



Holderness Academy & Sixth Form College

Behaviour for Learning Policy

Effective Date: October 2018

Date of minuted approval by the Board of Governors: 1 October 2018

Review Committee: Local Board

Review Date: October 2019

Owner: Deputy Head, Director of Progress

1. Introduction

The quality of learning, teaching and behaviour are inseparable and the responsibility of all staff, students and Parents/Carers. Good behaviour is about relationships within a classroom and the School.

Good relationships underpin good behaviour.

The fundamental principle underpinning our behaviour for learning policy is unconditional respect. The policy aims to encourage adherence to an agreed set of principles and offer clarity about Rights, Responsibilities and Routines which will produce good behaviour conducive to good learning. Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and teachers to teach, therefore it cannot be tolerated.

This policy has been produced within the ethos of the Governors' statement of general principles (Appendix 1) and it relates to behaviour within the Academy, when students are engaged in school activities outside of the Academy, within the immediate vicinity of the Academy and on the journey to and from the Academy.

Changes to this policy and procedures linked to it are evaluated and reviewed in terms of workload impact.

2. Rights

All members of the Academy community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

3. Responsibilities

- Treat everyone and everything with respect
- Support others in their learning
- Celebrate achievements

4. Routines

All staff and students will be coached in the Academy routines and be expected to adhere to these at all times. Good routines promote good behaviour and thereby good learning.

The basic code of conduct is: *attend on time; work hard; ensure behaviour supports the learning of all; dress correctly and treat everything and everyone with respect*. This code is simple, expressed in simple terms and framed positively to encourage students to develop responsibility for their behaviour in a variety of situations.

Staff working with students will achieve good relationships by:

- Working as a team to the same standard
- Acting as good role models
- Developing students' responsibility
- Recognising students' individual needs
- Providing an enjoyable and challenging learning experience.

5. Managing Behaviour

Praise is a more effective tool in modifying poor behaviour than sanctions. As such managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than just sanctioning and recording poor behaviour. As a result of this the Academy will introduce a new Positive Discipline (PD) Behaviour System from September 2018. Please refer to Appendix 2 for full details of the Positive Discipline Policy.

5.1 Consequences

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive a series of warnings or time out to support them in moving towards positive behaviour. Further poor behaviour will lead to sanctions; alongside the opportunity to repair and rebuild the relationship at a later stage.

5.2 Sanctions

Sanctions related to the PD behaviour system are advertised in all classrooms and discussed with students annually.

5.3 Range of Sanctions

A full range of sanctions will be applied in accordance with the nature of the problem behaviour/incident in line with the PD Policy.

5.4 Exclusion

The decision to exclude a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Deputy Head in the absence of the Headteacher). The decision to exclude is made after consideration of the facts and the seriousness of the incident. Examples of incidents where fixed term exclusion is used include:

- Insolence towards staff
- Disruption of lessons
- Reckless behaviour
- Open defiance of the authority of the school
- Aggression or violence towards others.

However, these are only examples and the Headteacher will judge whether to exclude on the basis of the nature of each individual case and the facts available. The Headteacher will base judgements on the “balance of probability”.

5.5 Permanent Exclusion

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

- (a) in response to a ‘one off’ serious breach or persistent breaches of the Academy’s Behaviour Policy
- (b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Sanction for serious ‘one off’ incidents. Examples include, but are not limited to:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault.

These are only examples and the Head will judge whether to permanently exclude on the basis of each individual case and the facts available. The Headteacher will make judgements on the basis of the “balance of probability”. The Academy will be fully mindful of the DCSF guidance in relation to the prevention/avoidance of permanent exclusion.

It is vital that students can study in a disciplined and safe environment.

Therefore the following infringements will almost certainly lead to permanent exclusion:

- **Weapons** – Any student found in possession of any weapon (e.g. knife/imitation gun) whilst on the site or on school transport will almost certainly be permanently excluded. Such incidents will be reported to the police. If a knife/weapon is accidentally brought on to the site, it must be taken to a member of staff immediately.
- **Illegal Substances** – These are strictly banned and students supplying, using, possessing or being under the influence of illegal substances on the site, on school transport or during Academy organised off-site activity will almost certainly be permanently excluded.
- **Serious Assaults/Threats** against another student or member of staff will almost certainly result in permanent exclusion. Such an act will almost certainly be reported to the police.
- **Deliberate triggering of the Academy Fire Alarm** will almost certainly result in permanent exclusion. Such a malicious act will be reported to the police.

NB: The above list is not exhaustive and the Headteacher may consider that other infringements should result in the permanent exclusion of a student.

Other banned activities/substances:

- **Alcohol and ‘Legal Highs’**
Any student who is found to be in possession of, using, supplying/selling or under the influence of alcohol or any ‘legal high’ substance whilst on or near the site, school transport or any Academy organised off-site activity, will be excluded for a fixed term and could be permanently excluded depending on the circumstances.
- **NB:** ‘Legal Highs’ include all substances which through their ingestion may cause sensations/behaviour for the user that are detrimental to good order and discipline or which give rise to health and safety concerns for the user or others. Given the changing nature of classification of such substances, government websites should be used to clarify up-to-date names and details of such substances.
- **Tobacco/Smoking/e-cigarettes**
Any student found to be smoking, in possession of, supplying/selling tobacco/cigarettes/e-cigarettes and/or smoking related items (e.g. lighter) whilst on or near the site, school transport or any Academy

organised off-site activity will receive a sanction depending on the circumstances. This will range from the use of detention, isolation or exclusion (which could be permanent for repeated open defiance of the Academy rules) depending on the circumstances.

- **Aerosols** of all types are not permitted in school because of their potentially dangerous nature and impact on asthma sufferers and other health implications.

ALL POLICIES IN THE ACADEMY ARE REVIEWED REGULARLY. THERE MAY BE SOME CHANGES TO THE EXPECTATIONS OUTLINED BETWEEN GOING TO PRINT AND THE START OF THE SCHOOL YEAR. STUDENTS AND PARENTS/CARERS WILL BE INFORMED OF THESE

6. Related policies:

Anti-bullying policy

Teaching and Learning Policy

School Uniform Policy

7. Behaviour for Learning Procedures (Guidance for staff)

We recognise the following as contributing factors to effective classroom management:

- Arrive before the class and start promptly.
- Orderly entry and greet students positively (use staff guidance).
- Engage students immediately, thinking through provision for latecomers.
- Make behaviour for learning part of your planning.
- Know students by name and attainment data.
- Model expected standards of courtesy.
- Make lessons inclusive.
- Try to accommodate different learning styles.
- Have a seating plan and take a register.
- Emphasise the positive for good behaviour as well as work.
- Make sparing, fair and consistent use of punishments via the PD system.
- Use rule reminders – ‘remember’ we agreed to listen carefully!
- Use the language of choice.
- Avoid sarcasm, humiliation and whole group punishments.
- Keep to timings and have an orderly exit.
- Observe and be observed to develop best practice.

8 Managing poor behaviour

Our expectation is that staff will manage poor behaviour by giving fair, consistent messages in a non-confrontational way. Sanctions should create the circumstances for student reflection – stop the unwanted behaviour long enough to reinforce the desired behaviour. Formal sanctions should be used from the hierarchy of responses as detailed in the Positive Discipline Policy – from the least to most intrusive. Sanctions should be given in a calm and controlled manner. On call is a legitimate strategy and it is not a sign of failure. It is clearly the most serious of classroom based strategies and should be used with discretion to retain impact. We recognise the importance of the social and emotional aspects of learning and the need on occasions for teacher initiated timeout.

9 Attitude to Learning

In September a new set of criteria for the student’s Attitude to Learning was launched. This will be reported three times a year on student’s termly reports.

9.1 A2L: 3-0 defined

3. **Outstanding**

Actively engages in learning from the outset of the lesson and sets high standards and aspirations for self and acting as a role model to peers. Leads in collaboration learning tasks yet is sensitive to the view of peers. Always has the correct equipment. Takes considerable pride in work produced, which is always well presented and well organised. Demonstrates a high level of independence.

Evidence that homework is always completed on time to a very high standard and that the student takes every opportunity to go beyond the basic completion of the task e.g. additional research.

2. **Good**

Shows a positive approach to learning and engages well setting high standards and aspirations for self. Willing to take responsibility in collaborative work and treats others with respect. Always has the correct equipment. Work is well presented and organised. Works well independently.

Evidence that all homework is completed on time to a good standard and that the student takes some opportunity to go beyond the basic requirements.

1. **Requires improvement**

Normally engages with learning taking place and will generally respond positively when reminded to stay on task. Generally wants to do well and treats others well. Can make good contributions to group work but not always able to adapt behaviours appropriately. Usually has the correct equipment but work could be better organised and presented. Student may need support organising work.

Evidence that homework is usually completed on time but that the standard is often just satisfactory. Rarely goes beyond the basic requirement.

0. **Inadequate**

Regularly fails to engage with the learning and this becomes a barrier to progress. Inappropriate behaviour prevents learning either for themselves and/or others. Rarely offers positive contributions to group learning situations. Regularly fails to bring correct equipment. Work is disorganised. Support and intervention required.

Evidence that homework is regularly late, unfinished and/or of a poor standard.

GOVERNORS' WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR AN OVERALL BEHAVIOUR AND DISCIPLINE POLICY

1. The Academy aims to provide for all students a caring, disciplined and stimulating environment in which learning challenges all individuals.
2. The Academy's Policy on Behaviour and Discipline is designed to ensure that the Academy is a well organised and hard working community and that each individual is able to develop fully and acquire high standards of self discipline and a proper respect for authority. Discipline should be firm but fair.
3. The positive and constructive rules of conduct agreed with students and staff are that:
 - All members of the community should seek to develop their own learning and that of others
 - All members of the school community should ensure their own safety and that of others
 - All members of the community should show respect for their own and others' property
 - All members of the community have a responsibility to see that the Code of Conduct is followed.
4. Good discipline is best achieved by praise and encouragement, mutual respect between staff and students, appropriate learning situations and high expectations - the Academy will have a system of rewards devised to motivate and reward the differing age groups.

However, unsuitable behaviour will be dealt with in the first instance by the form tutor and subject teacher. Punishments given in school will range from a firm reminder to extra work, detention at lunchtime or after school.

More serious behaviour will be dealt with by senior staff – they may put a student on report, withdraw them from lessons, or the Headteacher may, in serious cases, exclude them from the Academy - for a fixed term or permanently.

Holderness Academy and Sixth Form College Positive Discipline (PD)

Date of Review: October 2018
Next Review Date: October 2019

SECTION I - INTRODUCTION

This document sets out the framework of the Academy's approach to encouraging outstanding behaviour known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. At all times staff will be made fully aware of such changes.

In a sense the framework seeks to build upon present good practice whilst addressing identified areas of weakness.

It is genuinely hoped that our new framework for discipline will successfully address or improve a number of areas.

The framework should be successful in:

- i. increasing the efficiency and the effective use of the Student Planner as a central record of each student's progress;
- ii. providing much greater understanding of the discipline process for students, Parents/Carers, teachers and governors;
- iii. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- iv. supporting staff in the classroom by ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers will no longer have to suffer constant disruption;
- v. making the Academy a pleasant learning environment of which we can all be proud.

Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. Non-teaching staff will also be expected to formally praise students whenever it is appropriate.

Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases must be worked through in a logical manner. Faculty approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful the following must be understood by all concerned. The expectations of behaviour set out with this PD Policy apply to all students.

Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, student profile or Education Health and Care Plan (EHCP) When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. **The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency;** Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each child's case being viewed on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are imposed, consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

Members of staff who 'opt out' of the agreed framework should be prepared to face the consequences. This is likely to include admonishment from a senior member of staff.

Senior members of staff must also look to operate within the framework at all times.

At the centre of all that we do is the Student Planner. Its modus operandi must be understood and followed by all students, all teachers and all parents.

The system must not be allowed to fail. With enthusiasm, commitment and team-work in its truest sense there is no doubt that we can make this system work for us.

SECTION II - CLASSROOM RULES

The **Classroom Rules** are outlined below:

- Please arrive on time, fully equipped and ready to work for each lesson
- Please line up quietly outside the classroom with coats off
- Please stand in silence at the beginning and end of lessons
- There is a 10 second protocol to silently prepare for work
- Planners should always be on the desk open at the correct page
- Please do as you are told by all staff – 'first time, every time'
- Please listen carefully when the teacher or another member of the class is talking
- Please raise your hand and wait for permission to speak
- Please always try your best without disturbing others
- Please always do your homework to the best of your ability and hand it in on time

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: ‘Please arrive on time, fully equipped and ready to work for each lesson’

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson. The “non-negotiables” are planner, pen, pencil, ruler, calculator and reading book in addition to any subject specific requirements.

Rule 6: ‘Please do as you are told by staff – first time, every time’

The idea of following staff instructions was so important that the wording of the rule had to be absolutely clear.

In short we want all students to do as they are told.

Rule 8: ‘Please raise your hand and wait for permission to speak’

The importance of maintaining the tradition of having students putting up hands in order to contribute in discussion is key. It is expected that the ‘hands up’ routine will be a central feature of each classroom, except when staff are engaging students in a question and answer session.

SECTION III – OUT OF CLASSROOM RULES

- Please be polite and show respect for other people and the environment
- Please do as you are told by all staff – ‘first time, every time’
- Please wear your uniform with pride at all times
- Please look after property and put all litter in bins
- Please eat and drink in the right place at the right time
- Please walk around the Academy sensibly and quietly and keep to the left
- Please be lined up outside your form room, ready for registration by 8.35am

Rule 5: ‘Please eat and drink in the right place at the right time’.

Students should only eat and drink in the designated dining areas, i.e. the Lower and Upper school canteens and the Year 7 and 8 Crofters. There should be no drinking in corridors.

Students are permitted to have a small, clear plastic bottle of water on their desk during lessons. Any other drink is not permitted and students not following this rule will be issued with a detention in line with PD. There may be certain subjects such as IT/Computing where it is not appropriate for students to have a drink due to health and safety reasons.

SECTION IV – REWARDS

Central to the philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is surely a key foundation in all good academies.

ONGOING FACULTY/SUBJECT REWARD SYSTEM

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will have selected a stamp to be used by all departmental members. The chosen stamp will be awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort, progress and attainment.

STAMPS

As indicated in the pyramid itself, the awarding of STAMPS will be based around the Student Planner. Certainly the administrative burden involved in awarding STAMPS is intended to be both simple and time efficient.

STAMPS can of course be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when excellence in all its many guises is noted.

A clean slate in terms of negative comments will be rewarded with a Form Tutor Stamp each week.

Students will receive a stamp for each day that they attend.

At the end of each week a student who has been on time all week will receive a Stamp from their Form Tutor. At the end of each week a student who has brought the correct equipment all week, will receive a stamp from their Form Tutor.

The awarding of Stamps will be of greater significance around the Academy. As well as being used to reward excellence in terms of classroom and homework performance, the Stamp will be used to reward all significant contributions to the school community outside classroom and homework performance. This might include presenting a positive image of the Academy in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

Final and separate deadlines for the awarding of Stamps for Year 11 and all other students will be identified and communicated.

The Stamp will, of course, lead to recognition through our system of Certificates and Reward Trips etc.

ONGOING CERTIFICATES

From September 2018 the Certificate levels for Stamps will be the following:

250 – Bronze; 500 – Silver & letter/postcard home; 1000 – Gold & PL/PM letter home; 1500 – Platinum & SLT phone call home; 2000 – Diamond Headteacher's Award; 2500 - Governor's Award; 3000 - Chair of Governor's Award.

Students who have gained the required number of STAMPS will receive the appropriate certificate which will be presented either in Year assembly or by the Form Tutor. At the end of each academic year details regarding Stamp levels and Certificates awarded will be reported to Parents/Carers and placed on their file.

It is hoped that the awarding of STAMP CERTIFICATES will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented.

POSTCARDS

Students will receive a Faculty/Subject 'postcard' which will be sent direct to their home. It will be expected that no more than two or three students from each teaching group will be identified each term. Space will be left for a teacher comment, though a signature alone will be quite sufficient.

Three identified Faculty meetings each year must be used to review student progress with the intention of awarding postcards. A postcard chart, filled in by students, will be displayed in all form rooms.

It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication.

LEADERSHIP TEAM INVOLVEMENT

Senior Staff will provide a high presence across all year groups during PD lessons. An identified member of the Leadership Team will operate from their own office and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. It is anticipated that one student from a form group will be referred to the SLT member within one lesson. Members of the Leadership Team will visit year groups during the PD sessions and will award a Leadership Team Special Stamp. Students who are working exceptionally well will be referred on to the Headteacher in order to receive the Headteacher's Special Stamp.

THE MAJOR AWARD CEREMONIES

Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.

In the final term we will attempt to establish an activities plan for students who have achieved a bronze Certificate or above, met the Academy's attendance target and who have not been excluded, served a period of isolation or missed a school detention.

SECTION V – SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS

In terms of classroom based sanctions seven key phases were identified. It is hoped that the good majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

It is essential that all students, Parents/Carers and teachers understand this framework and its consequences. At all times, the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework and apply the principles set out in Section 1, particularly those dealing with a student's individual needs. We as an Academy can no longer tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we must operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

‘When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.’

‘Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate ‘follow-up’ strategy with each student’s case being viewed in an individual sense. This is the key area of flexibility’.

PHASE ONE – VERBAL WARNING (after settling to work)

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

The VERBAL WARNING, though not recorded, has two clear purposes:

- (i) to indicate to students that they have done or are doing something which is unacceptable;
- (ii) to form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

It goes without saying that students must clearly understand the fact that they have received each warning and that the words ‘VERBAL WARNING’ must be used by the member of staff.

The VERBAL WARNING should not be given as a blanket warning to the full class. In a classroom the VERBAL WARNING should be recorded by the placing of the student planner on the member of staff desk, so they are fully aware they are on a VERBAL WARNING.

PHASE TWO – SECOND WARNING

A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff need also to record on SIMS via the ‘right click’ on the register. Students will move straight into PHASE TWO for lateness, homework, coursework and equipment misdemeanours.

Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

If a student reaches the maximum number of written comments allowed each week they will move into PHASE FIVE – Isolation.

If they complete Phase Five Isolation they return back to their mainstream education. Following this, if they again reach half the maximum written comments (four) in the remainder of that week, they will return to isolation. This means the student will have received a maximum of 12 comments in total for the week prior to moving to the next sanction.

PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. Students will be moved to another area of the room as the first part of the sanction. A further comment from the teacher must be placed in the child's planner.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

PHASE FOUR – STUDENT MOVED WITHIN SUBJECT AREA

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to PHASE FOUR. Though there is always the possibility of this occurring, the Academy strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:

- i. such teachers are likely to have curriculum responsibilities;
- ii. the groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience. Consequently, ***they should be received in an appropriately severe manner.*** The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

Automatically, the student will receive a School Detention. As a matter of policy, the appropriate PD Manager will be advised. Parents/Carers will be contacted through the detention communication form which is in the planner.

When a student is given a third Detention Parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth School Detention being received.

When a fifth School detention within a half term is given to any student they will automatically move into PHASE FIVE – ISOLATION.

On-call will continue to run and any student refusing to go to the departmental link will be referred to on call. This will be seen as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will receive an Isolation.

PHASE FIVE – ISOLATION

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed by the PD Manager and members of the Leadership Team.

CCTV will be in operation at all times when installed at the Academy, supervision at break will be shared between the teachers who have supervised periods 2 and 3, and lunchtime supervision will be incorporated into the existing lunch-time duty framework.

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

The duration of the day in the Isolation Room will be from 8.35 a.m. to 3.00 p.m.

Students placed in Isolation arriving late without good reason will repeat the full day at the earliest opportunity.

The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.

A student who follows instructions, works in silence and completes all work will re-join mainstream education though a record of the period of Isolation will be kept in the student's personal file. It may also be worth noting once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

The first period in Isolation will be for one day. Students who continue to under-perform will work through further periods of two, three and four days.

There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.

– (1 and 2 day Isolation) counselling by Pastoral Manager/Progress Leader.

– (3 day Isolation) counselling by Leadership Link.

– (4 day Isolation) counselling by SLT Lead for Positive Discipline

Whenever possible, Form Tutor to be present.

Students will enter Isolation if they have received 5 Detentions in a half term.

PHASE SIX – CONTRACT MEETING

Students will be placed on CONTRACT once the final four day period of ISOLATION has been served.

Each time the CONTRACT is broken the student will serve one day's ISOLATION. Once the CONTRACT has been broken on the **fifth** occasion, and any subsequent breaks, the student will be expelled from school for a fixed term period. These will be 1, 3, 5, 10, 12, 13 day expulsions until 15 clear days have passed.

Students will remain on contract until they have completed 15 clear days without breaking their contract.

Students on CONTRACT will have a red CONTRACT stamp placed in the weekly section of their Student Planner. This will be done by the appropriate member of the Pastoral staff. Though some generic comments will remain CONTRACTS will be more individually tailored to the needs of the students concerned. An up-to-date Isolation and Contract list will be communicated with staff and parents will be contacted.

All other students will be given a 'clean slate' at the beginning of each academic year.

PHASE SEVEN – FIXED TERM AND PERMANENT EXPULSION

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.

The control of fixed-term or permanent expulsion is entirely in the hands of the Headteacher and Governing Body. Expulsions normally operate on a tiered process following a system that leads through 1 day, 3 days, 5 days, 10 days, 12 days and finally 13 days. There may be occasions where the Headteacher will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of expulsion; these expulsions will be reviewed in line with similar incidents across TCAT to ensure consistency. Following an expulsion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent expulsions.

On re-entry to school after a period of fixed term expulsion a student will be automatically placed in isolation unless they have completed the behaviour repair work.

Prior to making any decision on fixed term or permanent exclusion, the Headteacher will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

SECTION VI – SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND THE ACADEMY

As outlined in the third pyramid, the sanctions system for around the Academy operates on five main levels.

In short, members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the Student Planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate PM/PL decides that a period of isolation is the most appropriate sanction.

Staff are reminded that the principles in Section 1 continue to apply in relation to the imposition of sanctions for non-classroom misdemeanours.

LEVEL ONE

From September 18 the following system in terms of sanctioning students around the Academy will be used. Though this will mean that no formal VERBAL WARNING will be required it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey Academy rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the Academy they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for Parents/Carers.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires three such comments will automatically move into LEVEL TWO though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening.

LEVEL TWO

School Detention. The student will attend a School Detention as appropriate.

LEVELS THREE, FOUR & FIVE

These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

SECTION VII – THE USE OF THE STUDENT PLANNER

Monitoring of Student Planners

Student Self-Monitoring

Without doubt, the success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

Parental Monitoring

Parents/Carers will also have a key role in monitoring their child's planner. In the communication to Parents/Carers at the front of the Student Planner need for parental involvement is outlined in some detail. Most importantly it is expected that Parents/Carers will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an Academy. If the planner is not signed the student will receive a written warning.

Form Tutor Monitoring

Within the Academy, Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner;

- ii. that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- iii. that, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- iv. that, whenever they occur, comments made in the Student Planner by Parents/Carers are responded to in an appropriate way;
- v. in order to communicate as Form Tutor to Parents/Carers upon any school based issue which they feel would be best communicated through the Student Planner;
- vi. in order to monitor the awarding of STAMPS or official sanctions.

Each Form Tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

The Positive Discipline Lesson

- (i) Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
- (ii) A timetable for PD lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring Students to Leadership Team

- One student should be sent during any one PD lesson
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
 - (i) they have successfully achieved a certificate level.
 - (ii) they have established six or more weeks of consecutive 'clean slates'.
 - (iii) they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the SLT.
- Where there is evidence of excellent achievement a Leadership Stamp will be awarded by the member of the Leadership Team. Where a student's performance is exceptional the Leadership Link will refer the student to the Headteacher who will award a Headteacher's Stamp.

SECTION VIII – THE CONTENTS OF THE STUDENT PLANNER

No personalising of the Student Planner will be allowed. It should not be defaced. Pages must not be folded over and highlighter pens must not be used. The Planner should be carried in the student's bag not in a jacket pocket. In short the Student Planner must be kept as if it were a best exercise book.

Lost Student Planners will need to be immediately replaced at a cost of £5.00.

At the beginning of each Form Tutor session, students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to the Pastoral manager.

It is the individual student's responsibility to look after their own planner at all times. It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within a term will automatically serve a one-day period of ISOLATION. Students may borrow a temporary planner once each term. Pastoral staff will endeavour to get Parents/Carers to bring the planner into school so the student can re-join mainstream lessons.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures on the Positive Discipline sheets provided.

Once students have completed their Student Planner based work in the Positive Discipline lesson they should either read, or in the case of Key Stage 4 students, work quietly on GCSE work. A clear structure for the framework of PD lessons will be displayed in all form rooms.

The Positive Discipline lesson should not be used as an opportunity for students to socialise.

SECTION IX – PROTOCOLS

- i. The ten second rule: at the start of all lessons students will be told to stand and make uniforms perfect, get out planners and equipment then sit down. This is designed to take some of the face to face conflict away from situations.
- ii. With regard to students who are not doing as they are told, in order to clarify what is defiance we enunciate the words "you have ten seconds to do as you are told and if you do not it is Isolation".
- iii. Mobile phones should be switched off and not be visible from the start of the academy day until the end of the day. Any mobile phone that is seen during this time either being used or not will be confiscated. Confiscated mobile phones will be held by the Pastoral Manager and returned at 3.00pm for the first offence. It will have to be collected by a Parent/Carer from the Lower School office if it is a second offence. If it is a third offence Parents/Carers will have to collect the mobile phone on the following Friday.
- iv. Smart watches are not allowed in school and they will be confiscated in line with the mobile phone policy.
- v. During registration any student who does not have their planner or does not have the correct uniform should be referred to a Pastoral Manager.

PUNISHMENTS FOR MISDEMEANOURS COMMITTED AROUND THE ACADEMY

• Mobile phones / smart watches are not to be used and should be switched off and put away from entering the Academy until 3.00 pm and outside the building. They are not to be seen, heard or used at all during this time. Any phone seen, heard or used during this time will result in the following:

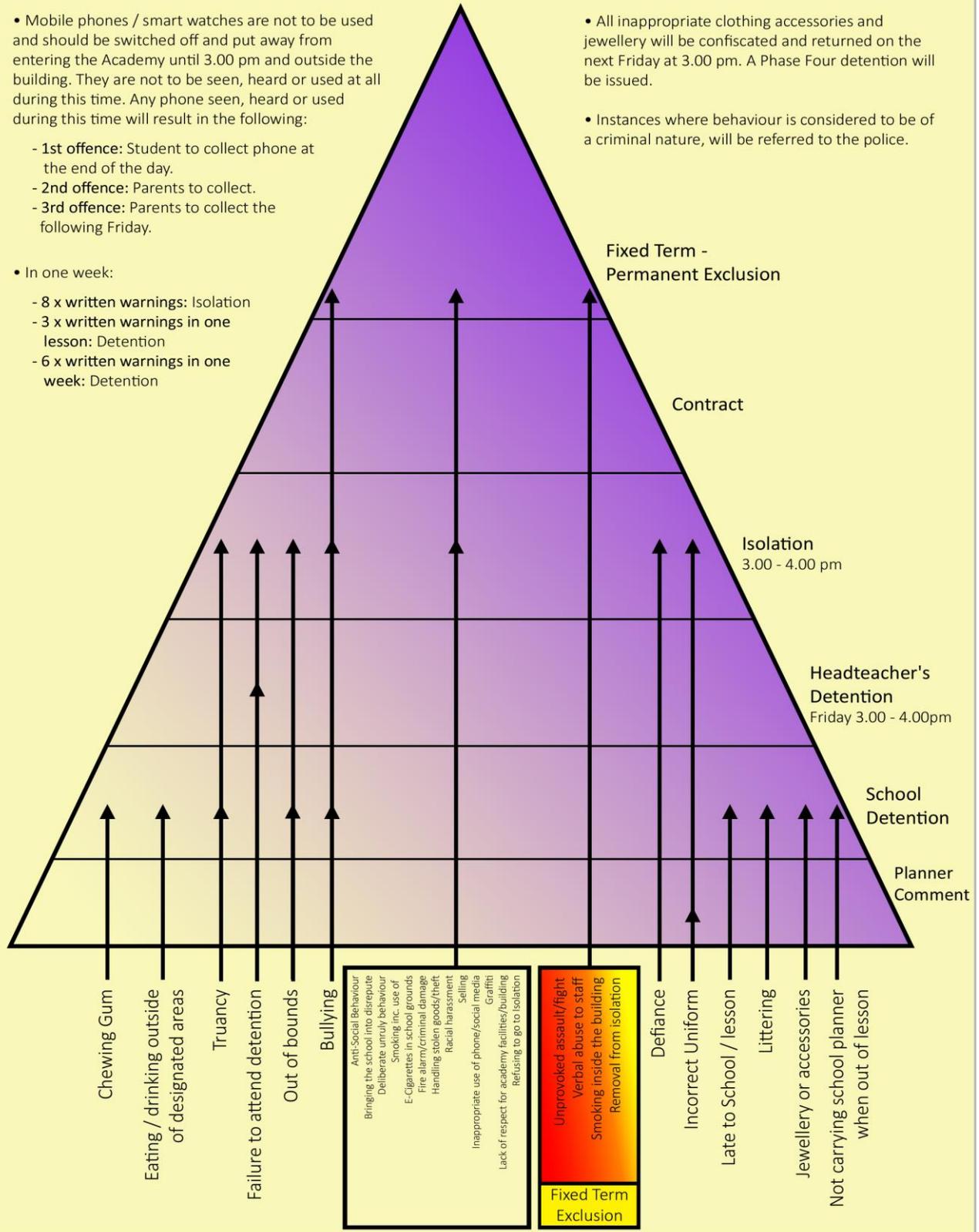
- 1st offence: Student to collect phone at the end of the day.
- 2nd offence: Parents to collect.
- 3rd offence: Parents to collect the following Friday.

• In one week:

- 8 x written warnings: Isolation
- 3 x written warnings in one lesson: Detention
- 6 x written warnings in one week: Detention

• All inappropriate clothing accessories and jewellery will be confiscated and returned on the next Friday at 3.00 pm. A Phase Four detention will be issued.

• Instances where behaviour is considered to be of a criminal nature, will be referred to the police.



Student Support

The Academy expects that parents would play a key role in supporting students through the regular feedback they receive from the student planner.

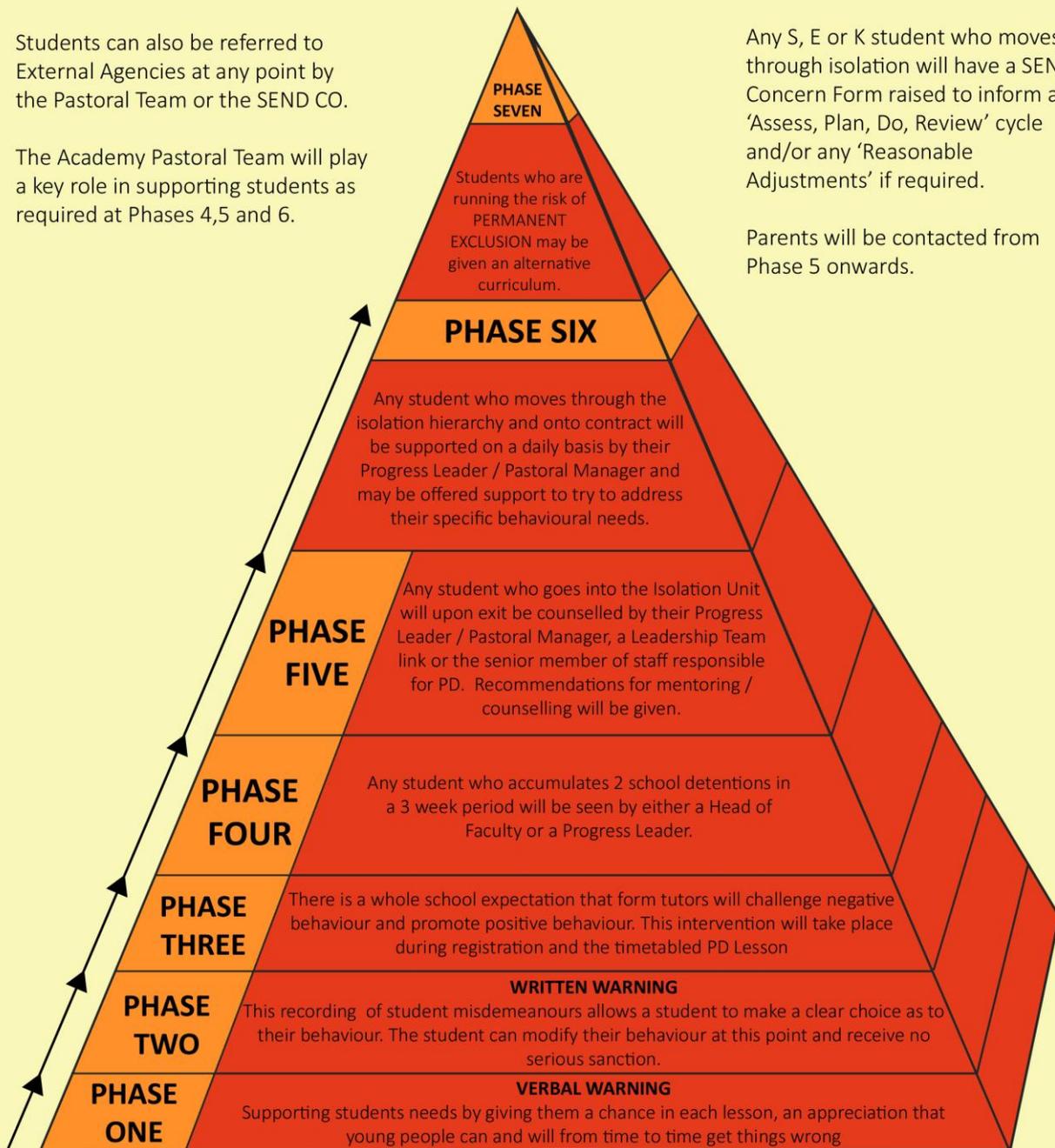
Students can also be referred to External Agencies at any point by the Pastoral Team or the SEND CO.

The Academy Pastoral Team will play a key role in supporting students as required at Phases 4,5 and 6.

Students that are reaching 5 or more days of exclusion may be referred to the SEND department for specialist assessment using the SEND Referral Form.

Any S, E or K student who moves through isolation will have a SEND Concern Form raised to inform an 'Assess, Plan, Do, Review' cycle and/or any 'Reasonable Adjustments' if required.

Parents will be contacted from Phase 5 onwards.

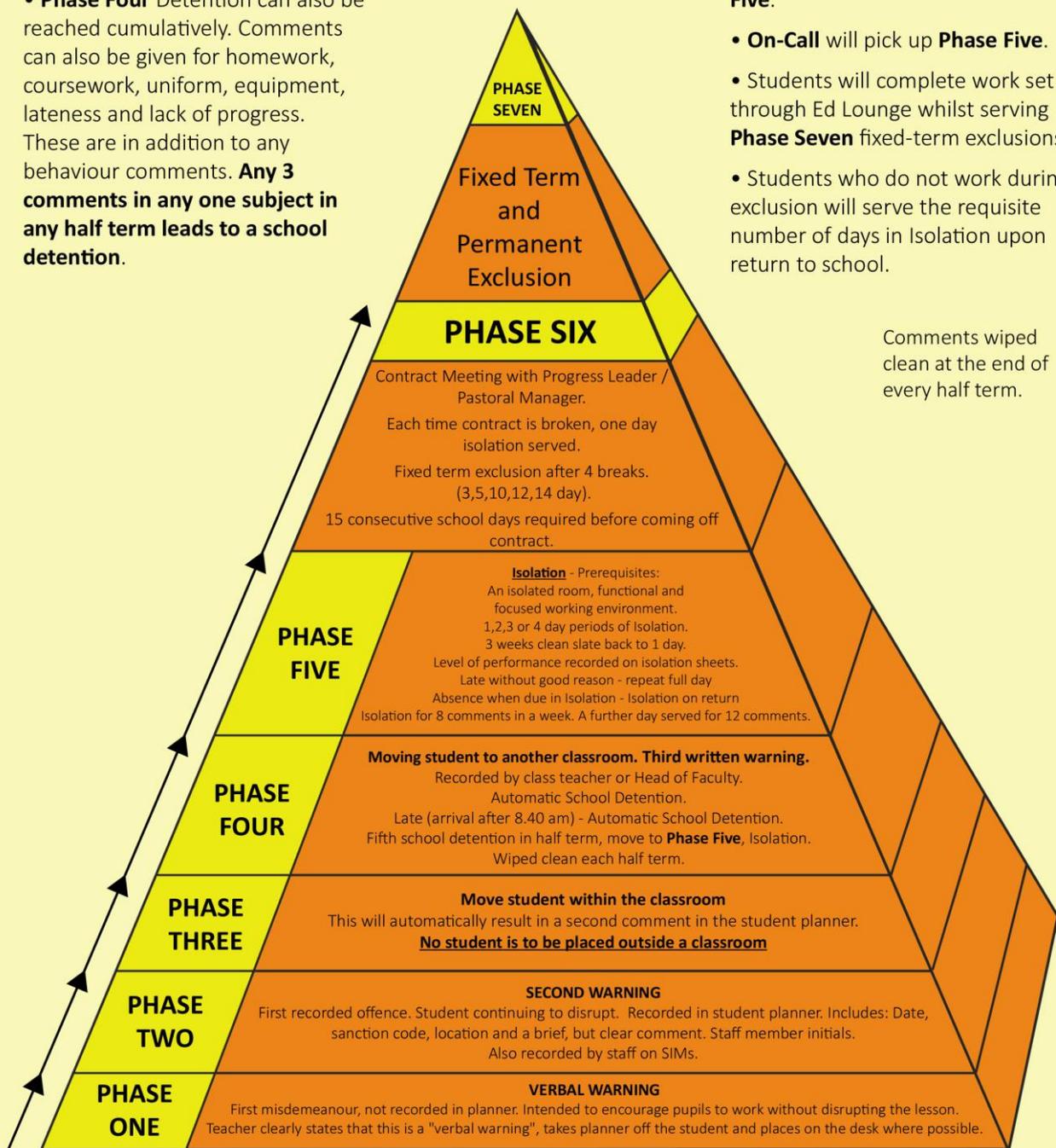


For any system to succeed, all staff must rigorously adhere to the established framework.

PUNISHMENTS FOR CLASSROOM BASED MISDEMEANOUR - INDIVIDUALS

- **Phase Two and Three** misdemeanours are still recorded in the planner. Priority behaviour areas covered in a contract.
- **Phase Four** Detention can also be reached cumulatively. Comments can also be given for homework, coursework, uniform, equipment, lateness and lack of progress. These are in addition to any behaviour comments. **Any 3 comments in any one subject in any half term leads to a school detention.**

- Students can go straight to **Phase Five** if their behaviour merits it.
- Any student refusing to go to a **Phase Four** will move to **Phase Five**.
- **On-Call** will pick up **Phase Five**.
- Students will complete work set through Ed Lounge whilst serving **Phase Seven** fixed-term exclusions.
- Students who do not work during exclusion will serve the requisite number of days in Isolation upon return to school.



For any system to succeed, all staff must rigorously adhere to the established framework.