

# **Behaviour for Learning Policy 2024-25**

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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 offer positive contributions to their community and society.

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

## **Links with Other Policies**

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Objectives Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Assessment, Reporting and Recording Policy
- Marking and Feedback Policy
- Relationships, Health and Sex Education Policy
- Digital Strategy and 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 and thrive in an environment of disruption-free learning. 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 the key skills they need to continue to progress to the best of their ability in all areas of life.

## **Academy and 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 reasonably, fairly, proportionately, and without discrimination by considering the 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 points at regular intervals throughout the year. We promote our rewards 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 the senior leadership team 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 in line with the Marking and Feedback Policy
- Praise, actively encourage and regularly reward students wherever possible
- Ensure that the full and correct use of the three-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’ September 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 or forms 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 one
- Remain on site during Academy hours
- Try their best and meet all course requirements, including home learning tasks
- Wear the full and correct Academy uniform as outlined in this policy
- Bring the correct equipment as outlined in this policy
- Adhere to Academy expectations and behave responsibly at all times (including to and from the Academy)
- Keep their mobile phone switched off and in their school bag when on site
- Complete any sanction(s) if and when required
- Not bring in any prohibited items as detailed in this policy onto the Academy site as this will result in confiscation and a sanction
- Not maliciously interfere with Academy equipment, including the computers or fire safety equipment
- 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 suspension 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’ September 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 for learning policy and the authority of the Academy staff.

Parents/carers should:

- Fully support and work with the Academy to encourage a positive attitude to education
- Encourage excellent attendance (95% or above) 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 their child about any home learning, and recognise effort and progress their child has made
- Attend any parents’ evenings and relevant Academy functions in which their child is involved, including any meetings that are requested by the Academy
- Regularly review My Child At School (MCAS) to keep up-to-date with their child’s behaviour and attendance
- Inform the Academy if there are any factors which may affect their child’s performance
- Fully support the Academy policies, including this policy and any sanctions that are issued if and when required
- Ensure their child has the correct uniform and equipment (including pencil case and its contents, appropriate uniform and correct PE kit)
- Pay for the repair or replacement of any damage caused by their child (including lost books, equipment or damage to property)
- Support their child in full-time education or training to the age of 18
- Support the Academy in cases of malicious interference with Academy equipment, including the computers or fire safety equipment
- Ensure their child is always acting safely when using sharp instruments in practical lessons, such as technology and art
- Support any interventions that are put in place by the Academy (including external agencies) where required
- Take full responsibility for their child’s appropriate use of technology including social media

## **Celebrating Excellence**

All students can earn merit points which have been linked to the ten attributes of the IB Learner Profile. In addition, when students have gone above and beyond they can be awarded merit points as recognition of celebrating outstanding work and/or effort. Teachers award merits using Bromcom and these can be seen by parents/carers using MCAS. Tutors will also discuss these with students on a regular basis.

Our ‘League of Excellence’ reward system where students are rewarded for their attendance, punctuality, behaviour, attitude to learning, and development of the IB Learner Profile. A college league table is displayed so individual students, form groups, year groups and colleges are celebrated. In module six, the winning college participates in an end of year celebration. This positive behaviour, and student achievements in the wider community, are also shared with the wider community through published newsletters on the Academy website and social media.

The Academy recognises there will be many students who come to school every day and do the right thing. It is important that these students and their effort are recognised. As such, our ‘Unsung Hero’ rewards programme recognises every student who has 100% attendance and zero negative points. This resets every module to ensure students get an opportunity to be recognised whenever possible.

Our ‘Reach for the Stars’ strategy focuses on acknowledging all the hard work and effort of those in years 11 and 13 where students collect additional merits throughout the year. Merits are rewarded for student progress, attendance to intervention and overall effort in lessons. Rewards include various vouchers and other rewards, as well as reduced/free prom tickets.

In addition to the merit points, we encourage and praise students with regular verbal and written praise, contact home, postcards, stickers and certificates.

### Uniform

Supplier: TFS School Wear, 45 Spital Street, Dartford, Kent, DA1 2DX (<https://www.tfsclothing.co.uk/>).

Supplier: Brigade (<https://www.brigade.uk.com/parents/>).



White shirt, blazer (Minerva) and tie (Minerva)



Girl's kilt-style skirt

For blazers and ties, the Academy has three colour stripe variants of uniform depending on the college the student is assigned to:

- Apollo – green
- Jupiter – red
- Minerva – blue

Girls	Boys
<ul style="list-style-type: none"> <li>● Black blazer (as above) with the Academy badge and colour stripe of college on pocket.</li> <li>● Plain white blouse or shirt (no logos).</li> <li>● Either bespoke Academy kilt-style skirt (as above) which must be worn one to two 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.</li> <li>● Plain black socks or tights.</li> </ul>	<ul style="list-style-type: none"> <li>● Black blazer (as above) with the Academy badge and colour stripe of college on pocket</li> <li>● Plain white shirt (no logos).</li> <li>● An Academy tie with the colour stripes of the college.</li> <li>● Black tailored school trousers.</li> <li>● Plain black socks.</li> <li>● Plain, flat, black formal shoes that do not go beyond the ankle bone.</li> </ul>

Girls	Boys
<ul style="list-style-type: none"> <li>● Plain, flat, black formal shoes that do not go beyond the ankle bone.</li> <li>● A jumper is optional. If one is to be worn, it must be a plain, black V-neck jumper and must be worn with a blazer – not instead of.</li> <li>● Coats should be plain without any writing or commercial logos.</li> </ul>	<ul style="list-style-type: none"> <li>● A jumper is optional. If one is to be worn, it must be a plain, black V-neck jumper and must be worn with a blazer – not instead of.</li> <li>● Coats should be plain without any writing or commercial logos.</li> </ul>
<p><b>Not permitted:</b></p> <ul style="list-style-type: none"> <li>● Trainers – students should wear the correct shoes.</li> <li>● Hoodies, tracksuit tops, denim jackets and leather coats – students should wear the correct blazer, jumper and coat.</li> <li>● Tracksuit bottoms or shorts being worn under trousers.</li> <li>● Jewellery – including bracelets, rings, earrings or facial jewellery. Students are permitted to wear one pair of stud earrings only – one earring in each earlobe.</li> <li>● Smart watches – other watches may be worn and handed to a teacher during certain activities such as PE.</li> <li>● Nail varnish or fake nails – of any kind, including tips.</li> <li>● Make-up – fake tan, fake eyelashes, lipstick, mascara and excessive make-up.</li> <li>● 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.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>● The Academy has the final decision on uniform.</li> <li>● Any item that is not permitted, such as jewellery or smart watches, will be confiscated and returned to the student (at the end of the day or on another day) or parent/carer when they attend the Academy. Students who refuse to have an item confiscated will be sanctioned.</li> <li>● Any uniform infringement that cannot or will not be corrected will result in the student being isolated within their college area or the reflection room until it is corrected.</li> <li>● In accordance with section 94(2) of the Education and Inspections Act 2006, neither staff nor the Academy can be held liable for any loss or damage of a confiscated item.</li> </ul>	

### Uniform Passes

There will be rare occasions when students arrive at the Academy without the correct uniform due to circumstances beyond their control. For example, a student may have shoes that have become irreparably damaged and they have come to school in black trainers. In such circumstances, a uniform pass will be issued. These can last from one day to the maximum of the next Friday; students/parents/carers are expected to purchase new items by the upcoming Monday. Those who need financial support with uniform items should contact the student's college immediately.

If a student does not have the correct uniform by the next Monday, they will remain in the Reflection Room or their college throughout the day. The Academy makes the final decision on whether the student's circumstances justify the issuing of a uniform pass.



Polo shirt (Jupiter)

### PE Kit

All students must have a Wilmington Academy PE kit which must be worn for each lesson. This includes:

- Polo shirt (as above) – relevant colour depending on their college
- Black or navy blue shorts and/or tracksuit bottoms – grey tracksuits/tops or shorts are not permitted
- Trainers – indoor with soles that do not leave marks on the floor
- Football boots – with safety studs
- Gum shield and shin pads
- A change of socks – football socks are advised for PE
- Optional: rugby top/plain black or navy blue jumper/tracksuit top

### Equipment

- Every student must have a suitable school bag which can hold an A4 book/folder
- Fully charged chromebook
- A suitable pencil case which includes:
  - two blue or black pens
  - red pen
  - HB pencil
  - 30cm ruler
  - rubber
  - sharpener
  - highlighter
- Reading book
- Scientific calculator
- For maths lessons: a protractor and compass
- For PE lessons: correct PE kit (as above)
- For GCSE art lessons: variety of drawing pencils, watercolour palette and brushes, and colouring pencils
- Optional: glue stick or colouring pencils

### 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

### **Vaping**

We take the issue of student vaping very seriously, recognising the significant health risks and negative impact it can have on the school community. Vaping is strictly prohibited on school grounds, during school activities, and while representing the Academy off-site (this includes in the community). We are committed to providing a safe and healthy environment for all students, and any instances of vaping will be addressed promptly and with appropriate disciplinary action. Additionally, we aim to educate our students about the dangers of vaping through ongoing health education programs, reinforcing the importance of making responsible choices. Our policy reflects our dedication to safeguarding the well-being of our students and maintaining a positive, focused learning environment.

Students who are caught with a vape in their possession, such as on their person or in a coat/bag, will have an external isolation at another academy within the Trust or be suspended. This includes students who insist the vape is not their property but still have the vape.

### **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 may 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 may result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers 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 Academy property or equipment, they will face a sanction and the Academy 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, and when attending educational visits.

### **Searching and Confiscation**

Following guidance set out by section 94(2) of 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 authority to search a student or their possessions, without consent, where they suspect the student has a prohibited item.

## **Mobile Phones**

Following recommendations from the Secretary of State for Education, students are not permitted to use mobile phones on site. All mobile phones should be switched off and stored in the student's bag. If a mobile phone is seen or heard, it 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 college detention (45 minutes) and receive a negative point on Bromcom. This also applies to earphones/airpods and smart watches. Where the student refuses to have the mobile confiscated, they will be issued a one-day sanction in the reflection room.

Students in post-16 (years 12 and 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 earphones/airpods must not be used or worn outside of these 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. This data may be deleted before returning the item if they believe there is a good reason to do so.

Only the Principal, Designated Safeguarding Leads, Head of Colleges or DSL Deputies have the authority to search a student's device.

## **Time Out Passes**

Some students require time outside of a lesson to support them with continuing to learn (such as to help them regulate). Those who require a time out pass will be issued one on Bromcom by either their college or the SEND department.

There are expectations for all time out passes:

- Students must not be out of lesson for more than two minutes
- Students must position themselves outside of the classroom where they are still visible to their teacher
- Students must not walk away from outside the classroom or use the toilet
- Students must not talk to other students during their time out

If a student is not following the expectations above and/or misusing their time out pass (such as to act unsafely), their college or the SEND department will review it and contact home. It may be decided that the time out pass is revoked.

## **Toilet Passes**

Whilst there are sufficient opportunities for students to use the toilets throughout the day, the Academy recognises that some students have medical reasons that require them to use the toilet more frequently. Students who provide recent medical evidence to their college will be issued a toilet pass on Bromcom which teachers can check when students request a toilet break during lessons. If a student is misusing their toilet pass (such as to act unsafely), their college will review it and contact home. It may be decided that the toilet pass is revoked.

## **CCTV**

The Academy has CCTV cameras throughout the site to further support student 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 for Learning 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:

First Occasion	Second Occasion	Third Occasion
Warning (no sanction)	Teacher detention (15 minutes)	College detention (45 minutes)

### Three-point 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.

Level	Action	Outcome
<b>Warning</b>	The student will be addressed by name and given a clear warning. This will provide the student an opportunity to correct their poor behaviour.	None
<b>Caution</b>	The student will be addressed by name and informed they have now reached a caution. Where necessary, the student will be instructed to move seats within the classroom.	<ul style="list-style-type: none"><li>● <b>15 minute detention</b></li><li>● Logged on Bromcom</li><li>● Email/call home by the teacher/Director of Learning</li></ul>
<b>On-call</b>	The student will be informed they will be spoken to by the on-call staff and potentially moved to another classroom. If there is a serious behaviour incident, a student can be removed from the lesson immediately without a warning or caution.	<ul style="list-style-type: none"><li>● <b>30 minute detention</b></li><li>● Logged on Bromcom</li><li>● Email/call home by the teacher/Director of Learning</li></ul>

Detentions can be given to individual students for poor behaviour 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/carers will be contacted by the member of staff leading that detention.

### Teacher Detention (TD)

Students may be detained after school for 15 minutes if their teacher has issued them with a detention. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for. Any teacher issuing a student with a detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a teacher detention, they will be issued a subject detention (30 minutes).

### **Subject Detention (SD)**

Students who reach on-call and are removed from a lesson for persistent low level disruption or a serious incident will receive a subject detention which runs for 30 minutes after school. Please see appendix three at the end of this policy to see which other behaviours this sanction will be given for. Subject detentions run every day. Any teacher issuing a student with a subject detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a subject detention, they will be issued a college detention (45 minutes).

### **College Detention (CD)**

There are some behaviours that are not linked to subjects or do not occur in lesson time. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for. College detentions run every day (except Wednesdays). Any staff member issuing a student with a college detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a college detention, they will be issued a senior leader detention (75 minutes).

### **Senior Leader Detention (SLD)**

Students will be placed into a senior leader detention for any serious breaches to our Behaviour for Learning Policy. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for. Senior leader detentions are every Friday from 15:15 to 16:30. Any staff member issuing a student with a senior leader detention must log this on Bromcom and contact home to explain the reason for the detention. If a student does not attend or is removed from a senior leader detention, they will be issued one day in the reflection room on the next available day (08:30-16:30, 08:30-15:15 on Wednesdays).

Note:

- Students may be asked to carry out Academy based community service during detentions. This includes litter picking, cleaning up students' mess, removing graffiti, sharpening pencils or helping tidy areas of the Academy.
- It is the responsibility of the student to attend the detention on time and complete it satisfactorily – it is not the responsibility of the Academy to collect any student for any detention.
- It is the responsibility of the parent/carer to ensure their child has appropriate means of travelling home after any detention – it is not the responsibility 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.

### **Punctuality**

At our Academy, we place a strong emphasis on student punctuality as it is a fundamental aspect of personal responsibility and academic success. Punctuality not only reflects a student's respect for their own time and the time of others, but it also fosters a disciplined learning environment where everyone can thrive. Arriving on time ensures that students are fully prepared to engage in lessons from the very beginning, minimising disruptions and maximising instructional time. We believe that developing the habit of punctuality in school sets the foundation for future success, both academically and professionally, and we are committed to supporting our students in cultivating this essential skill.

As such, there will be a sanction issued to students who arrive late to the Academy in the morning and for repeated lateness to lessons:

- If a student arrives late to the Academy between 08:31-08:45, they will be issued a 15 minute detention on the same day
- If a student arrives late to the Academy between 08:46 and 09:00, they will be issued a 30 minute detention on the next available day
- If a student arrives late to the Academy between 09:01 and 09:15, they will be issued a 45 minute

detention on the next available day

- If a student arrives late to the Academy after 09:15, they will be issued a 75 minute detention on the next available Friday
- If a student arrives late to two or more lessons in one week (across all subjects), they will be issued a 45 minute college detention.

### Behaviour Report Cards

Behaviour is reviewed daily by form tutors, and weekly by the senior leadership team and college pastoral teams. Students are flagged as a concern when they accumulate a number of negative points that may then result in them being placed on a behaviour report.

The purpose of a stage report is to monitor the behaviour of a student in lessons and tutor time. This allows the pastoral team to identify where there may be issues that may not appear in other lessons. Stage reports are also effective for parents to monitor their child's behaviour in lessons. Students can also use these opportunities to reflect on their behaviour and discuss how to improve it. Once completed, reports allow the pastoral team to consider interventions that will help support the student in improving their behaviour.

INTERVENTION	STAFF	NUMBER OF NEGATIVE POINTS	ACTION
<b>Stage 1:</b> Warning	Form Tutor	10	<ul style="list-style-type: none"> <li>● (No report card) Form tutor to discuss negative points with the student and explore ways that behaviour can improve.</li> </ul>
<b>Stage 2:</b> Report Card	Form Tutor	15	<ul style="list-style-type: none"> <li>● Student is placed on a stage two report for two weeks with their form tutor.</li> <li>● Phone call to parent/carer by form tutor.</li> <li>● If a report is lost or failed, a college detention is issued and this is logged on Bromcom.</li> <li>● If this is the <b>second occasion</b> within an academic year, a Pupil Support Plan is completed.</li> </ul>
<b>Stage 3:</b> Report Card	Head of Year or Student Service Manager	20	<ul style="list-style-type: none"> <li>● Student is placed on a stage three report for two weeks with their Head of Year or Student Service Manager.</li> <li>● Parent/carer meeting with their Head of Year or Student Service Manager.</li> <li>● If a report is lost or failed, a college detention is issued and this is logged on Bromcom.</li> <li>● Pupil Support Plan (PSP) is completed.</li> </ul>
<b>Stage 4:</b> Report Card	Assistant Principal	25	<ul style="list-style-type: none"> <li>● Student is placed on a stage four report for two weeks with their Assistant Principal.</li> <li>● Parent/carer meeting with their Assistant Principal.</li> <li>● If a report is lost or failed, a senior leader detention is issued and this is logged on Bromcom.</li> <li>● Pupil Support Plan (PSP) is updated.</li> <li>● If this is the second occasion within an</li> </ul>

INTERVENTION	STAFF	NUMBER OF NEGATIVE POINTS	ACTION
			academic year, consideration will be given to the student being directed off-site or to respite.
<b>Stage 5: Report Card</b>	Head of College	30	<ul style="list-style-type: none"> <li>● Student is placed on a stage five report for two weeks with their Head of College.</li> <li>● Parent/carer meeting with their Head of College.</li> <li>● If a report is lost or failed, a senior leader detention is issued and this is logged on Bromcom.</li> <li>● Pupil Support Plan (PSP) is updated.</li> <li>● Consideration will be given to the student being directed off-site or to respite.</li> </ul>

A Pupil Support Plan must be initiated with a member of the student’s pastoral team, their parent/carer 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 student. Parents/carers will also receive a behaviour letter if their child has accumulated a high number of negative points during the behaviour review at the end of modules two, four and six.

### **Subject Report Card**

In the event a student has persistently demonstrated poor behaviour in a subject, the Director of Learning should place the student on a subject report. This will occur once there are three consecutive lessons where a student has received a warning and/or on-call. A student cannot be placed on more than two subject report cards at the same time. In such cases, the student will be placed on a relevant behaviour report card determined by their college pastoral team.

### **Reflection Room**

Students whose poor behaviour is serious will spend time in the reflection room where they will complete work out of lessons. They are expected to complete any work from their Google classrooms or accepted online education platforms, such as Sparx. A day in the reflection room runs from 08:30-16:00 (08:30-14:45 on Wednesdays). Students who did not attend or were removed from a senior leader detention will have their day run from 08:30-16:30 (08:30-15:15 on Wednesdays) – this is so the end of the day correlates with a senior leader detention. 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. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for.

A report is completed by staff throughout the day which records the students’ behaviour and work completed whilst in the reflection room. This is reviewed at the end of every day. If their behaviour is poor or work is not completed, the college may decide for the student to repeat the day. Should the student’s behaviour be exceptionally poor or they do not pass a repeated day, they may be issued with a suspension.

In the event the student is absent (authorised or unauthorised) for any day in the reflection room, it will automatically roll over to the next day the student attends the Academy.

## **Suspension**

The Academy is committed to a policy of inclusion. The Principal will normally only resort to a 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 if the offence is of a sufficiently serious nature. Please see appendix three at the end of this policy to see which behaviours this sanction will be given for.

For any serious incident, a full investigation will be completed and the Principal will decide if a suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof. In the event an investigation is being carried out, a student may be placed in the reflection room. This must be agreed by a member of the senior leadership team.

Under the Education and Inspections Act 2006, if a student is issued a suspension, parents/carers are responsible for ensuring their child is supervised during the first five days of a suspension. For suspensions for six or more days, the Academy is responsible for providing alternative full-time education.

Following any suspension, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team 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 student's file. The Academy may utilise the intervention checklist following a suspension to explore a range of interventions to support the student.

Suspensions will be issued for breach of the home academy agreement which can be found in appendix one of this policy. Should a student be suspended more than once, the duration of the suspension will increase in length. For example, on the first suspension a student may be suspended for one day, three days for their second suspension, and five days each time for their third or more suspension. However, the Principal has the right to determine the number of days based on the investigation.

## **External Isolation**

Where a student's poor behaviour is serious and would typically result in a suspension, the academy has the right to direct a student to another academy within the Leigh Academies Trust. This is an external isolation which may be used to prevent a suspension being permanently placed on the student's record. It will be for one to five days and attendance each day will be from 09:00-14:00. When deciding on which academy the student will attend, we will work with families to ensure the most convenient and available place is arranged. Should a student or parent/carer refuse to attend the external isolation, the academy will suspend the student for the same number of days as their external isolation.

## **Permanent Exclusion**

A decision to permanently exclude a student will only be taken in response to serious breaches of the Academy's Behaviour for Learning 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.

## **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 student off-site for education to improve their behaviour – this does not require consent. This will be for a period of time which will be discussed and set out with all stakeholders at the start of this 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 Designated Safeguarding Lead.

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 and 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 in order to fulfil our duty of care to protect the student 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 student from gaining a place on a school trip (either residential or day trip) to protect their safety and the safety of the other students attending.

Students with excessive negative points for persistent disruptive behaviour, detentions, and/or serious sanctions (such as suspensions) may be precluded from taking part in any planned trips or visits. Should a place be given and poor behaviour occur after this, the place may be revoked. 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 Policy, serious sanctions will be imposed for those students who 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.



## Appendix 1: Home Academy Agreement



# WILMINGTON ACADEMY – HOME ACADEMY AGREEMENT

*Anything is Possible | Believe in Yourself | Don't Just Fly – Soar! | Strive Further, Reach Higher*

At Wilmington Academy, we are dedicated to ensuring that our Academy environment supports the learning and wellbeing of all students and staff. We recognise and value the partnership between school, parents and students for students to become independent, successful and positive contributors to their community and society.

Our home academy agreement recognises the importance of a successful partnership between the Academy, students and parents.

Wilmington Academy agrees to:

- Provide every student with a broad, balanced education that maximises potential and encourages high aspirations
- Provide academic and vocational programmes of study that meets the needs of all learners
- Build personal attributes in every student in line with the IB Learner Profile
- Provide high-quality pastoral support to every student
- Provide every student with a form tutor who will be the first port of call for parents
- Challenge, support and encourage every student so they can become the best they can be
- Provide every student with social, moral and spiritual education opportunities (including religious, sex and health education)
- Provide opportunities to learn about British values and promote international mindedness
- Develop a range of enrichment and extracurricular activities
- Provide a secure, stimulating and well-disciplined environment
- Provide regular home/independent learning opportunities
- Access to emotional support through our wellbeing team
- Provide students with regular academic feedback and opportunities for reflection
- Provide students with a record of progress folder in all their subjects to retain core assessments and allow them to see their progress over time
- Provide parents/carers with progress reports as featured in the Assessment, Recording and Reporting Policy
- Offer at least one parents' evening each year
- Communicate with parents/carers to discuss any difficulties or concerns that may arise
- Ensure the safety of staff and students, by involving external agencies where necessary
- Ensure the Anti-Bullying Policy is fully adhered to by investigating any reports of bullying or discrimination, and take necessary action

As a parent/carer, I agree to:

- Fully support and work with the Academy to encourage a positive attitude to education
- Encourage excellent attendance (95% or above) 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 (MCAS) 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 this policy and any sanctions that are issued if and when required
- Ensure my child has the correct uniform and equipment (including pencil case and its contents, appropriate uniform 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 in cases of malicious interference with Academy equipment, including the computers or fire safety equipment
- Ensure my child is always acting safely when using sharp instruments in practical lessons, such as technology and art
- Support any interventions that are put in place by the Academy (including external agencies) where required
- Take full responsibility for my child's appropriate use of technology including social media

As a Wilmington Academy student, I agree to:

- 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 one
- 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 this policy
- Bring the correct equipment as outlined in this policy
- Adhere to Academy expectations and behave responsibly at all times (including to and from the Academy)
- Keep my mobile phone switched off and in my school bag when on site
- Complete any sanction(s) if and when required
- Not bring in any prohibited items as detailed in this policy onto the Academy site as this will result in confiscation and a sanction
- Not maliciously interfere with Academy equipment, including the computers or fire safety equipment
- 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 suspension or permanent exclusion
- Behave responsibly online including the use of learning platforms and social media

# Classroom Behaviour



### Appendix 3: Behaviour Sanctions Grid

Sanction	Possible reasons	Duration
Teacher Detention (TD)	<ul style="list-style-type: none"> <li>● Poor behaviour around the Academy (e.g. behaviour in social time)</li> <li>● Caution issued in lesson</li> <li>● Rudeness or defiance to staff</li> <li>● Second occasion of not charging or bringing chromebook</li> </ul>	15 minutes (Break, lunch or 15:15-15:30)
Subject Detention (SD)	<ul style="list-style-type: none"> <li>● Removed from or did not attend a TD</li> <li>● Removed from lesson</li> <li>● No PE kit or refused to wear the provided kit</li> <li>● Incomplete homework</li> <li>● Misuse of devices/technology</li> <li>● Arriving late to the Academy (between 08:46-09:00)</li> </ul>	30 minutes (15:15-15:45)
College Detention (CD)	<ul style="list-style-type: none"> <li>● Bullying or discrimination</li> <li>● Using inappropriate, discriminatory or offensive language</li> <li>● Mobile phone, smart watch or earphones/earpods are seen or heard (confiscated)</li> <li>● Third or more occasion of not charging or bringing chromebook</li> <li>● Accidental damage to chromebook</li> <li>● Arriving late to two lessons in one week</li> <li>● Persistent poor behaviour around the Academy</li> <li>● Arriving late to the Academy (between 09:01-09:15)</li> </ul>	45 minutes (15:15-16:00)
Senior Leader Detention (SLD)	<ul style="list-style-type: none"> <li>● Removed from or refused to attend a SD or CD</li> <li>● Possession or use of banned items: aerosol or chewing gum</li> <li>● Sharing a toilet cubicle with another student</li> <li>● Selling</li> <li>● Truancy (any period of time that equals less than a day)</li> <li>● Malicious damage to chromebook</li> <li>● Persistent bullying or discrimination</li> <li>● Persistent misuse of devices or technology</li> <li>● Receiving five CDs in one module</li> <li>● Arriving late to the Academy (after 09:15)</li> </ul>	75 minutes – Fridays (15:15-16:30)

*In cases where there are aggravating circumstances, or an incident includes multiple poor behaviours, the sanction may be increased to a higher level and/or in duration.*

Sanction	Possible reasons	Duration
Reflection Room (1-5 days)	<ul style="list-style-type: none"> <li>● Removed from or refused to attend a SLD</li> <li>● Serious cases of bullying or discrimination</li> <li>● Physical assault against another student</li> <li>● Verbal abuse or threatening behaviour towards another student or adult</li> <li>● Vandalism</li> <li>● Theft</li> <li>● Truancy (for the whole day)</li> <li>● Persistent selling</li> <li>● Significant malicious damage to chromebook</li> <li>● Lost chromebook</li> <li>● Failed day in the reflection room (the day is repeated)</li> <li>● Starting a stage four or five report</li> <li>● Bringing the Academy into disrepute</li> <li>● Serious cases of misuse of devices or technology (e.g. social media, online etc)</li> <li>● Mobile phone, smart watch or earphones/earpods are seen or heard (confiscation refused)</li> <li>● Receiving five SLDs in one module</li> </ul>	08:30-16:00 (08:30-16:30 if removed from or refused to attend a SLD)
Suspension (1-5 days)  Permanent exclusion	<ul style="list-style-type: none"> <li>● Possession or use of banned items: alcohol, drugs, inappropriate material, dangerous item, vapes, cigarettes</li> <li>● Removed from or refused to attend the reflection room</li> <li>● Sexual misconduct</li> <li>● Significant/repeated malicious damage to chromebook</li> <li>● Repeated lost chromebook</li> <li>● Serious cases of bringing the Academy into disrepute</li> <li>● Serious cases of physical assault against another student</li> <li>● Serious cases of verbal abuse or threatening behaviour towards another student or adult</li> <li>● Persistent and/or serious cases of bullying or discrimination</li> <li>● Physical assault against an adult</li> <li>● Persistent and/or serious defiance to a senior member of staff (SLT)</li> <li>● Persistent and/or serious cases of vandalism</li> <li>● Persistent and/or serious cases of theft</li> <li>● Persistent and/or serious cases of poor behaviour</li> <li>● Receiving five days in the reflection room within one module</li> </ul>	Principal's decision

*In cases where there are aggravating circumstances, or an incident includes multiple poor behaviours, the sanction may be increased to a higher level and/or in duration.*

**Appendix 4: Student's Statement of Account**



# **Student's Statement of Account**

**Believe in Yourself | Anything is Possible | Don't Just Fly – Soar! | Strive Further, Reach Higher**

<b>Name:</b>		<b>Year/Tutor group:</b>	
<b>College:</b>		<b>Scribed (circle):</b>	<b>Yes</b> <b>No</b>
<b>Date of statement:</b>		<b>Time of statement:</b>	

<b>Student was offered but refused to complete a statement (tick):</b>	
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<b>Date of incident:</b>		<b>Time of incident:</b>	
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**Student's account (include as much detail as possible as well as names and locations)**

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(Continue onto the next page if needed)

<b>Signed (student):</b>		<b>Signed (staff):</b>	
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Lined writing area with 25 horizontal lines.

Signed (student):

Blank space for student signature.

Signed (staff):

Blank space for staff signature.

**Appendix 5: Investigation Summary**



# Investigation Summary

**Believe in Yourself | Anything is Possible | Don't Just Fly – Soar! | Strive Further, Reach Higher**

<b>Investigator's name:</b>	
<b>Location of incident:</b>	
<b>Student(s) involved:</b>	
<b>Staff involved:</b>	

Summary of incident	

List of evidence provided (attach to this document)

<b>Outcome (circle):</b>	<b>Senior Leader Detention</b>	<b>Reflection Room _____ days</b>	<b>IER _____ days</b>	<b>Suspension _____ days</b>
<b>Authorised (initial):</b>	<b>SLT:</b> _____	<b>DLE:</b> _____	<b>MGO/SGO:</b> _____	<b>MGO/SGO:</b> _____



## Appendix 6: Suspension Reintegration



# Suspension Reintegration

Believe in Yourself | Anything is Possible | Don't Just Fly – Soar! | Strive Further, Reach Higher

<b>Student name:</b>			
<b>Year/Tutor group:</b>		<b>Suspension (days):</b>	
<b>Date of meeting:</b>		<b>SLT leading meeting:</b>	

<b>CIC:</b>		<b>FSM:</b>		<b>PP:</b>		<b>SEND:</b>	
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TOTAL (2024-25)							
<b>Positive points:</b>		<b>Negative points:</b>		<b>RR (days):</b>		<b>Suspension (days):</b>	

<b>Reason for suspension:</b>	<b>Academy concerns:</b>

<b>Student views:</b>	<b>Parent/Carer views:</b>

<b>Home Academy Agreement signed by all (circle):</b>	<b>Yes</b>	<b>No</b>
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Support to be put into place is recorded in the Pupil Support Plan (PSP).

<b>Signed (Student):</b>	
<b>Signed (Parent/Carer):</b>	
<b>Signed (Academy):</b>	

## Appendix 7: Student Report Card (example of a Stage 2 Report Card – Form Tutor)

### Purpose

- The purpose of a stage report is to monitor the behaviour of a student in lessons and tutor time. This allows the pastoral team to identify where there may be issues that may not appear in other lessons.
- Stage reports are also effective for parents to monitor their child's behaviour in lessons. Students can also use these opportunities to reflect on their behaviour and discuss how to improve it.
- Once completed, reports allow the pastoral team to consider interventions that will help support the student in improving their behaviour.

### Guidance

- Every student must:
  - Be on report for two weeks.
  - Be given two personalised targets.
  - Make sure the report is completed in full – it is the **student's responsibility** to make sure their teacher completes the report at the end of every lesson. Students are given a tick or a cross for each target met or missed, and the teacher's initials (sign) in each lesson or tutor period.
  - Keep the report safe and not lose it – any lost report is the **student's responsibility**.
- Reports are issued by the student's form tutor during Monday's tutor period (or next available tutor period if the student is absent).
- Reports are collected by the student's form tutor the following Monday tutor period (or next available tutor period if the student is absent).
- Any empty boxes are given a cross.
- Parents must ensure the report is seen and signed at the end of every day.
- A report is passed if a student achieves 75 or more ticks.
- The report will be copied onto the student's file once completed.



## Stage 2 Report Card – Form Tutor

Believe in Yourself | Anything is Possible  
Don't Just Fly – Soar! | Strive Further, Reach Higher

<b>Name:</b>	
<b>College/Tutor:</b>	
<b>On report to:</b>	
<b>Start date:</b>	
<b>Targets:</b>	<ol style="list-style-type: none"><li>1. To be polite and respectful at all times, and follow all adult instructions.</li><li>2.</li><li>3.</li></ol>

	PERIOD 1	PERIOD 2	TUTOR	PERIOD 3	PERIOD 4	PERIOD 5	✓ and ✗	PARENT	STAFF
MONDAY DATE:							✓ /18		
							✗ /18		
	Signed →								
TUESDAY DATE:							✓ /18		
							✗ /18		
	Signed →								
WEDNESDAY DATE:							✓ /15		
							✗ /15		
	Signed →								
THURSDAY DATE:							✓ /18		
							✗ /18		
	Signed →								
FRIDAY DATE:							✓ /18		
							✗ /18		
	Signed →								
<ul style="list-style-type: none"> <li>Any empty boxes are a ✗</li> <li>You need 75 or more ✓ to pass</li> </ul>					WEEK TOTAL: ✓ /87 ✗ /87			PASS	FAIL