

**BEHAVIOUR FOR LEARNING**

**Contents Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendix number** | **Appendix title** |  | **Page number** |
| 1 | Reward system  |  | 3 |
| 2 | Equipment  |  | 5 |
| 3 | Mobile Phones  |  | 5 |
| 4 | Uniform  |  | 6 |
| 5 | Role of Tutor |  | 7 |
| 6 | Role of HOY  |  | 8 |
| 7 | Classroom Behaviour Management  |  | 9 |
| 8 | Late System  |  | 11 |
| 9 | Detention System  |  | 12 |
| 10 | Report System  |  | 16 |
| 11 | Exclusions (Internal)Behave and Learn Room  |  | 18 |
| 12 | Exclusions (External) |  | 21 |
| 13 | Things to consider if you are struggling with Behaviour for learning  |  | 22 |
| 14 | Curriculum Behaviour Report  |  | 23 |
| 15 | Social Time Expectations poster |  | 24 |
| 16 | Code of Conduct poster |  | 26 |

The following pages show the details for rewards and the systems that support behaviour for learning. This is the policy that will be followed however pupils with SEND will be considered on a case by case basis.

**Appendix 1: Reward System**

Students are awarded a StAR by their teacher via the registers in SIMS. StAR totals are collated each week by Rachel Bartlett and totals are sent out to tutors. If thresholds are met then Rachel Bartlett will administrate the rewards. Each week the tutor will inform the student of their StARS total which will be recorded by the student in their planner. The planner has a “StARS” page for this to be completed.

StARS will be awarded based on the below criteria:

1. 5 a day winner / highest score for assessment of test
2. Most effort made with work
3. Volunteering within lesson e.g. reading work out or reading aloud or demonstrating a dance or skill in PE
4. Working well independently
5. Taking the effort outside of class e.g. exceptional HW or highest score for Pixl
6. Exemplary work in general

Please can staff use the reward board to support how many StARS to give.

Guided limit per lesson per student a maximum of 3 (teachers’ discretion)

The criteria do not cover everything but it gives you a guide. Please do not give StARS as a reward for the basic expectations e.g. turning up on time or arriving in uniform or sitting in chair or having a pen.

Reward pages:

Below are the levels of rewards and the final reward outcome for each level.

**Plain page – letter from the tutor (1 page – 100 StARS)**

**Bronze – letter from the tutor (2 pages – 300 StARS)**

**Silver – letter from the HOY (3 pages – 600 StARS)**

**Gold – letter from the VP (4 pages – 1000 StARS)**

**Platinum (Principal’s commendation) – letter from Principal (5 pages – 1500 StARS)**

**Rewards:**

1. Text message
2. Post card
3. Queue jump pass
4. 60pence voucher (this equates to a sweet treat – e.g. Doughnut but the students did not want it to be too specific as they want a choice)
5. 70pence voucher (this equates to a e.g. Bacon bap but the students did not want it to be too specific as they want a choice)
6. Letter home with the below rewards per stage:
7. Plain: Letter
8. Bronze: Letter
9. Silver: Canteen voucher for £1
10. Gold: Canteen voucher for £1.50
11. Platinum: Voucher for amazon

**Logistics:**

* All teachers and IA’s role: please use criteria to provide StARS on Sims for positive learning and engagement.
* Tutors’ role: would need to report the number of StARS received for each student to log into their planner.
* Rachel Bartlett’s role: Rachel will update a spreadsheet from SIMS which will then trigger the different levels of rewards, she will then feedback this back to the tutor and Pat Hurren.
* Pat Hurren’s role: Pat will be the centralised area for the Laminated Vouchers to be kept, these vouchers are linked to houses to make it easier to monitor them. The vouchers are:
	+ Queue jump
	+ 60pence voucher
	+ 70pence voucher
	+ £1 voucher
	+ £1.50 voucher

These vouchers would then returned to Pat by canteen staff.

* Canteen: Canteen will accept these vouchers as currency and they can be used for individual purchases or as part as a larger purchase. The canteen will return the vouchers to Pat.

**Additional reward systems in place:**

* Termly Draws for students who have more than a set amount of StARS
* Reward trips are being put in place and this will be based on attitude to learning from student reports
* Sports and Performance badges will be given out in assemblies for achievements in these areas
* Reward Postcards will also go home at half term and Reward Certificates for attainment and progress will be issued during reward assemblies at the end of each term.

**Things to consider down the line:**

* Could use these points for house points

We will look at this at the end of the summer term when we review this new reward system.

**Appendix 2: Equipment**

It is imperative that all students arrive to lessons fully equipped to learn. It can be disruptive to lessons and expensive for the Academy to provide students with equipment. Students should have at least the following equipment with them every day:

* Black or blue pen – we recommend that students have more than one.
* Pencil
* Ruler
* Planner

The Academy’s Reception Shop is open to students before and after school, and sells the below items:

**Pen (Biro)                        20p**

**Pen (Handwriting)           25p**

**Pencil                               10p**

**Ruler (15cm)                10p**

**Eraser                             10p**

**Pencil Sharpener           20p**

**Pencil Case Set             50p**

**Geometry Set                 £1.00**

**Calculator                        £5.50**

Tutors will complete an equipment check at least once a week and if a student does not have the basic required equipment a deadline will be given. Please use the equipment laminated sheets provided. If that student does not meet this deadline they then will be set a break time detention by their tutor and contact will be made with home. If there is a financial reason for lack of equipment then please contact the student’s Head of Year (HOY).

**Please note:** Subject teachers please refrain from setting detentions for lack of equipment and instead refer straight to the tutor.

**Appendix 3: Mobile Phones**

It is imperative that all students are focused and engaged within their lessons and not distracted by their mobile phones or electronic devices. Students are not allowed to wear headphones or use their mobile phone/electronic device during lessons or tutor time. If a student’s phone or electronic device does make noise or cause a distraction to themselves or to other students, they will be given a verbal warning.

If it happens again, the phone will be confiscated by the subject teacher for the rest of that lesson. Teachers will record this on sims.

If there is a record of two issues in one day the student will not be allowed mobile phone in School and a letter will be sent home.

If this is persistent the student may have the phone confiscated for the whole day or they may need to hand it in to their Head of Year (HOY) or another member of the Academy Leadership Team (SLT) on a daily basis.

Misuse of a mobile phone during the school day, for example filming other students, may lead to the phone being immediately confiscated by the HOY or a member of ALT.

**Appendix 4: Uniform**

To be in the right mindset to learn, we believe you need to be in the correct uniform. If a student arrives in the academy in incorrect uniform they will be marked on the uniform register as having incorrect uniform and lent the relevant piece of uniform for the day ahead. They will be provided with a clear deadline date of when the uniform issues need to be resolved. On the same day, a text message will be sent home to share the uniform issue and deadline date with parents/carers.

If the deadline date for the uniform issue is missed, the HOY or tutor will phone home to find out why the date has been missed. They will set a fresh deadline date with the parent/carer and the student, and they will be set a sanction.

If the second deadline line is missed, then the HOY or a member of SLT will contact home and the student will be sent home to address the uniform issue. If we are unable to contact home, the student will be placed in isolation either with their HOY or in the Behave and Learn room.

The deadlines that will be given will be 1-3 school days.

If there is a financial concern, it will be down to the HOY or Behaviour and Attendance (B&A) lead to review the above process.

The uniform must be worn correctly. Each lesson teachers will check that blazers and ties are worn on entry and at the end of each lesson.

**Appendix 5: Role of Tutor**

**Behaviour**

* Monitor SIMs daily report and hold tutees to account for their behaviour through one-to-one conversations, contact home and tutor report
* Deliver a structured, informative and high-quality tutor session Monday-Thursday based on plans provided by CKG
* Read the Daily and communicate notices to students
* Ensure students are fully equipped for learning and in school uniform at all times. Set deadlines/make contact home where there are issues.
* Distribute progress reports and ensure students understand the importance of the data included
* Encourage students to take on responsibility for the Tutor Rep and House Captain roles
* Make contact (text/phone/letter/email/meetings) with parents for both positive reinforcement and for concerns
* Support teaching staff with behavioural issues amongst the tutor group
* **Reports** –
	+ Tutor report: Students should be on tutor report for disruptive behaviour in more than 1 subject or when returning from a day in INEX
	+ HOY report: Students should be on HOY report for failing tutor report or for persistent disruptive behaviour in more than 1 subject or when returning from a day in INEX or FTE.
	+ Higher level reports: HOY should make referrals to the next level if the students fail any of the above.

**Attendance**

* Hold students accountable for their attendance including having one-to-one conversations, praising good attendance and making contact with parents
* To ensure students understand the importance of good attendance

**Appendix 6: Role of Head of Year (HOY)**

**Behaviour**

* Monitor SIMs daily report and action consequences appropriately
* Send Daily to tutors by 8.15am Monday-Thursday with notices for staff, students and tutor activities for that day
* Liaise with Designated Safeguarding Staff
* Attending weekly meetings with B&A lead to discuss issues arising and actions moving forward
* Deliver high quality assemblies
* Lead a House through House Assemblies and House Challenges
* Organise a House Challenge
* Support the behaviour policy by completing additional detention duties
* Meet with Student Voice teams on a half termly basis
* Update Year Group noticeboard on at least a half termly basis
* Hold productive and supportive half termly meetings with tutor teams
* Direct tutors in terms of students who should be on tutor report
* Hold tutors accountable for weekly equipment and uniform checks
* Hold tutors accountable for delivering relevant and structured tutor times which will include PSHE, Maths Rockstars and Silent Reading
* Hold students accountable for their behaviour in and out of lessons including during social time
* Make regular contact (text/phone/letter/email/meetings) with parents for both positive reinforcement and for concerns
* Consider long term solutions and barriers to learning for students who are exhibiting concerning behaviour e.g. PSP, report, extended days, coaching, etc.
* Communicate with, complete referrals to and seek advice from outside agencies
* Support teaching staff with behavioural issues amongst the year group
* Setting up positive re-integration meetings following INEX or FTE’s – to include a PSP or a reviewed PSP and students to return on report
* **Reports** –
	+ Tutor report: Students should be on tutor report for disruptive behaviour in more than 1 subject or when returning from a day in INEX
	+ HOY report: Students should be on HOY report for failing tutor report or for persistent disruptive behaviour in more than 1 subject or when returning from a day in INEX or FTE.
	+ Higher level reports: HOY should make referrals to the next level if the students fail any of the above.

**Attendance**

* Aim for a year group attendance of 96%
* Check daily absence report sent by MMT and follow the Missing Student Procedure as found in the Attendance Policy
* Check weekly attendance report sent by MMT – decide on and action next steps and interventions for key students
* Make regular contact (text/phone/letter/email/meetings) with parents for both positive reinforcement and for concerns relating to attendance
* Carry out Home Visits when appropriate
* To ensure parents/carers/guardians understand the importance of good attendance
* To use, if necessary, any legal means to ensure parents/carers get their child(ren) to attend school regularly.
* To complete referrals to the SAW or any other external services to support an improvement in attendance

**Appendix 7: Classroom Behaviour Management**

If the student’s behaviour persists after the final

warning and it is at least ten minutes into the lesson,

then -> On Call

Second warning – [NAME] – this is your second

warning because you are…

First warning – [NAME] – this is your first warning

because you are…

EVENT

If DT is not attended, the students will be put in for a Wednesday after School DT if not attended they will be booked into Friday morning SLT DT. If not attended HOY will place in Behave and Learn.

Swearing **at** a member of staff, complete defiance (such as refusing seating plan) or dangerous behaviour (such as throwing a chair) would lead to a straight On Call.

Final warning – [NAME] – this is your final warning

because you are…

Student is placed in buddy room with work which is accessible for them to complete independently. Teachers should have a bank of worksheets and tasks readily available for each group that they teach. Subject teacher to set detention for 20 minutes at break time.

The DT will be issued for the following day at breaktime and possible.

If a student fails a buddy room (being on phone, refusing to complete work, being disruptive to others in the classroom) or if a student refuses a buddy room, they are taken through the warnings and placed into a second buddy room which will result in Behave and Learn room the next available day.

**If a student’s behaviour persists e.g. 2 On Call’s in 10 lessons**

Subject teacher (and possibly CL) will meet with the student out of lesson to discuss concerns and try to re-build the relationship and set up subject report card.

Contact home will be made to discuss concerns.

**PLEASE NOTE: On Call can be called to provide support and de-escalate situations and not necessarily to remove students**

**Swearing and abusive language**:

Swearing and abusive language will not be tolerated within the academy. Teachers have high expectations around appropriate language. Teachers will make it clear in lessons what is and is not appropriate language. Verbal abuse aimed at teachers will lead to at least a day in INEX. Use of swear language during conversation and verbal abuse of other students will be dealt with both in and out of lessons and the classroom behaviour management system followed.

Examples of how to use the above classroom behaviour management:

* **Scenario 1:** A student is swearing for effect by choice at their peers – verbal warning 1 given and written on board with a conversation explaining why. Student then continues persistently swearing in conversation with his peers. Verbal warning 2 given and written on board with a conversation again explaining why. Student then decides to throw a pencil across the room – verbal warning 3 given. They then choose to shout across the room causing further disruption – On Call called and student removed after being told that a 20-minute break DT will be set and logged on SIMs.
* **Scenario 2:** A student arrives and refuses to sit in the seating plan – given verbal warning 1 – they still refuse – 2nd verbal warning (both written on board). Still refuses – verbal warning 3 given – the teacher explains that if they continue to refuse the teacher will have no other choice but to On Call them. The teacher uses humour to deescalate the situation. Student relents comes in and sits in seating plan and engages.
* **Scenario 3:** A student is talking to their peers across the class while the teacher is delivering content – verbal warning 1 given (written on board) and asked them to focus on their learning. 10 minutes later another student asks for a rubber the student throws their rubber across the class to them. Warning 2 given and explained that the behaviour was inappropriate. Then student then gets out of seat and walks to back to talk to his friends – verbal warning 3 given. The teacher explains this is the last warning and explains what will happen if poor choices are made – they try to find out if anything has happened at home or why the student is unsettled. Change of seat explained. The student returns to lesson in new seat and re-focuses (or they continue to swear at previous friend across the class and On Call’d after being told that a 20-minute break DT will be set and logged on SIMs).

**Appendix 8: Late System**

Receiving a good full-time education will give your child the best possible start in life. Attending school regularly and punctually is essential if children are to make the most of the opportunities available to them.

The procedure for lateness is outlined below:

If a student is late first thing in the morning a break time detention of 20 minutes is set. The 20-minute detention is regardless of the number of minutes the student was late. The arrival time will be taken from the clock on the Academy’s network computers.

If they do not attend this detention they are then re-set a 20-minute detention at break time

If they do not attend this detention they get 1 further chance to attend their 30 minutes after school detention the following day – this is re-issued by their HOY via their ‘DAILY’ email that goes out to tutors.

If at this point they still do not attend then the consequences for this follows the detention system outlined in the next appendix. However, if a student is persistently late and is regularly missing learning time the HOY will put in place make up on time on Friday where the student stays for the length of time that they have been late. This will be at the discretion of the HOY and will only be put in place for students who are persistently late.

If at any point the DT is attended then there is no further action.

**Appendix 9: Detention (DT) System**

**A detention will be set for a variety of reasons and for varying lengths.**

A detention may be set for break or lunchtimes or escalated to after school if a detention is missed. If the after-school detention is missed it results in a 35-minute detention on Friday morning with a member of SLT. If this is missed it results in a day in InEx.

The length of time is 20-minute detention at first break or 30-minute detention after school on Wednesday’s.

Typical behaviours leading to detentions being issued:

* Chewing gum.
* Drinking/being in possession of high energy drinks (e.g. Red Bull, Monster and Relentless).
* Eating during lessons or tutor time.
* Wearing headphones or use your mobile phone/electronic device during lessons or tutor time.
* Failure to bring Student Diary or have it signed by parents/carers.
* Failure to bring correct equipment.
* Arriving late to lesson.
* Poor conduct between lessons and at break times.
* Use of foul language within the hearing of a member of staff
* Arriving late to lessons and tutor time.
* Wearing uniform incorrectly.
* Being disrespect to pupils and/or members of staff.
* Using swear words either between each other or towards a teacher.
* Using the word ‘gay’ or behave in a homophobic/racist manner towards anyone.
* Inappropriate physical contact with other pupils.
* Refusing to follow the teacher’s seating plan and leaving your seat during a lesson without permission.
* Interrupting the teacher.
* Insufficient amount of work in lessons.
* Disrupting anyone’s learning
* Incomplete homework or late homework.
* Entering areas that are out of bounds on the academy site.
* Damaging anything on the academy site.
* Spitting or graffiti anywhere on the academy site.
* Using the academy IT network for any inappropriate reason.

**Specific Detentions:**

* Being removed from a class by an ‘On Call’ staff member will lead to a 20-minute break time detention set for the following day.
* Lateness to lesson or tutor will equate to a break/ Lunch time DT
* Truancy – a student will make up the amount of time they have truanted for their DT for example if they truant an hour it will be an hour DT if a double lesson it will be a 2-hour DT after school.
* Extended days (these are 1- or 2-hour DT’s after school) are set for students who are persistently choosing to disrupt learning or be defiant towards staff.
* After school learning – 2 hours of learning after the school day finishes in the ALT area.

**Allocation of Detentions:**

All teacher DT’s

The teacher sends the On-Call email template identifying the types of behaviours displayed in lesson. This email automatically logs the incident (information team add top sims) and the detention is placed for the next day.

The detentions are placed on the window leading to the main building and all tutors remind students at the end of tutor time.

A text is sent to parents informing them of the on call and the detention the following day.

Wednesday After School Detentions

Any student that was placed in a breaktime detention and did not attend will automatically be placed in the after-school detention on Wednesday.

A further text is sent home informing parents that the student missed a breaktime detention and this has resulted in an after-school detention.

The detention commences upon the arrival of the student at the allocated area. It is the responsibility of the student to arrive to the detention punctually. If late and without written support from a staff member, the student may be asked to attend the after-school detention or SLT detention.

SLT Detention Friday Mornings

When a student does not attend the after-school detention on a Wednesday they will be placed in the SLT morning detention from 8:00am – 8:35am.

If this is not attended the names are provided to HOY to place into the Behave and Learn room on next available day.

Examples of reasons that may lead to detention escalation:

* Failure to arrive punctually.
* Not attending sanction.
* Disruptive/defiant behaviour during sanction.
* Inadequate work completed.

The staff member(s) monitoring a detention have the right to escalate a sanction when a student`s behaviour and/or conduct falls below that expected by the Academy.

Please find on the next page the procedure if a student does not attend a break time detention.

**Additional information:**

Students who have accrued 2 or more on calls in one day will be placed into INEX.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dt level** | **Reason** | **Action** | **By whom** |
| Break time DT | * On call
* Missed home learning
* Lateness
 | Email template sent through to information teamStudent informedLog on SIMSSims updated with more detailList read out in tutor timeList displayed in window of main building. Parents/guardians/carers contacted by text message | Subject teacherSubject teacherSubject teacherInfo Team TeacherTutorInfo TeamInfo Team |
| If the student attends, no further action is taken If student does not attend: |
| After School Detention on Wednesday 30 mins  | Non-attendance to DT | Student informedAEN informedText Message sent home  | Teacher on Duty in detention room Info Team |
| If the student attends, no further action is taken If student does not attend: |
| Friday Morning SLT Detention  | Student fails to attend DT at break | AEN and HOY informedStudent informedText sent home  | HOYTutor Info Team  |
| InEx | Failure to attend SLT detentiojn  | SLT to inform HOY of the students to be placed in InExBook into Behave and Learn room  | SLTHOY |

Examples of how to set a DT:

* **Scenario 1:** A student is set a break time DT but they are ill / absent on the day of the DT – Information Team to check attendance with list for detentions are re-set DT for the following day and this is treated as their first DT.
* **Scenario 2:** A student has a DT. The teacher is an English or Tech teacher and it takes ages to get across and back to do DT. We would suggest that the student’s complete DT in DT allocated room.
* **Wherever possible it is best that the teacher has a restorative conversation with the student before the next lesson.**
* **Scenario 4:** A student has a DT. Does not attend as they say that the tutor did not inform them of the DT. The student needs to check the detentions board in the window of the main building each day. They will also know that an on call always results in a detention the following day.

**Logistics:**

* DT list will be collated by AEN by 9.30am the following day and sent to tutors and inclusion
* DT list will be placed on the window each day for all students to see.
* Attending DT: Students are in charge of making their own way to the detention room.
* DT area: Due to the potential high demand to start with we are providing 2 areas for the DT area;

MG1 – Years 8 and 11

MG6 – Years 7,9 and 10

* Tutors to share at tutor time list of students who are in the DT so that they are ready for collection
* DT itself: We would like to suggest for teachers in the main building collect students from DT area (HOY space KS4, MG5 for KS3) and return to classroom to do the DT. For teachers from the Base or Hub:
	+ - It if is a behaviour-based DT – teacher comes across to collect student and uses the teaching area or somewhere suitable to do restorative meeting and dismisses student from there (this will save time)
* Texts: AEN will send daily texts to parents of students who has been set DT’s so that parents are aware.
* Canteen will receive list of DTs’ during lesson 2 provided by AEN who will ask On Call to walk it across (4 lists – 1 for each serving area and 2 for each member of staff on duty)
* Deadlines:
	+ For setting break time DT’s is close of the school day for the following day DT
	+ For after school: for Wednesday DT is end of day Tuesday and for Friday DT is end of day Thursday (AEN would send a text to the parent for these DT’s in advance)

(ideally teachers need to try to get the DT’s into AEN ASAP e.g. throughout the day).

* InEx: Students that did not attend any of the above stages of detention will be passed to the HOY to be placed in InEx for the next available day.

**Appendix 10: Report System**

**Low level behaviour (Tutor)**

SIMs logs received for a student from 2 subject areas

**Classroom level**

 **(Teacher)**

**Monitor**

**Monitor**

**Persistent issues affecting learning identified**

**Persistent Issues affecting Learning Identified.**

**Curriculum level**

**(HOD / HOF)**

**Across curriculums (HOY)**

= Report has been successful

= Report has been unsuccessful

**No Further Action**

**Low level behaviour (Tutor)**

**High profile behaviour**

**(ELT / VP)**

**Across curriculums (HOY)**

**Perm Ex risk (Principal)**

**High profile behaviour**

**(ELT / VP)**

**Permanent Exclusion**

**Alternative Education**

**Perm Ex risk (Principal)**

Students are placed onto a report if their behaviour is not addressed through the standard Classroom Behaviour Management process, see Appendix 7.

They may be placed on report for the below reasons:

* Students will be placed on a subject report if they are causing persistent disruption or being persistently defiant within a specific subject. This will often be decided on by the subject teacher but the HOY may suggest it after receiving several behaviour logs within a week from 1 subject teacher.
* Students will be placed on a tutor report if they are causing persistent disruption or being persistently defiant within 2 or more subject areas or if they have had a day in Reflection and Support (INEX) room. This will often be decided by the HOY on receiving several behaviour logs within a week from 2 or more subject teachers.
* Students will be placed on a HOY report if they have failed tutor report or if they have been in the INEX (Internal Exclusion) room or if a student has received a Fixed Term Exclusion (FTE).
* Students will be placed on an ELT report if they have failed the HOY report.
* Students will be placed on a SLT report if they have failed the ELT report.
* Students will be placed on a Principal report if they have failed the SLT report.

Students should remain on report for a minimum for 1 week.

**Appendix 11: Exclusions (Internal)**

**INEX (Internal Exclusion) –** Where an External Exclusion is excessive the Academy may apply Behave and Learn room during which the student will be withdrawn from timetabled lessons to work with a designated member of staff in isolation. During this time, the student will be subject to an alternative learning program. The duration of an Internal Exclusion is dependent upon the conditions and the gravity of the offence and is at the discretion of the Academy Leadership Team (ALT). The consideration of any inconvenience caused, during a period of Internal Exclusion, to parents is not a requisite to its application.

|  |  |
| --- | --- |
| **Event** | **Days (minimum)** |
| 2 ‘On Call’s’ in an Academy day  | 1 (pending investigation) |
| Persistent disruptive/defiant behaviour | 1 (pending investigation) |
| Vandalism (damage to Academy/personal property) | 1 (pending investigation) |
| Physical assault | 3 (pending investigation) |
| Verbal abuse to staff/ student  | 2 (pending investigation) |
| Extreme bullying | 4 (pending investigation) |
| Refusal to follow timetable/ offsite truancy | 1 (pending investigation) |
| Setting off fire alarm other than in emergency | 1(pending investigation) |
| Theft | 2 (pending investigation) |
| Inciting violence | 1 (pending investigation) |
| Racial Abuse  | 1 (pending investigation) |
| Sexual Misconduct | 2 (pending investigation) |
| Persistent refusal to attend Academy Detention  | 1 (pending investigation) |
| Drug and alcohol related  | 2 (pending investigation) |
| Other | 1 (pending investigation) |

***Any*** staff member may request INEX as a sanction but all referrals ***must*** be approved by the HOY and the Vice Principal has to agree to the specific date and time the student will go into INEX.

All durations listed are a general guide and are subject to change depending on the circumstances of an event.

Failure to complete INEX will result in an extension of the sanction issued with parents/guardians/carers required to attend a meeting w HoY/ ALT.

As part of the booking in process, the HOY must arrange with B&A Lead and VP a reflection conversation to take place with the student at a specific time during their day in INEX. This could include:

* Reasons why the student is in INEX
* People affected by their behaviours
* Targets for moving forward after INEX – this could include targets for a specific report card
* Aspirations and perspectives of education
* Domestic circumstances that might be affecting the student’s behaviour
* Any support that we can offer the student.

INEX staff log success of the day and when the reflection conversation has taken place.

**Internal Exclusion (Behave and Learn Room)**

* VP Inclusion/HOY are responsible for deciding who is booked into Behavew and Learn, ensuring it is the most appropriate and effective sanction for the incident of behaviour.
* HOY informs home of this so the parent/carer and student are aware of their sanction and why. As well as explaining expectations of the Behave and Learn room to parent no electronic devices and uniform expectation.
* Behave and Learn Room lead sends email to teachers informing them of student being placed in The Behave and Learn Room.
* HOY sends email to Behave and Learn team to inform them of who is attending the room and the reason why.
* Behave and Learn room lead ensures the student has no electronic devices. HOY or Staff in the room will look after the electronic device until the end of the day.
* Behave and Learn room lead ensures students follow A day in Behave and Learn room timetable
* If repeated day students follow repeated day timetable.
* Student must be in their uniform. All non-uniform items, including coats and jackets to be removed before entering the Behave and Learn room.
* Positive behaviour expectations displayed and highlighted whilst in Behave and learn by InEx lead.
* Students will remain in Behave and Learn room for Break and Lunch. This may be in playground and sports hall as break times are different to curriculum lessons.
* Behave and Learn spread sheet must be updated throughout the day by staff, adding information on attitude, efforts and any other additional notes *(Found in HOY area Behave and Learn Reflection log).* Share this with the HOY by email.
* Warnings will be given should a student make the wrong choices.
1. 1st Warning
2. 2nd Warning
3. 3rd Warning – If behaviour continues after this last warning then the student will meet with a member of SLT about behaviour. If this continues they will have an extended day by 1 hour.
* Behave and Learn room starts at normal lesson time. If a Student fails the day they will repeat their day, the following day.
* Other students **should not** be allowed into the room to speak with the students.
* **Students in Behave and Learn room are in isolation they need to work in silence and stay in their seats** unless, they are doing targeted work with an adult.

**A Day in the Behave and Learn Room**

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Resources** |
| **08:35 – 8:40** | **Session 1 – Failure is the stepping stones to success** |
| **Meet and Greet InEx teacher in Reception.**  | Register for the day |
| **08:40 – 09:00** | **Breakfast and a drink****Motivational video** to watch whilst eating breakfast. Or**Worksheet** for the importance of fuelling the body and mind.  | Food and drink to be kept in kitchen next to roomVideo Links file in InEx file Printed and ready in room  |
| **09:00 – 09:10** | **Session 2- Ambition** |
| **Why am I in Internal Exclusion?** | **Part 1** of reflection form |
| **09:10 – 09:40** | **Reading session 1** | Reading links form (saved in InEx file) |
| **09:40 – 10:40** | **Passion Subject such as:****Music, Art, Sports (Research), Technology, History etc…Example work or Research jobs in industry.** | Research using form to guide students. Lap tops  |
| **10:40 – 11:00** | **Break in Sports Hall/Playground Physical activities such as basketball, football wave boarding etc…** | Location dependent on weather. Food Equipment to be kept in store in sports hall.  |
| **11:00 – 11:20** | **Session 3 – Work Hard Play Hard** |
| **Tutor activities** | Tutor resources in InEx file |
| **11:20 – 11:50** | **Reading session 2** | Reading links form (saved in InEx file) |
| **11:50 – 12:30** | **News around the world** | Complete news around the world form. |
| **12:30 – 13:00** | **Lunch in Sports Hall/Playground Physical activities such as basketball, football wave boarding etc…** |
| **13:00 – 13:30** | **Maths**  |  Work in books from current topics see MTP’s |
| **13:30 – 14:15** | **English**  | Work in books from current topics see MTP’s |
| **14:15 – 14:45** | **Session 4 - The Power of Reflection** |
| **Reading session 3** | Reading links form (saved in InEx file) |
| **14:45 – 15:00** | **Reflection and steps to success (How has failure provided a step to success?)** | **Part 2** of reflection form |

**Appendix 12: Exclusions (External)**

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal exclusion.

1. **Fixed Term Exclusion** may be issued in situations (including persistent disruptive behaviour) where breaches of the Behaviour for Learning Policy require a significant response but where these are not serious enough to warrant permanent exclusion. The duration of a fixed term exclusion is wholly dependent on the gravity of the offence and at the Principal’s discretion. During a fixed term exclusion, parents must take responsibility for their child and ensure that they are not in any public place without good reason during school hours within the first five days of any exclusion. If they do not, the Academy or local authority may issue a £50 penalty. Parents are expected to attend a reintegration interview following any fixed period of exclusion. Failure of parents/carers to attend the reintegration interview may result in a Parenting Order being issued by the courts or local authority.

In the case of any External Exclusion a thorough investigation will be carried out (which may include obtaining written statements from the alleged offenders, although this might not always be possible). An account of the evidence will be issued to the Principal who, following discussion with the student(s) concerned, their parents and any other relevant agencies or individuals will make a decision as to whether or not to exclude the student or apply an alternative sanction. In his/her decision the Principal may, when considering the seriousness of the alleged offence under consideration, factor into his/her decision the previous behaviour of and sanctions applied to the student(s). In some cases, a decision may be automatically be referred to Governors for ratification, in others the students or parents can ask the Governors to review the decision.

**Fixed Term Exclusions**

The following list outlines details of offences that will be treated as serious matters; it will be used as a guideline behind deciding on the length of a Fixed Term Exclusion:

|  |  |
| --- | --- |
| **Event** | **Days (minimum)** |
| Persistent disruptive/defiant behaviour | 1 (pending investigation) |
| Vandalism that has caused a high cost to the academy (damage to Academy/personal property) | 1 (pending investigation) |
| Any form of physical, verbal abuse including the incitement of violent and intimidating behaviour. | 1 (pending investigation) |
| Setting off fire alarm other than in emergency | 1 (pending investigation) |
| Racist, homophobic or sexist behaviour. | 1 (pending investigation) |
| Discrimination against differences and bullying (inclusive of cyber bullying and mobile phone text). | 1 (pending investigation) |
| Behaviour which places the student or others in danger/at risk. | 2 (pending investigation) |
| Any incident that causes gross offence. | 2 (pending investigation) |
| Inappropriate sexual conduct. | 2 (pending investigation) |
| Physical assault | 3 (pending investigation) |
| Persistent Verbal abuse to staff/ student | 2 (pending investigation) |
| Theft | 2 (pending investigation) |
| Sexual Misconduct | 2 (pending investigation) |
| Bringing any harmful, illegal substances/objects or stolen goods on to or within close proximity (this includes journeys to and from the Academy) of the Academy premises. This includes any type of weapon (knife, penknife, firearms, replica/toy guns, incendiary devices (including fireworks, lighters and matches), drugs (use and distribution), alcohol, solvents, tobacco and other harmful substances). This also includes any object that has been modified and deemed to cause harm. | 5 (pending investigation) |
| Other | 1 (pending investigation) |

***Any*** HOY or senior member of staff may request to discuss a FTE with the Principal as a sanction but all final decisions ***will*** be made by the Principal.

All durations listed are a general guide and are subject to change depending on the circumstances of an event.

All serious offences will be dealt with by the Vice Principal and/or Principal in accordance with government legislation guidelines and Academy policies.

A risk assessment ***must*** be carried out following any serious offences to:

* Safeguard students/staff and visitors.
* Assess the suitability of a student`s return to the Academy.
1. **Permanent Exclusion** is rare but may be appropriate in some cases. Guidance from the DCSF states *'permanent exclusion should be considered for serious breaches of the behaviour policy and where a student remaining in school will seriously harm the education or welfare of the student or others in school'*. However, in circumstances of persistent misbehaviour where other sanctions have been ineffective, permanent exclusion may be considered. Acts of racism, sexual abuse/assault, serious actual or threatened violence, the supply of and use of drugs and other illegal substances and materials, the possession of or use of offensive weapons and acts of bullying may be considered for permanent exclusion.

**Appendix 13: SAA: Things to consider if you are struggling with Behaviour for learning**

Please find below a checklist that you can use if you are struggling with behaviour:

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy**  | **Tried it Yes/ No** | **Impact**  | **Next step** |
| Discussion with student to try to find out what is causing the behaviour  |  |  |  |
| Set students break / lunch time DTs |  |  |  |
| On Called students and set after school DTs |  |  |  |
| Phoned home  |  |  |  |
| Tried a different method of differentiation to support individual learning  |  |  |  |
| Placed students causing concern on subject report |  |  |  |
| Liaise with Tutor to see if it is happening in other areas – student possible placed on tutor report  |  |  |  |
| Reviewed Student information of the class on the inclusion register |  |  |  |
| Re-read and embedded strategies from SIP’s  |  |  |  |
| Lesson planned for behaviour hot spots |  |  |  |
| On call notified re drop in |  |  |  |
| Teaching and learning strategies implemented with support of HOD |  |  |  |
| Behavioural support with HOD |  |  |  |
| Behavioural support with HOY |  |  |  |
| Parental meeting with you and child and HOD / HOY |  |  |  |

**Appendix 14: Curriculum Behaviour Report**

**Curriculum area: d**

|  |  |
| --- | --- |
| **Name:** |  |
| **Tutor Group:** |  |
| **Target 1:** |  |
| **Target 2:** |  |

* You are on this report because of your learning behaviour
* The targets have been chosen to help you improve

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Targets Met** | **Comment** | **Signed teacher:** |
| **Lesson 1****Date:** | **1** |  |  |  |
| **2** |  |  |
| **Lesson 2****Date:** | **1** |  |  |  |
| **2** |  |  |
| **Lesson 3****Date:** | **1** |  |  |  |
| **2** |  |  |
| **Lesson 4****Date:** | **1** |  |  |  |
| **2** |  |  |
| **Lesson 5****Date:** | **1** |  |  |  |
| **2** |  |  |

* In order to pass this report, you need to meet the above targets
* You have the opportunity to do well so aim to do your best in each lesson

**Signed: Teacher role: d l**

**Signed: Parent**

**Appendix 15: Social Time Expectations poster:**

Please see next page

**APPROPRIATE BEHAVIOUR**

No tie pulling or taking

No dangerous behaviour

No dangerous play fighting

No spitting

Social Time Expectations

High Expectations lead to High Achievers

**LITTER**

No littering

Clear up after yourself

Put your litter in the bin

Return canteen plates & utensils

**CANTEEN QUEUE**

No jumping the queue

No pushing students in the queue

Lining up in pairs only

**LESSON TIME**

When the bell rings go straight to lessons

Fill bottles up during lunch/ break time

No shouting indoors

Walk to lessons appropriately

**MOBILE PHONES**

No taking photos of other students

No videoing other students

No inappropriate use of social media

**LUNCH TIME CLUBS**

Reminder of lunch time clubs available:

 Dance, Drama, Music

 KS3 & KS4 sports games

See sports club poster for details

**Appendix 16: Code of Conduct poster:**

Please see next page

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