



Behaviour for Learning Policy

Aim of the Academy

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Principles

At The Langley Academy we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching.

The fundamental principle underpinning our behaviour policy is respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.

Inclusion features strongly in this policy as it goes to the heart of The Langley Academy as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.

Purposes

- To emphasise The Langley Academy's commitment to encouraging and rewarding good behaviour
- To explain the law and guidance on 'disciplinary penalties' (sanctions)
- To set out the various responsibilities associated with various individuals and groups of individuals

Guidelines

1 Responsibilities

1.1 The Governing Body

The Governing Body is charged with the duty to have policies designed to promote good behaviour and discipline and will make and amend the central policy based on a recommended draft from the Executive Principal.

1.2 The Executive Principal

The Executive Principal's role is to implement the Academy policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority. The Langley Academy expects the emphasis to be on encouraging and rewarding good behaviour.

The Executive Principal must determine measures to be taken, with a view to:

- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
- ensuring that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students.

The Executive Principal is required to follow The Langley policies.

The Executive Principal must also determine the standard of behaviour regarded as acceptable, in so far as the Governing Body have not determined it.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience.

The Executive Principal is required to set out the Behaviour For Learning Policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

The policy should:

- define the standards of behaviour the Academy wants;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and
- ensure that any sanctions are reasonable and proportionate to the offence, and enable students to make reparation where possible.

2 Rights and responsibilities

2.1 The Academy has the right:

- To expect students and parents to cooperate with the Academy in maintaining an orderly climate for learning and support the Positive Behaviour System;
- To expect students to respect the rights of other students and adults in the Academy;
- To enforce the Behaviour For Learning Policy, including rules and disciplinary measures;
- Not to tolerate violence, threatening behaviour or abuse by students or parents;
- In extreme circumstances, to take firm action against students who harass or denigrate teachers or other school staff on or off premises; and
- To engage external support services as appropriate

2.2 The Academy recognises its responsibility

- To support, praise and, as appropriate, reward students' good behaviour;
- To ensure staff model good behaviour and never denigrate students or colleagues;
- To promote positive behaviour through active development of students' social, emotional and behavioural skills;
- To follow the Positive Behaviour System with regard to behaviour in and out of the classroom;
- To establish, and communicate clearly, measures to ensure good order, respect and discipline;
- To ensure the Academy's Behaviour For Learning Policy does not discriminate against any student on, e.g. grounds of race, gender, disability, religion or belief, because of a pregnancy or maternity,

or because of a gender reassignment and that it promotes good relations between different communities;

- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- To work with other agencies to promote community cohesion and safety.

2.3 The Academy respects the rights of the students:

- To contribute to the development of the Academy Behaviour System, with every student becoming involved in the consultation process;
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To be able to appeal to the Executive Principal and Governing Body, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably.

2.4 The Academy expects students:

- To attend the Academy every day and be on time and dressed in the correct uniform with everything they need for their lessons
- To follow reasonable instructions by Academy staff, to abide by academy rules and accept sanctions in an appropriate way;
- To follow the Positive Behaviour System
- To act as positive ambassadors for the Academy when off the Academy premises;
- Not to bring inappropriate or unlawful items to the Academy;
- To show respect to academy staff, fellow students, academy property and the Academy environment;
- Never to denigrate, harm or bully other students or staff;
- To co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes, Intervention programmes and/or the Home Academy Agreement

2.5 The Academy recognises the rights of parents:

- To contribute to the development of the Academy's Positive Behaviour System;
- To be kept informed about their child's progress, including issues relating to their behaviour;
- To expect their children to be safe, secure and respected in the Academy;
- To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary;
- To be able to appeal to the Executive Principal and Governing Body, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably;
- To be able to appeal against a decision to exclude their child, first to the Academy's Student Discipline Committee and then, in cases of permanent exclusion, to an independent review panel.

2.6 The Academy expects parents:

- To ensure that their children attend the academy every day on time and in the correct uniform
- To respect the Academy's Behaviour For Learning Policy including the Positive Behaviour System

and the disciplinary authority of academy staff;

- To help ensure that their child follows reasonable instructions by an academy staff and adheres to a academy rules;
- To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;
- To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- To be prepared to work with the Academy to support their child's positive behaviour; E.g. Home Academy Agreement
- To attend meetings with the Executive Principal or other a academy staff, if requested, to discuss their child's behaviour;
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;
- If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration meeting with the Academy at the end of a fixed period of exclusion.

2.7 The Academy recognises the rights of staff:

- To work in a safe, learning-focussed environment where staff are respected by students and parents/carers
- To have responsibility for student behaviour in the classes and or groups of students they work with
- To have appropriate support from line managers and other relevant colleagues in dealing with students who present challenging behaviour
- To have the support of the Executive Principal and Leadership Team if they are following correct procedures for managing behaviour
- To have access to appropriate professional development and support in developing further the skills required to manage students

2.8 The Academy expects staff:

- To act as role models, displaying professional behaviour at all times whilst working in or for the Academy
- To take responsibility for managing the behaviour of students that they work with and that they meet around the site
- To follow the Behaviour for Learning Policy including the Positive Behaviour System
- To treat students, colleagues and parents/carers with respect
- To use effective behaviour management strategies to ensure that their lessons are well ordered and that learning takes place
- (For teachers) To ensure that lessons are challenging and exciting and engage students effectively as learners
- To work closely with parents/carers and keep them informed of student progress and behaviour
- To follow the guidance of line managers and seek their support where necessary
- To take part in restorative conferencing and other behavioural meetings as required

3 Disciplinary Sanctions (Disciplinary Penalties)

3.1 *The Education and Inspections Act* gives all schools and academies the power to impose 'disciplinary sanctions', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow an academy rule, or an instruction by a member of staff.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanctions . It also covers penalties for a failure by the student to comply with a sanction previously imposed on him/her.

3.2 The Act also makes it lawful for any school (or academy) to impose a sanction (other than exclusion):

- if it is not in breach of any statutory requirement or prohibition;
- if it is reasonable;
- if it is made by a paid member of staff (including supply staff, support staff, administrative staff), unless the Executive Principal has decided they may not impose it;
- if it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Executive Principal, and it was reasonable for the Executive Principal to do so; and
- the penalty and the action taken were on the school (academy) premises or elsewhere when the student was under the lawful control of a member of staff.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- whether the sanction was a proportionate punishment in the circumstances; and
- any special circumstances which are known to the person imposing the sanction , including:
 - the student's age;
 - any special educational needs;
 - any disability; and
 - any religious requirement affecting him/her.

3.3 The Executive Principal will take account of the following principles in determining and implementing the Behaviour for Learning policy:

- None of the Academy's sanctions must be degrading or humiliating.
- All rewards and sanctions must be applied fairly and consistently.
- All paid staff at the Academy have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006).
- The Executive Principal has the power to withdraw the authority from individual staff or classes of paid staff.
- The Executive Principal has the power to authorise any unpaid staff to impose disciplinary sanctions .

3.4 Specific Sanctions

The following 'disciplinary penalties' may be used in the Academy:

- removal from the group/class or particular lesson;
- withdrawal of break or lunchtime privileges;
- detention;
- withholding participation in educational visits or sports events.
- completion of work or extra work;
- carrying out a useful task in the school;
- 'park' in another classroom
- 'ACE' – (Alternative Centre for Education)
- 'IC' (Inclusion Centre)
- fixed term exclusion; and

- permanent exclusion

3.5 For details of the Positive Behaviour System please see Appendix 1

4 Detention

4.1 Members of staff who have the right to hand out detentions include:

- teachers who work at the Academy; and in addition
- any other person who works at the Academy, who with the authority of the Executive Principal, has lawful control or charge of the students for whom education is being provided at the Academy.
- detention may only be given to students under 18 if the Executive Principal has determined and made known within the Academy and to parents that detention of students outside Academy sessions is one of the sanctions that can be applied with a view to regulating student behaviour. Parents should be informed by telephone on the day. If the detention is to be held the day after a note may be placed in the student's planner and/or an email sent to parents.

4.2 *The EIA2006* defines what the 'permitted day of detention' means:

- an academy day, other than one on which the student has authorised leave of absence;
- a Saturday or Sunday during an academy term, which is not a Saturday or Sunday during or at a weekend immediately preceding or following, a half term break;
- a day (whether or not during an academy term) which is set aside for the performance of duties by the staff other than teaching, except where such a day has been excluded by the Secretary of State in England.

4.3 In determining whether a detention outside Academy hours is 'reasonable' the Executive Principal must also take into account whether suitable travel arrangements can be reasonably made by the student's parents/carers.

4.4 The Academy can give parents/carers the required 24 hours' notice 'by any effective method'. (This does not apply to detention in normal Academy hours i.e. lunchtimes.)

4.5 Powers of members of staff to detain students by use of force

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

Refer to the Academy's physical restraint policy

However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

5 The Right to Search Students

5.1 *The Violent Crime Reduction Act 2006* gives the Principal, and any member of the Academy staff authorised by the Executive Principal, who has reasonable grounds for believing that a student may

have with him/her or in his/her possession a knife or offensive weapon, the right to search that student and that

EA 2011

(a) the person carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency

(b) in the time available it is not reasonably practicable for the search to be carried out by a person of the same sex or in the presence of another member of staff (as the case may be).

5.2 The Executive Principal must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power or if not

EA 2011

(a) in the time available it is not reasonably practicable for the search to be carried out by a person of the same sex or in the presence of another member of staff (as the case may be)." and/or

(b) in the time available it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

5.3 The Executive Principal cannot 'require' most of the Academy staff to conduct the searches, only 'authorise' them to do so. But they may 'require' security staff to carry out searches.

5.4 If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' the Academy may call the police in.

5.5 In the event of the item being a phone

EA2011

(E)The person who seized the item may examine any data or files on the device, if the person thinks there is a good reason to do so.

(F)Following an examination under subsection (6E), if the person has decided to return the item to its owner, retain it or dispose of it, the person may erase any data or files from the device if the person thinks there is a good reason to do so.

(G)In determining whether there is a good reason for the purposes of subsection (6E) or (6F), the person must have regard to any guidance issued for the purposes of this section by the Secretary of State."

6. Harmful or illegal substances

Procedures for dealing with suspected drug-related incidents and the misuse of substances in the .

Disclosure

If a student makes a disclosure that he/she has been using drugs or misusing substances, we must remember never to promise confidentiality. Disclosure usually indicates a need for help, and the student needs to be made aware straight away that we will need to talk to other adults who are able to help. Such disclosures should be discussed with a Raising Standards Leader before action is agreed.

Suspicion/ Rumour/Allegations

The following lists of warning signs are offered to assist staff in their work. They are not, of course, in themselves, conclusive.

Warning signs in individuals

- Excessive spending or borrowing of money
- Stealing from parents
- Attendance pattern changes, or sudden unwillingness to participate in Academy activities
- Unusual outbreaks of temper
- Disregard for physical appearance
- Lack of appetite
- Being the subject of rumours
- Dilated pupils
- Lethargic/slow

Warning signs in groups

- Being the subjects of rumours
- Exchanging money/objects in suspicious circumstances
- Talking to strangers/ near the Academy premises
- Associated briefly with an older student who is not normally part of the group
- Use of drugs slang

Objects or signs which may indicate drug use

- Foil containers – perhaps discoloured by heat
- Metal tins
- Heat discoloured spoons
- Cigarette rolling papers with ripped packaging
- Plastic bags or butane gas containers
- Stamps or similar small items
- Hand rolled cigarettes
- An aromatic smell
- Cardboard or other tubes
- Paper (2 inches square) folded to form a square
- Small bottles, pill boxes
- Cigarette lighters
- Lighter fluid

All suspicions must be reported to a Raising Standards Leaders who will consider appropriate action including speaking to an appropriate member of the Directorate.

Sanctions

The Academy has a clear code for dealing with any instances of substance misuse. :

- A first instance of possession or use of a harmful or illegal substance results in a minimum of five day placement in the IC. But may include fixed term or even permanent exclusion
- A second instance of possession or use of a harmful or illegal substance may result in a permanent exclusion.
- A first instance of supplying or passing on, with or without payment, harmful or illegal substances may result in a permanent exclusion.

The sanctions also apply to the possession or use of alcohol.

Discovery of an illegal substance – procedures

- The discovery of an illegal substance should be reported immediately to a Raising Standards Leader who will recommend appropriate action to the Executive Principal.
- If an illegal substance is found on academy property (or whilst staff/students are engaged in an academy activity) the item(s) will be secured, and preferably this should be witnessed and if appropriate the local police will be advised as soon as is practicable. Careful physical handling is recommended and protective gloves should be worn where necessary. The Academy will co-operate fully with the police in any subsequent investigation.
- Parents will always be informed in cases of possession of illegal or unauthorised drugs in the academy.

Smoking

Students are not permitted to bring tobacco products into the Academy. Smoking by students is not permitted on or around Academy grounds or when a student is travelling to and from the Academy

If a student is caught smoking, the following procedures and sanctions will apply:

- On the first occasion, the student will be placed in the ACE for an appropriate period of time
- On a second occasion, parents will be invited into the Academy to discuss the problem of persistent smoking. Students will be placed in the ACE for for an appropriate period of time
- If a student is caught smoking for a third time, they will be given an appropriate intervention

Definitions

Drug

Any psychotropic substance: all legal drugs (including alcohol and tobacco), all illegal drugs, volatile substances, and over-the counter and prescription medicines

Drug misuse

The non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no acceptable medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971.

7 Exclusions for further guidance see ‘DfE – Exclusion from Maintained Schools, Academies and Pupil Referral Units in England. A guide for those with legal responsibilities in relation to exclusion

7.1 The Academy will use exclusion (fixed term or permanent) only as a last resort.

7.2 In discharging their duties the Executive Principal and Governing Body will have regard to the Secretary of State’s guidance on exclusions (currently Department for Education 2012 , but this may change) as if the Academy were a maintained school, except that:

- references to the maintaining of the guidance should be construed as a reference to the LA in which an excluded child is resident;
- the Academy, and not the LA, is responsible for making arrangements for independent appeal panels to hear appeals against permanent exclusions where the Governors do not direct reinstatement (see paragraph 35 and part 5 of the guidance, and below);
- the Governors are not expected to seek the advice of an LA officer when considering an exclusion (paragraph 107 of the guidance), although an LA officer may attend any meeting to consider an exclusion at the request of a parent or if invited by the Academy ; and
- part 7 of the guidance (arrangements for money to follow students who have been permanently excluded from school) does not apply.

7.3 **Exclusions** may be for a fixed period or permanent. **From Department of Education** Exclusion from maintained schools, Academies and pupil referral units in England

“4.2 Statutory guidance to head teachers on informing parents about an exclusion

34. When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue his/her education prior to the start of any alternative provision or the pupil's return to school, in line with the guidance in paragraphs 48 and 49.

35. For notifications under paragraphs 28 and 29, effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, head teachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

36. When notifying parents, about an exclusion head teachers should draw attention to relevant sources of free and impartial information. This information should include:

- A link to this statutory guidance on exclusions: exclusions guidance
- A link to the Coram Children's Legal Centre: www.childrenslegalcentre.com 08088 020 008; and
- Where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk)

37. Head teachers should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' rights to make representations to the governing body have been understood."

7.4 The Decision to Exclude:

Only the **Executive Principal** can exclude a student, (or the person in charge on the day, usually the Acting Principal, if the Executive Principal is absent from the Academy). Students should only be excluded in cases of a serious breach of the Academy's Behaviour for Learning Policy **and** if the continued presence of the excludee in the Academy would seriously damage the education or the welfare of other students or staff.

7.5 Before deciding to exclude a student the Executive Principal will:

- ensure that an appropriate **investigation** has been conducted;
- ensure that all the **relevant evidence** has been considered;
- give the student an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Executive Principal will make a decision based normally on the balance of probability, having regard to any current guidance from the Department for Education 2012 .

7.6 Fixed Term Exclusion

The Executive Principal is permitted to exclude a student for one or more **fixed term periods not exceeding 45 school days in any one academy year.**

The Academy will continue to provide education for an excluded student (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Executive Principal in consultation with the relevant members of staff will consider the following:

- making alternative provision from day six for fixed-period excluded students;

- where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- Possible alternative provision

7.7 From Department of Education Exclusion from maintained schools, Academies and pupil referral units in England

“6.1 52 The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed period exclusion which would bring the pupil’s total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.”

7.8 Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a **last resort** when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an **exceptional ‘one-off’ offence has been committed**:

e.g.

- serious violence, actual or threatened, against a student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Or any other one-off offence considered by the Executive Principal to be an exceptionally serious one.

7.9 The procedure to be followed following the decision to exclude is set out in Appendix 3.

8 Equal Opportunities

In making and implementing this policy, account must be taken of the Academy’s Diversity Policy.

8.1 Students with Disabilities

The Academy aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has been caused directly or indirectly by the student’s disability. Any exclusion of a student with a disability will be closely monitored both within the Academy and by the Governing Body.

8.2 Students with Special Educational Needs

The Academy will pay due regard to the guidance in the *Special Educational Needs Code of Practice* and the *Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need*

9 Amendments and Revision


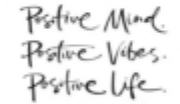

Before making any amendments or revision of this policy The Langley Academy will consult as appropriate. The Governing Body will consult appropriate members of staff, representatives of students and parents before making any of its own amendments.

10 Monitoring and Review

10.1 The working of the policy will be monitored by the Executive Principal and a report made to the Academy Student Achievement Committee twice a year. All exclusions will be reported to the Committee in the appropriate report.

10.2 This policy will be reviewed at least every two years by the Governing Body.

The 3 P's – our behaviour code

	<p>Be Present</p> <p>Don't miss out – every second counts. Participate in all aspects of Academy life.</p>
	<p>Be Positive</p> <p>Always give 100%, be a role model in and around the Academy, showing respect to others and the environment. Work to the best of your ability at all times. Achieve an Attitude to Learning (ATL) = 1 and 2.</p>
	<p>Be Prepared</p> <p>Be fully equipped for all lessons every day completing class work and homework and handing it in on time. Listen, co-operate and learn.</p>

Teacher Intervention In Class

- **Late to lesson = 2 minutes or more**
- Uniform, appearance issues
- No planner
- Lack of equipment e.g. no planner, PE kit, Food Tech ingredients etc
- Eating, drinking in class
- Failure to remove coat
- Being noisy/talking/arguing
- Failure to follow instructions
- Being uncooperative
- Disrupting the learning of others
- Interrupting a teacher, shouting out
- Time wasting/avoiding work
- Getting out of seat and walking around
- Failure to complete class work, homework coursework etc
- Littering

Teacher Intervention Out of Class

- Uniform, appearance issues
- Eating, chewing, drinking other than in designated areas
- Failure to remove coat etc in building
- Being uncooperative
- Time wasting
- Littering
- Using inappropriate language / swearing

Immediate Actions/Sanctions

- **If student is late teacher MUST record as 'L' on SIMS**
- Various behaviour management strategies
- **Implemented by staff e.g.**
 - Note in planner
 - Verbal warning
 - Move seat
 - Discuss BFL concerns with student (e.g. outside of class as appropriate)
 - Negotiation of an apology
 - Work collaboratively with the HT

Follow Up Actions / Intervention

- Student to go on green report for a week to the House Tutor if required.
- Targets on report card will be based on the reasons identified as concerns.
- Phone call home to discuss
- Detention by subject teacher (up to 15 mins)
- Community service

Leadership On Call In Class

Repetition of any of the above and

- Using inappropriate language / swearing
- Chewing gum
- Refusal to follow the instructions of the class teacher/House tutor
- Writing graffiti in books or on the desks
- Use of electrical device e.g. mobile phone
- 1st time = put away
- 2nd + 3rd time= hand over and student collect from SSM desk after 20 mins at end of day
- 4th time = parent collect.
- Persistent defiance of the uniform code
- **Compulsory record on SIMS**

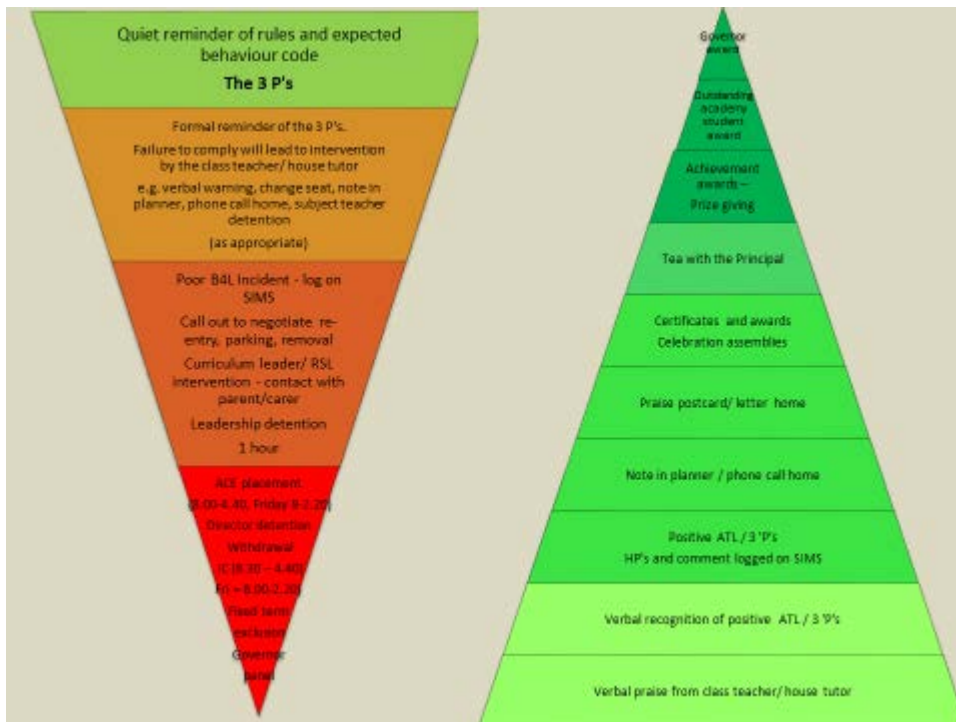
Leadership On Call Out Of Class

Repetition of any of the above and

- 3 x LATE to any lesson in a day
- Poor behaviour before, during and after Academy in public areas of the Academy
- Use of electrical device e.g. mobile phone
- 1st time = put away
- 2nd + 3rd time = hand over and student collect from SSM desk after 20 mins at end of day
- 4th time = parent collect.
- Persistent defiance of the uniform code

Follow up action/ Intervention

- Amber report
- HOF report – after 1 faculty on call (see below for further details of subsequent actions)
- RSL amber report after 5 on calls and meeting with parents/carers
- Punctuality report if 3 x late in any day
- Community service
- Uniform report
- SENCO cause for concern form completed to investigate if SEN issues
- PSP/BSP
- Mentor – individual or group



In summary

Expected behaviour is simple – be Present, Be Positive, Be Prepared

Rewards – students will be rewarded for going above and beyond the 3 P's of expected behaviour

Sanctions – teacher intervention will be at the heart of classroom management.

Sanctions will be immediate – a leadership detention when an on-call level is reached by a student will happen on that day for 1 hour after school.

ACE = 8 am - 4.40 pm Mon – Thurs and 8.00 am - 2.20 pm Friday

IC = 8 am – 4.40pm Mon – Thurs and 8.00 – 2.20pm on Friday

Punctuality – 3 lates any day = 1 hour detention.

Chewing gum = 1 hour detention

Review Date: January 2016
Ratified Date: February 2016
Date of next review: January 2017