and family.</p> <p>Multi faculty report managed by HoY and PLT. Reviewed daily by the PLT and at the end of a period of time agreed between the HoY and family. This should be no longer than 6 weeks.</p> <p>SENCo involvement to administer appropriate in school assessments - YARC, Maths and Dyslexia</p> | <p>No impact in Stage 1 and 2.</p> <p>Referral to additional support from Intervention team.</p> <p>SDQ completed to identify potential issues.</p> <p>Mentoring could be provided by other staff if appropriate.</p> <p>Sensory circuits</p> <p>Student, family and key staff meeting to discuss an IBP/PEP dependent on single subject or multiple subjects. Document managed by DoF/HoY and PLT. This will be reviewed every 2 weeks for a maximum of 3 cycles of Plan-Do-Review.</p> <p>Additional literacy and numeracy support.</p> <p>Access Through Technology referral if handwriting appears to be a barrier.</p> <p>Referral to SALT.</p> | <p>SLT report. Reviewed daily by the SLT and at the end of a period of time agreed between the SLT and family. This should be no longer than 6 weeks.</p> <p>EHCP application.</p> <p>Managed move</p> |

Behaviour for Learning Sanctions ladder.

If the poor behaviour choices warrant it, the teacher may skip C1 and the student may be asked to leave the lesson immediately.

C1

- Formal warning issued
- Behaviour recorded on Go 4 Schools
- Contact made with home.

C2

- Removed from the lesson to work in the Exit room
- Head of Year detention
- Behaviour recorded on Go 4 Schools.
- Contact made with home
- Meeting with subject teacher

C3

- 1 or 2 hour afterschool detention
- Behaviour recorded on Go 4 Schools
- Contact made with home
- Meeting with subject teacher and Director of Faculty

C4

- Isolation either in the Isolation room, another class within the 'Bubble' or at another academy
- Behaviour recorded on Go 4 Schools
- Contact made with home
- Meeting with subject teacher, Head of Year and/or Director of Faculty

C5

- Isolation
- Fixed term Exclusion
- Managed Move
- Permananet exclusuions
- Behaviour recorded on Go 4 Schools
- Contact made with home