

Behaviour for Learning Policy

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Policy Statement

At Wilmington Academy we are dedicated to ensuring that our Academy environment supports the learning and wellbeing of all students and staff.

This policy outlines what we expect from all stakeholders, in particular our students, and the sanctions that will be enforced if this policy is not adhered to. Additionally, this policy will outline ways in which we celebrate and encourage positive behaviour. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to go on to be independent and positive contributions to their community and society.

Our Home Academy Agreement recognises the importance of a successful partnership between the Academy, students and parents.

Anything is possible, Believe in yourself, Don't just fly, soar and strive further, reach higher.

Links with other policies

- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Equality Objectives Policy
- Special Educational Needs Policy
- Teaching & Learning Policy
- Assessment, Reporting and Recording Policy and Marking & Feedback Policy
- Relationships, Health and Sex Education Policy
- LAT Policies: Attendance Policy, Uniform, Suspensions and Searching & Screening Policy
- Digital Strategy & Blended learning policy

Aims

The Academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. This is so that every student is able to study in an environment of disruption free learning, where they thrive. We hope that by encouraging positive behaviour we can develop good relationships throughout the academy, built on trust and respect, and that through the use of this policy we can support all students in developing a high level of resilience and social awareness. Our aim is to ensure that all our students, regardless of race, gender, sexuality, perceived ability, age, appearances or disability are equipped with key skills they need to continue to progress to the best of their ability in all areas of life.

Academy & Staff

It is the responsibility of all staff to familiarise themselves and comply with this policy. The Academy understands that the first step to modelling good behaviour is to lead by example and therefore all members of staff must act responsibly and professionally and will never denigrate students or colleagues. We strive to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained with face-to-face CPD to manage behaviour as part of their continued professional development and are well informed of the extent of their disciplinary authority.

We work with parents/carers to understand their children and their behaviour and encourage parents/carers to communicate with the Academy if they have a concern about their child's behaviour. We promote good behaviour and will regularly report, in line with the Assessment, Reporting and Recording Policy students attendance, merits and negative logs at regular intervals throughout the year. We promote our reward and sanctions by displaying the posters in every classroom and pastoral areas.

Staff are a constant presence around the Academy, in-between lessons, during social time and before and after school. There is also a rota for SLT to circulate the academy during lessons to ensure a calm and purposeful learning environment at all times.

We recognise that where individual students are engaging in continuing disruptive behaviour there could be underlying or complex emotional needs. Our pastoral teams will ensure that if such needs are identified, we will do all we can to ensure that the student receives a personalised approach to support them and their learning.

Staff should:

- Consistently display good classroom management and promote excellent behaviour for learning
- Establish a stimulating learning environment, deploying Quality First Teaching strategies at all times
- Develop and promote traits of the IB Learner Profile
- Mark and return students work inline with the Marking and Feedback Policy
- Praise, actively encourage and regularly reward students wherever possible
- Ensure that the full and correct use of the Four Point Plan is used to address disruptive behaviour in lessons and follow up with necessary actions and sanctions

Students

'All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes'. (DfE 'Behaviour in schools' Sept 2022)

It is the responsibility of students to develop positive relationships, be respectful and demonstrate acceptable standards of behaviour at all times. Students will be reminded of our expectations and the Academy policy and procedures regularly. Students have a responsibility to ensure that any incidents of disruption, violence, bullying, discrimination and any form of harassment are reported as soon as possible.

Students should:

- Treat all members of the Academy community with understanding and respect
- Show respect for the Academy environment and property
- Attend and be punctual to all lessons, including Period 1
- Remain on site during Academy hours
- Try my best and meet all course requirements, including home learning tasks
- Wear the full and correct Academy uniform as outlined in the Behaviour Policy
- Bring the correct equipment as outlined in the Behaviour Policy
- Adhere to Academy expectations and behave responsibly at all times (including to and from the Academy)
- Keep my mobile phone in my school bag and switched off when on site
- Adhere to any sanction(s) if and when required
- Not bring in any prohibited items as detailed in the behaviour policy (such as aerosol cans, chewing gum, energy drinks and vapes) into the Academy as this will result in confiscation and a sanction
- Not bring in any tobacco, vapes, alcohol, illegal drugs or offensive weapons into the Academy as this may jeopardise my place
- Not maliciously interfere with Academy equipment; including the computers or fire safety equipment as this may jeopardise my place
- Not misuse ICT devices, systems or services as this will result in loss of access to technology in school or a more serious sanction; such as a fixed-term exclusion or permanent exclusion
- Behave responsibly online including the use of learning platforms and social media

Parent/Carers

'Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them'. (DfE 'Behaviour in schools' Sept 2022)
Parents/carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the academy. We ask all parents/carers to sign the Home-Academy Agreement to indicate that they will respect and support the Academy's behaviour policy and the authority of the Academy staff.

- Fully support and work with the Academy to encourage a positive attitude to education
- Encourage excellent attendance (95%+) and punctuality; informing the Academy on any day the student is unable to attend or will be late
- Avoid family holidays during Academy term time.
- Make time to discuss and listen to my child about any home learning and recognise effort and progress my child has made
- Attend any parents evenings and relevant academy functions in which my child is involved; including any meetings that are requested by the Academy
- Regularly review My Child At School to keep up to date with my child's behaviour and attendance
- Inform the Academy if there are any factors which may affect my child's performance
- Fully support the Academy policies; including the Behaviour Policy and any sanctions that are implemented if and when required
- Ensure my child has the correct uniform and equipment (including pencil case and its contents, appropriate footwear and correct PE kit)
- Pay for the repair or replacement of any damage caused by my child (including lost books, equipment or damage to property)
- Support my child in full-time education or training to the age of 18
- Support the Academy policy on maliciously interfering with Academy equipment; including the computers or fire safety equipment
- My child using sharp instruments in practical lessons; such as technology, food technology and Art
- Support any interventions that are put in my the Academy (including external agencies) where required
- Take full responsibility for my child's appropriate use of technology including social media

Celebrating excellence

All students can earn merit points which have been linked to the 10 traits of the IB learner profile. In addition when students have gone above and beyond they can be awarded 5 merit points as 'celebrating excellence'. Teachers award merits using Bromcom and can be seen by parents using MCAS. Tutors will also discuss these with students on a regular basis.

Students who have gained more than 100 merits (awards at 100, 150, 200 and 250+) will receive a certificate during award assemblies at Christmas, Easter and in July, at the end of the academic year. 'Unsung Hero' Awards, will also be awarded three times per year for students who have 100% attendance and zero negative logs.

In addition to the merit points we encourage and praise students with regular verbal and written praise, contact home, postcards, stickers and certificates. At the end of every module each college will hold a 'Celebration of Success' assembly where students will receive awards and prizes for merits points, attendance, nominations (tutor and pastoral teams) and wider activities (For example Numeracy Ninjas, sports awards and literacy awards).

Students in Key Stage 4 and 5 (Year 10, 11, 12, 13) collect merits throughout the year. In November, Year 11 and 13 are introduced to 'Reach for the Stars' reward strategy.

Girls	Boys
<ul style="list-style-type: none"> ● Black Blazer (with the Academy badge and colour stripe of college on pocket) ● Bespoke Academy kilt style skirt (these must be worn 1-2 inches below the knee when standing) or Black tailored school trousers. Students who persistently defy the above and roll their skirt will be asked to wear tailored school trousers ● White blouse or shirt (plain with no logos) ● Plain black socks/tights ● Plain, flat black formal shoes only (that do not go beyond the ankle bone) Maximum height is 1 inch/3 cm. No trainer/converse style shoes can be worn. ● Plain black V-neck jumper (optional) 	<ul style="list-style-type: none"> ● Black Blazer (with the Academy badge and colour stripe of college on pocket) ● Academy Tie (with the colour stripes of the college) ● Black tailored school trousers ● White shirt (plain with no logos) ● Plain black socks ● Plain, flat, black formal shoes only (that do not go beyond the ankle bone). No trainer/converse style shoes can be worn. ● Plain black V-neck jumper (optional)
<ul style="list-style-type: none"> ● Coats/Jackets - should be plain with NO writing or commercial logos. Tracksuit tops, denim jackets and leather coats are not permitted. Students should bring a coat during Modules 2-4. Students are also welcome to bring a plain umbrella if rain is forecast during the school day. ● Jewellery - Students are NOT allowed to wear jewellery. Rings are dangerous for many activities and therefore unsuitable for the academy. Necklaces and bracelets are similarly unsuitable; however, an exception may be made for religious bangles. One pair of small stud earrings may be worn, one in each ear. No facial jewellery (including clear studs) or piercings are permitted. Students will be asked to remove the items and they will be confiscated for parents/carers to collect and a log on Bromcom. ● Watches may be worn and handed to a teacher during certain activities such as PE. Smart watches are not permitted. The Academy is not responsible for the loss or damage of any jewellery. ● Nails - fake nails of any kind, including tips are not permitted. Nail varnish is not suitable and not permitted. Students will be replaced into isolation if they cannot address nails/polish on entering the academy. ● Make-up - fake tan, fake eyelashes, lipstick, mascara and excessive make up is not suitable for the Academy. Students in Year 7 and 8 are not allowed to wear make-up of any kind. Students in Year 9-11 may wear subtle, natural make-up. Students wearing excessive make-up will be required to remove it or placed into isolation if this cannot be addressed. ● Hair - Extreme hair colours are not permitted and hair must be one tone and a natural colour. Unusual hairstyles, including tram lines are not permitted. ● Trainers - are not permitted. Smart, formal, plain black shoes only. Students who do not have the correct footwear will lose their social time. Students who persistently wear trainers will be placed into isolation. 	

The Academy has the final decision on uniform. Students who do not comply with the above standards & uniform will be sanctioned accordingly. This could be losing all social time or isolation for standards that are not addressed (such as false eye lashes or incorrect footwear).

Equipment

Key Stage 3 - MYP (Year 7-9)	Key Stage 4 - GCSE (Year 10-11)
<p>Every student must have a suitable school bag which can hold an A4 book/folder.</p> <p>A suitable pencil case which includes: 2 pens (blue or black), a red pen, HB pencil, 30cm ruler, rubber, sharpener, highlighter, reading book and a scientific calculator.</p> <p>In addition you will require subject specific equipment on certain days:</p> <p>Maths set (a protractor and compass minimum) and PE kit as set out in the uniform section.</p> <p>You must ensure you bring your device to school fully charged everyday.</p> <p>You may also wish (however this is not compulsory) to bring a glue stick and colouring pencils.</p>	<p>Every student must have a suitable school bag which can hold an A4 book/folder.</p> <p>A suitable pencil case which includes: 2 pens (blue or black), a red pen, HB pencil, 30cm ruler, rubber, sharpener, highlighter, reading book and a scientific calculator.</p> <p>In addition you will require subject specific equipment on certain days:</p> <p>Maths set (a protractor and compass minimum), PE kit as set out in the uniform section and Art students require a variety of drawing pencils, watercolour palette and brushes and colouring pencils.</p> <p>You must ensure you bring your device to school fully charged everyday.</p> <p>You may also wish (however this is not compulsory) to bring a glue stick and colouring pencils.</p>

PE Kit

<p>All pupils must have a Wilmington Academy PE kit which must be worn for each lesson. This includes:</p> <ul style="list-style-type: none">● Polo shirt - relevant colour depending on their college● Black or navy blue shorts and/or tracksuit bottoms - Grey tracksuits/tops or shorts are <u>not</u> permitted at the Academy● Trainers - indoor with non-marking soles● Football boots - with safety studs● Gum Shield and Shin Pads● A change of socks – we would advise football socks for PE● Rugby top/plain black or navy blue jumper/tracksuit top (optional)● School coats or hoodies are not to be worn in PE lessons	<p>The following are NOT allowed:</p> <ul style="list-style-type: none">● Grey tracksuit bottoms● Hoodies● Converse/Vans type trainers● Jewellery <p>Should pupils be unable to bring their school PE kit, e.g. because their kit is in the wash, please provide a plain, appropriate replacement for them to wear instead. If pupils do not have a suitable PE kit for the lesson then a clean, spare kit will be provided for them to wear.</p>
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Prohibited items

The following items are not allowed in the Academy under any circumstances:

- Alcohol, drugs or drug paraphernalia
- Cigarettes, vapes of any kind, matches or lighters
- Chewing gum
- Aerosols
- Weapons of any kind (including water pistols and other replica/toy weapons)
- Material that is inappropriate or illegal for children to have; such as racist, homophobic or pornographic material
- High energy or fizzy drinks
- No student may sell items on the Academy site

Drugs

We will not tolerate drug use of any sort on Academy property or during off site activities. This includes solvents and any other substance that can be misused or harmful. Students will be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing or taking drugs (including being under the influence). We will engage with the police if any student is involved with the above.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents should make the Academy aware of this in writing and any medication should be left with the college administrators where they will be locked away securely until required.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

Criminal damage

In the event a student damages the academy property or equipment they will face a sanction and we will look to recover any costs incurred to fix, replace or repair the damage. We may also report any events to the police.

All of the above also applies when travelling to and from the academy.

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, all members of staff are authorised to use confiscation as a disciplinary sanction. This means that staff may confiscate or seize items in the possession of students that are illegal or banned; if they are found while students are on site.

Any member of staff can search students with their permission to look for any item that the rules say must not be brought into the academy. The Principal and staff authorised by the Principal have the power to search a student or their possessions, without consent, where they suspect the student has a “prohibited item”.

Mobile phones

Mobile phones must be switched off and in bags at all times when on site.

Following recommendations from the Secretary of State for Education mobile phones are not permitted on site. If mobile phones are seen or heard they will be confiscated and handed to the main reception where a parent/carer will need to collect it at the end of the school day. The student will be issued a 45 minute CUC detention and receive a log on Bromcom. This also applies to earphones, airpods and smart watches. If students are found to be carrying their mobile phone, earphones, air pods or smart watches in their blazer they will be confiscated and need to be collected by a parent/carer.

Students in Post 16 (Year 12 & 13) are permitted to use their mobile phone in lessons (with the teacher's consent) and in the Post 16 Common or Study rooms. Mobile phones and headphones must not be used or worn in public areas.

The Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases the mobile phone will be confiscated, and the student's parent/carer will be required to collect it.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE guidance states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be deleted before returning the item if they believe there is good reason to do so.

Only the Principal, Designated Safeguarding Lead, Head of Colleges or DSL deputies have the power to search a student's device.

CCTV

The Academy has invested in 70 new CCTV cameras throughout the Academy site for further support pupil safety (including outdoor areas and at the rear/entrance of the site). If required footage can be used as evidence for any investigation where a student breaches the Academy behaviour policy.

Digital/blended learning strategy

The Academy has invested a significant amount of money in providing students with a device. This must be looked after, charged each evening and brought to school every day. In the event the device is misplaced or damaged it must be reported to the pastoral team as soon as possible. Students found misusing their device will also be sanctioned accordingly.

In the event a student attends without their device fully charged the following sanctions will apply:

1st occasion	2nd occasion	3rd occasion
Warning	20 minute detention	CUC detention (45 minutes)

Four Point Plan Behaviour System

At Wilmington Academy we have developed a fair, clear and consistent behaviour strategy that is applied in every lesson throughout the academy. Staff will also utilise the merits system to reward students for positive behaviours both in and out of lessons. The teacher's discretion is final.

		Sanction
W1 Warning 1	The student will be addressed by name and given a clear warning. This will provide the student an opportunity to address their poor behaviour.	No sanction issued
W2 Warning 2	The student will be addressed by name for a second time and given another clear warning. This will provide the student an opportunity to address their poor behaviour.	No sanction issued
C Caution	The student will be addressed by name and informed they have now reached caution. <i>If possible the student may be asked to move seats within the room.</i>	20 minute detention - on the day with the teacher Logged on Bromcom Contact home
OC On-call	The teacher will direct the student to an alternative classroom using the On-call rota and request a member of SLT. <i>If there is a serious breach of the behaviour policy a student can be On-called immediately.</i>	30 minute detention (Subject Area Detention) Logged on Bromcom Phone call home by the teacher (Subject lead if cover)

Detentions can be given to individual students for misbehaving and/or lack of work. Poor behaviour in any detention will not be tolerated. Students will be asked to leave and be escalated to the next level. Parents will be contacted by the member of staff leading that detention.

Teacher detentions

Students may be detained at break or after school for a maximum of 20 minutes each day **without advance notification** to parents/carers. Any teacher issuing a student with a detention must log this on Bromcom. If a student misses 2 detentions they will be issued a SAD.

Students may also lose their social time if they do not have the correct uniform, equipment or for persistent irresponsible behaviour during break/lunch.

Subject Area detentions (SAD)

Students who reach On-call and are removed from a lesson for persistent low level disruption or serious incident will receive a subject area detention which runs for 30 minutes after school. This includes not having the correct equipment so they cannot fully participate in a lesson (for example PE where students do not bring the correct kit/refuse to wear a spare kit) or not completing home learning/digital learning on more than 3 occasions. Parents/carers will be informed and given at least 24 hours notice. These run on a rota set out by our Middle Leaders. If a student misses or fails ONE subject area detention, they will be issued a CUC.

Catch-up Club detentions (CUC)

Students will be placed into CUC for the following: Persistent lateness to school/lesson, possession or use of a prohibited item, truancy for less than 2 hours, having or using the mobile phone on site, eating or being in an out of bounds area (including walking in via car entrance), missing or failing one SADs, persistent breach of uniform/standards, persistent

inappropriate or irresponsible behaviour during social time. CUC detention is every Thursday from 3:15pm to 4pm. Texts will be sent to parents/carers the day before, informing them their child has CUC detention. We cannot guarantee that students will be collected for their detention and therefore it is their responsibility to go to their pastoral college at 3:15pm. Failure to do so will result in SLT detention.

SLT Detentions

Students will be placed into SLT detention for any serious breaches to our Behaviour policy or for failing or refusing to attend CUC detention. SLT detention is every Friday from 3:15pm to 4.30pm. Texts will be sent to parents/carers on the day before, informing them their child has SLT detention. We cannot guarantee that students will be collected for their detention and therefore it is their responsibility to go to their pastoral college at 3:15pm. Failure to do so will result in isolation.

Students may be asked to carry out school based community service during detentions. This includes litter picking, cleaning up students' mess, removing graffiti, sharpening pencils or helping tidy areas of the academy.

In the event the student is absent (authorised or unauthorised) for any of the detentions after school, it will automatically roll over to the next day the student attends the Academy.

Behaviour Analysis

Behaviour is reviewed daily by form tutors and weekly by SLT and Pastoral teams. Students are flagged a concern when they accumulate the following number of negative logs:

Stages	Number of negative logs with -1 value	Action
Stage 1	Student has reached 3 negative logs in a module	Form tutor to discuss negative logs with the student and explore ways that behaviour can improve
Stage 2	Student has reached 6 negative logs in a module	Student to be placed on Stage 2 report with their form tutor. Phone call to Parent/Carer (by form tutor). <i>PSP initiated & intervention checklist explored if second time in an academic year</i>
Stage 3	Student has reached 9 negative logs in a module	Student to be placed on Stage 3 report with a HoY/SSM. Meeting with parent/carers (HoY/SSM). <i>PSP initiated & intervention checklist explored</i>
Stage 4	Student has reached 12 negative logs in a module	Student to be placed on Stage 4 report with AP. Contact with parent/carers (AssistantPrincipal). The student will spend one day in the isolation room. <i>Intervention list reviewed & PSP updated. Consideration for MM/respice if second time in an academic year and a range of interventions have been deployed with little impact.</i>
Stage 5	Student has reached 15 negative logs in a module	Student to be placed on Stage 5 report with HoC. Meeting with parent/carers. <i>Intervention list reviewed & PSP updated. Consideration for MM/respice if a range of interventions have been deployed with little impact.</i>

A Pupil Support Plan must be initiated with a member of the student's pastoral team, their parent/carers and the student present. This is to ensure that all stakeholders express their views so that interventions can be put in place to support

the young person. Parents/carers will also receive a behaviour letter if their child has accumulated a high number of negative logs during the behaviour review at the end of Modules 2, 4 and 6.

Report Cards

As part of an intervention to support students who accumulate several negative logs, placed into isolation or demonstrate persistent punctuality concerns; we have created a range of report cards. Each report will be set up with the individual where 2-3 targets will be set to give them a focus to help address the particular behaviour that needs to be addressed.

All stakeholders will be involved in this process and the individual will need to 'check-in' with the person responsible for overseeing their report, their tutor (if not the person set out previously) as well as an adult at home, daily, to discuss their day/targets specified on the report card. Parents/carers/students **cannot request** for report cards to be issued and students cannot be placed on higher stages unless the following criteria has been met (see table below).

Distribution of report cards

Subject Report Card - in the event a student has persistently (3 lessons or more supported with logs on Bromcom) demonstrated poor behaviour in a subject the teacher should place a student on subject area report. This must be signed by the co-ordinator or Director of learning on completion.

The previous day's logs shall be reviewed each day for all students across the academy. In the event a student has triggered Stage 2, 3, 4 or 5 a report card will be issued and a conversation with the student will take place. Parents must be contacted by 5pm on that day to discuss/organise a formal meeting where required.

Setting a student up on report

In the event a student needs to be placed on report (except isolation report) there must be dialogue between the student/person responsible for overseeing the report on the day the report card is issued.

Also - this must be logged on Bromcom & parents informed. As set out below, Stage 3-5 requires a meeting with parents/carers.

The pastoral teams have the power to put a student on a report card, at any level, as an intervention to help monitor a student's behaviour.

Completed cards

ALL cards provide evidence of the intervention and therefore must be handed to the pastoral admin team who will scan a copy on to the students Bromcom.

These must be saved with the stage and start date. For example 'Stage 3 04/03/21'

A student will be placed on the appropriate report for 2 full weeks and the dates should be added daily in the event a student is absent. To pass the report card they must ensure they have a minimum of 86% (which allows four failed lessons over the course of the report card). It is the responsibility of the student to hand their completed card into their college admin/tutor for scanning onto the system.

Report Guidance (Year 7-11)

At each stage, if successful the report level will deescalate to one week at each previous stage/level.

In the event a student is on report the sanctions must be completed at the end of each day.

This table sets out the reasons a student may be placed on the different stage report cards.

	Duration/Criteria	Respons	Sanctions
Subject Report card	<ul style="list-style-type: none"> KS3 – 3 consecutive lessons KS4 – 5 consecutive lessons <p><i>A student can only be placed on 2 different subject report cards. If there are more than 3 subjects which are concerned the student should be placed on Stage 2 report with their tutor.</i></p>	Subject Teacher & Subject Co-ord	<ul style="list-style-type: none"> 10 minutes <p>Completed once the report card is complete.</p>
Stage 2 Tutor	2 weeks <ul style="list-style-type: none"> 8 or more negative logs Concerns by pastoral team 3 SARs (above) or lose report twice SoC twice in an academic year 	Tutor	<ul style="list-style-type: none"> 5 minutes per failed lesson 15 minutes if misplaced on the day
Stage 3 HoY/SSM	2 weeks <ul style="list-style-type: none"> 12 or more negative logs Failed Stage 2 or lose report twice SoC three times in an academic year <p>1 day isolation & PSP initiated</p>	HoY/SSM	<ul style="list-style-type: none"> 10 minutes per failed lesson 30 minutes if misplaced on the day
Stage 4 AP	2 weeks <ul style="list-style-type: none"> 16 or more negative logs Failed Stage 3 or lose report twice SoC four times in an academic year Received 2 FTEs in an academic year 	AP	<ul style="list-style-type: none"> 15 minutes per failed lesson 45 minutes if misplaced on the day
Stage 5 HoC	2 weeks <ul style="list-style-type: none"> 20 or more negative logs Failed Stage 4 or lose report twice SoC five times in an academic year Received 3 FTEs in an academic year 	HoC	<ul style="list-style-type: none"> 20 minutes per failed lesson 60 minutes if misplaced on the day
Punctuality	2 weeks <ul style="list-style-type: none"> Persistent punctuality/attendance concerns 	Tutor & HoY/SSM	<ul style="list-style-type: none"> 10 minutes per failed lesson 30 minutes if misplaced on the day
Isolation	Per day in isolation <ul style="list-style-type: none"> If placed into isolation this report card MUST be completed 	HoY/SSM	<ul style="list-style-type: none"> 1x Fail = 15 min at end of day 3x Fail = Re-sit 2 days failed = 1 day FTE

Please see appendices for the Post 16 (Year 12/13) report guidance

Internal suspension (inclusion)

In the event a student breaches the Behaviour Policy they will be placed into isolation. This runs daily from 8.30 to 4pm (except on Wednesdays where it finishes at 3pm).

If a student does not attend an SLT detention, they will be in isolation the following Monday, from 8:30am to 4:30pm (ending at the same time as the missed detention).

Students will be out of circulation and be expected to complete all their work via Google classroom. They will require a bottle of water and packed lunch (in the event the student receives Free school meals their lunch and drink will be collected for them during lunchtime). Students will be issued a report card which will be completed by a member of the pastoral team or SLT periodically throughout the day. If a student receives 3 or more failed periods they will need to repeat the day. If a student fails the second day they will be issued a fixed term suspension and be expected to resit a day in isolation on their return.

Internal suspensions will be issued for:

- Persistent disruption and defiance - students who receive 5 on-calls in a week OR 10 in a module OR reach Stage 3 (12 negative logs in a module)
- Refusing to handover their mobile phone
- Failing Stage 4 or 5 report
- Truancy (off site)
- Physical assault against a pupil
- Verbal abuse/threatening behaviour against a pupil/adult (including swearing at a member of staff or rudeness)
- Bullying or discrimination
- Drug/alcohol related incidents as set out earlier on in this policy (including smoking/vaping)
- Damage to property
- Theft
- Bringing the academy into disrepute
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health.

Additionally in the event an investigation is being carried out a student may be placed into isolation and held back for 20 minutes after school without 24 hour notice. This must be agreed by a member of SLT.

Suspensions & Permanent Exclusion

The Academy is committed to a policy of inclusion. The Principal will normally only resort to a fixed-term suspension or permanent exclusion when all other methods of support and sanctions have failed or are deemed inappropriate. The Principal may also decide that a suspension is warranted in the case of a first offence, or a student who has not previously been monitored for behaviour, if the offence is of a sufficiently serious nature.

For any serious incident a full investigation will be completed and the Principal will decide if a fixed term suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof.

A decision to exclude a student will only be taken in response to serious breaches of the Academy Behaviour Policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student or others within the Academy.

Fixed term suspensions will issued for: Physical assault against a pupil/staff, verbal abuse/threatening behaviour against a pupil/adult, possession of/threat of use or the actual use of an offensive weapon or prohibited items (as detailed in the home academy agreement), Bullying or discrimination of any kind, sexual misconduct, drug/alcohol related incidents as

set out earlier on in this policy, damage to property, theft, Persistent or general disruptive behaviour (refusing to go into or failing isolation on the second day), bringing the academy into disrepute, inappropriate use of social media or online technology.

If a student is issued a fixed-term suspension, under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their child(ren) are supervised during the first five days of a fixed term suspension. For fixed term suspensions that last for more than six days, the Academy is responsible for providing alternative full time education from day six onwards.

Following any fixed term suspension, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct. The reintegration paperwork will be signed by all stakeholders and retained on the students file. The Academy may utilise the intervention checklist following a Fixed-Term suspension to explore a range of interventions to support the student.

Inclusion Forum (Direction Off-site)

The Academy participates in an inclusion forum with local academies for directing students off site to continue their education.

The Education Act 2002 (Section 29A) states that academies have the power to direct a pupil off-site for education to improve their behaviour.

This will be for a period of time which will be discussed and set out with all stakeholders at the start of this intervention. with a review. In the event a student has participated in any of the above interventions, outside of the academy, they will be placed into a different college on their return, as a further intervention.

Use of force

Section 93 of the Education and Inspections Act 2006 enables all Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- To prevent students from committing an offence
- To prevent students from injuring themselves or others
- Prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the academy, whether during a lesson or otherwise.

In the event an adult is required to physically intervene (for example if there was a fight between two students) there could be red marks or bruising as a result. Any physical intervention will be reported to the pastoral team and DSL.

A member of each pastoral team and the Inclusion Room Manager have undergone positive handling training. In the event that proactive and de-escalation strategies have not been effective then it may be necessary to use a physical intervention. These interventions will be used only if REASONABLE, PROPORTIONATE and only when NECESSARY. The physical techniques taught are based on providing the maximum amount of care, control and therapeutic support. They are used as a last resort, where reasonable, proportionate and necessary in order to fulfil our duty of care in order to protect the pupil from harm, the risk of harm, to themselves and/or others. In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that "...the law of negligence will be applicable wherein the Academy staff will be expected to act as a 'reasonable prudent parent'". As an academy we commit to avoid the need for the use of physical interventions through a good understanding of our students, a strong commitment to meeting their needs and a systemic, positive and proactive approach to behaviour. Parents/carers will be informed of the Incident and involved where possible to lower the need of physical interventions.

Trips and Visits

In some cases, it may be reasonable and necessary to prevent a pupil from gaining a place on a school trip (either residential or day trip) to protect their safety and the safety of the other pupils attending.

Students with excessive negative logs for persistent disruptive behaviour, catch up clubs, SLT detentions and internal exclusions may be precluded from taking part in any planned trips and visits. Students who have been given a fixed term suspension in the current academic year will not be permitted to attend school trips.

Students whose behaviour becomes a cause for concern after they have been given a place on a school trip risk losing their place.

All final decisions will be made at the discretion of The Principal.

Bullying and discrimination

We believe that all our students regardless of race, gender, sexuality, perceived ability, age, appearances or disability have the right to feel safe and learn in a positive learning environment.

We have a zero tolerance for any form of bullying or discrimination. Any report of bullying or discrimination will be investigated by the pastoral teams. In line with our Anti-bullying and discrimination policy; serious sanctions will be imposed for those students who do engage or continue to be part of any form of bullying/discrimination.

Further support is available for victims of bullying/discrimination. We will ensure that we promote and equip students on how to behave responsibly, show respect for each other and develop self discipline and resilience through our assemblies and tutor programme.

Please refer to our Anti-bullying Policy and Equality Objectives Policy for more information.