



Behaviour Policy

September 2020

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Associated documents:
Uniform Code Mobile Phone Procedure The 'Iceni Academy (Secondary) Way'
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• E-Safety Policy• Anti-Bullying Policy• Social Media Policy• Curriculum Policy• Reasonable Force Policy• Code of Conduct• Home-Academy Agreement• Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the '**Iceni Academy (Secondary) Way**'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs
 - b) a plan setting out how the pupil will be supported
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by telephone prior to the detention being issued. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned at the end of the academy day if appropriate. If a mobile phone has been confiscated for the first time it is appropriate that it is returned at the end of the academy day. If it has been confiscated for a second time, the phone must be collected by a member of the student's family.

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for speakers, energy drinks, mobile phones etc. Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion and isolation rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our Rethinking behaviour room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability
 - Age
 - Religion
 - Sexuality
 - Children Looked After.
- 20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

Appendix A Procedure for Rewards

Rewards Strategy

Outstanding behaviour and attitude to learning is the expectation of all students. This allows learning to take place and outstanding progress to be achieved without interruption. Those who fall in line or go beyond this expectation should be publicly recognised and rewarded at every opportunity.

The rewards strategy should reward at all levels – those who already do what is expected and those who are improving and moving towards this; working on the ethos that *'success breeds success'*.

How to Reward Students

All positive events should be recorded on Go4Schools.

Day to day

Verbal Praise

Positive points on added on G4S

Work added to the 'Outstanding Work' notice boards

Postcards / phone calls / emails to communicate success with home

Use of Icenis social media pages to celebrate success

Weekly / Half Termly

Postcards

Top ten students in each year group with the most positive points on G4S will be identified by Miss Turner (Assistant Principal) ready for HOY to pass onto Personalised Learning Tutors – A postcard must be sent home in recognition of this by the PLT. HOY to distribute during CIA meetings.

VIP Pass

The top five students in each year group will receive a VIP Pass - this allows them to move straight to the front of the queue at break and lunch times. It also allows students to go to the front of bus lines.

Student of the Week

The Student of the Week will be voted for HOY/PLTs. Students will receive a certificate in assembly in recognition. Contact home via a postcard, email or phone call by the Year team should be made within the same week to inform parents/carers of the positive attitude their child has displayed.

Student of the Month

The Student of the Month will be voted for by the Year team. Students will receive a certificate and a badge for their lapel, awarded in assemblies. Contact home via a postcard, email or phone call

should be made by a member of the Year team within the same week to inform parents/carers of the positive attitude their child has displayed.

Half Termly Breakfast/Lunch with the Principal

Students voted for by Director of Faculty and their teams to enjoy breakfast or lunch with the Principal (one per faculty).

This may or may not be the student with the most positives on G4S, but a student who has shown commitment to learning, determination, leadership etc.

Those chosen will receive a personal invitation.

Contact home via a postcard, email or phone call should be made within the same week by the Director of Faculty to inform parents/carers of the positive attitude their child has displayed.

Pride of Icen

Students achieving something outstanding in and outside of the academy will receive a Pride of Icen tie awarded by the Principal. Nominations with a reason are welcome.

Ties have previously been awarded for competing nationally and internationally in sport and saving a person life.

Youth Club Use

The Personalised Learning Group with the most points will be awarded one PL session in the youth club during the last week of the half term. This will supervised by the PLT/HOY.

College / Faculty Competitions

College competitions run by faculties – trophies awarded to the winning colleges. Winners can also be nominated as VIP's and time in the Youth Club with a number of friends of their choice.

Termly

Success Assemblies

Certificates awarded by all staff to students based on Attitude to Learning, Behaviour for Learning and Achievement. These are issued during assemblies. This will be in the form of a two-tier approach and will be based on both those who always fall in line with expectation and those who are moving towards this (most improved in...).

Student of the Term

Students voted for by the Director of Faculty and their teams – one per faculty – awarded in success assembly with a certificate and a badge. Names will also be put in a hat for a prize at the end of the year.

Attendance awards

100% attendance for the term awards.

100% attendance for the year awards.

97-99.9% attendance awards.

Most improved attendance awards.

Bronze, Silver, Gold

Badges and certificates will be awarded to students who have achieved milestones in their positive points collection on G4S.

- Bronze - 50 points
- Silver - 100
- Gold - 200

Non-Uniform Day

The college with the most positive points will be awarded a non-school uniform day on the last day of each term.

Yearly

At the end of the year those with 100% attendance, those who have not received a single detention and those who have achieved Gold will be rewarded with a trip (possibly with a low cost attached).

Other rewards will be available too where students' names will be put in a hat for those who have, for example, been the student of the week/term, those with three or less detentions across the academic year. Opportunity to receive vouchers for a meal with family during each half term.

Trade in System

In addition, students will also be able to trade in their G4S positive points for prizes – such as footballs, pens, pencils, rulers, time in the Youth Club with a couple of friends at lunch time etc. The tariff for prizes will be updated shortly in order to share with students.

Examples - TBC

20 points – Pen, pencil or ruler

200 points – Football (this can be split amongst a maximum of 4 students (50 points each)).

15 points – Rent a ball

30 points – Youth Club

30 points – VIP Pass

In order to develop the home-academy link it is important we share student achievements no matter how small with parents/carers at every opportunity.

Appendix B – Procedures for Sanctions

The Behaviour for Learning Sanctions Table

	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	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	One warning – name put on the board. Contact with home by the class teacher. (Faculty breaktime detention)

		<p>Throwing objects in class</p> <p>Minor or accidental breach of the Covid-19 protection rules</p>				
Consequence 2	<p>Leaving classroom without permission</p> <p>Persistent disruptive behaviour</p>	<p>Failure to attend faculty break detention</p> <p>Continuously not following instructions</p> <p>Leaving classroom without permission</p> <p>Persistent disruptive behaviour</p> <p>4 x 1's in one day = a 'failed' day</p>	<p>The use of inappropriate language, whether directed at someone or not</p> <p>Leaving classroom without permission</p> <p>Persistent disruptive behaviour</p>	<p>Serious or persistent misuse of ICT</p>	<p>Repeated failure to wear the school uniform in an appropriate manner</p> <p>EXIT from a lesson the day before</p> <p>5 faculty detentions received in a week</p> <p>Refusal to handover phone</p> <p>4 x 1's in one day = a 'failed' day</p>	<p>Second warning leading to removal from the lesson. A tick will be placed by the students name on the board.</p> <p>Contact with home by the class teacher.</p> <p>(Head of Year Lunchtime detention)</p>
Consequence 3	<p>Repeated C1 and C2 behaviours.</p>	<p>Aggressive/intimidating behaviour</p> <p>Repeated C1 and C2 behaviours.</p>	<p>Aggressive/intimidating behaviour</p> <p>Repeated C1 and C2 behaviours.</p>	<p>Repeated C1 and C2 behaviours</p>	<p>Failed HOY detention including non-attendance, talking and failing to follow instructions.</p> <p>6 or more EXITS in a half term</p> <p>Altering their report in any way</p> <p>Repeated C1 and C2 behaviours.</p>	<p>1 or 2 Hour afterschool detention</p>

Consequence 4	Repeated C1 and C2 behaviours and no change in behaviour following intervention. 3 Exits in any one day.	Repeated C1 and C2 behaviours and no change in behaviour following intervention. 3 Exits in any one day.	Repeated C1 and C2 behaviours and no change in behaviour following intervention. 3 Exits in any one day.	Repeated C1 and C2 behaviours and no change in behaviour following intervention. 3 Exits in any one day.	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. 3 Exits in any one day.	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 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.	Swearing at staff or students Verbal abuse of staff Homophobic or Racist language Assault Repeated infringements of any expectations and standards.	Vandalism/ graffiti Buying from/selling items to other students on site Repeated infringements of any expectations and standards.	Repeated infringements of any expectations and standards.	Isolation, Fixed term Exclusion, Managed move or Permanent Exclusion. The isolation may be in a classroom, 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.

Possible interventions at each Stage.

All discussions and communications must be logged on CPOMS as poor behaviour may be an early indicator of a safeguarding concern. Unless in extreme situations, progress cannot be made between stages if the previous stage requirements have not been met. The rigorous following of these intervention stages ensures that there is a graduated response for all children and ensures that those students with additional needs, are supported at every stage to ensure that they receive the appropriate support.

Stage 1	Stage 2	Stage 3	Stage 4
Class teacher discussion with the student about the barriers to learning in their lesson.	Personalised Learning Tutor discussion about barriers to engagement.	No impact in Stage 1 and 2.	Senior Leadership Team report. Reviewed daily by the Senior Leadership Team and at the end of a period of time agreed between the Senior Leadership Team and family. This should be no longer than 6 weeks.
Communication, by class teacher, of concerns with student's family.	If repeated issues within same faculty, Director of Faculty discussion with student and family.	Referral to additional support from Intervention team.	EHCP application.
	Single faculty report managed by Director of Faculty and Personalised	SDQ completed to identify potential issues.	Managed move
		Mentoring could be provided by other staff if appropriate.	
		Sensory circuits	

	<p>Learning Tutor. Reviewed daily by the Director of Faculty and at the end of a period of time agreed between the Director of Faculty and family. This should be no longer than 6 weeks.</p> <p>If repeated behaviours across more than one Faculty, Head of Year discussion with student and family.</p> <p>Multi faculty report managed by Head of Year and Personalised Learning Tutor. Reviewed daily by the Personalised Learning Tutor and at the end of a period of time agreed between the Head of Year 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>Student, family and key staff meeting to discuss an Individual Behaviour Plan/Personal Education Plan dependent on single subject or multiple subjects. Document managed by Director of Faculty /Head of Year and Personalised Learning Tutor. 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>	
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Incident response flowchart



