



**THE STOCKWOOD PARK ACADEMY
BEHAVIOUR POLICY 2018/19**

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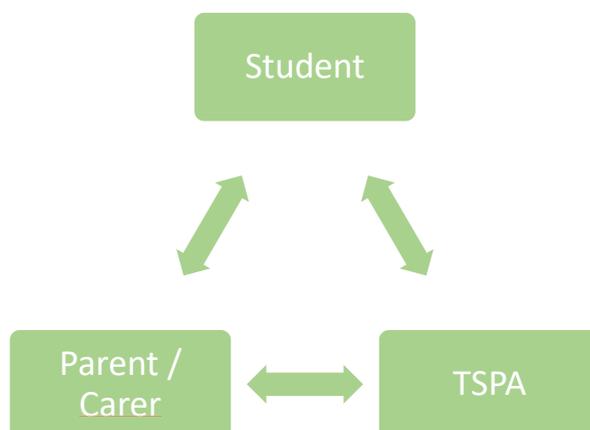
THE STOCKWOOD PARK ACADEMY BEHAVIOUR POLICY 2018 /19

1. INTRODUCTION

The Stockwood Park Academy is a caring community with positive working relationships and a clear behaviour structure. Students and staff share a clear sense of purpose as regards a determination to adopt codes of general conduct and behaviour, which apply to all members of the Academy and aim to:

- Secure and sustain excellent and consistent standards of discipline in and out of the classroom
- Ensure that the behaviour of students is exemplary and conducive to learning by creating an orderly, safe and purposeful environment where students are able to achieve or exceed their potential
- Ensure that the expectation of courtesy and respect towards staff and other students is central to our behaviour policy
- Ensure that every student is cared for as they would be by caring parents/carers
- Ensure that as a community we recognise and celebrate the achievements of all
- Make clear to staff, students and parents the behaviour expectations of the academy
- Have in place effective systems to monitor and evaluate standards of behaviour.

Our behaviour policy encompasses our rules, rewards, sanctions and communication used to ensure that students know they are being treated fairly and consistently. All staff accept a collective responsibility for the management of behaviour. Parents/carers are asked to work in partnership with the school to ensure our students receive a consistent message and maintain acceptable standards of behaviour in school.



2. PRINCIPLES

Our mission statement is “Every student matters, every moment counts”

Behaviour management at TSPA is designed to encourage young people to take responsibility for their actions. Staff are encouraged to ‘catch them being good’ and our rewards system is designed to celebrate success. The consequence and rewards charts helps to provide consistency of approach by all staff.

We recognise that some behaviours result from special educational needs and disabilities (SEND) such as emotional and behavioural difficulties. In such cases we will work with relevant agencies to ensure appropriate intervention takes place to help students manage their behaviour more effectively. Similarly, other groups identified as at risk by OFSTED,

such as children looked after may need us to take into account their individual needs and circumstances. Department for Education (DfE) guidelines are followed throughout the policy

Our students have selected our 3 core values of Determination, Respect and Equality. Our behaviour policy is based on these core values and they underpin our 5 principles outlined below:

FIVE PRINCIPLES



3. ROLES AND RESPONSIBILITIES

- **The Governing Body** will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will monitor the behaviour policy and work with the Assistant Principal to with the responsibility for behaviour, to analyse data and trends.
- **The Principal** is accountable for the implementation of the policy, and its day to day management.
- **Assistant Principal** with responsibility for behaviour is responsible for the day to day running of the Rewards and Consequences systems, and provide half-termly reviews for the Senior Leadership team and annual reports for governors.
- **Staff, including teachers, support staff and volunteers**, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a statutory authority to impose sanctions on behalf of the academy.
- **Parents / Carers** will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy The most important thing a parent/carer can do is send their child into school each day, on time, equipped and ready to learn. Parent / carers are asked to respect the academy's behaviour policy and the disciplinary authority of academy staff. Parents / carers are encouraged to support the school and play a lead role the implementation of new strategies to assist students in making the progress of which they are capable. The Home – School partnership is signed by parents in year 7 and outlines the responsibilities of the school, students and parents/ carers (**See also Appendix 5 Home-School Partnership**). Parents and carers are encouraged to monitor the student planner, sign it every week and engage in dialogue with teachers.

Parents should treat school staff with the same respect they would expect to receive from them. Parents can be barred from the academy premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

- **Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3.1 GUIDANCE FOR STAFF

Staff should adhere to the following points:

- Treat students with courtesy and respect
- Take into account the needs and circumstances of students with particular identified difficulties.
- Be confident, controlled and, above all, consistent
- Be fair and reasonable (whole class punishments will be rare and only after consultation with the Head of Year)
- Listen but explain with authority
- Inform parents of sanction by 'Group call', phone, letter or student planner as appropriate
- Insist students use correct English when addressing members of staff (with sympathetic correcting of EAL students English if needed)
- All standards of behaviour expected on campus should also be expected of students on trips, whether in or out of uniform

3.2 JURISDICTION

Teachers can discipline students at any time the student is in the academy or elsewhere under the charge of a teacher, including school visits and any other occasions related to the school.

Staff have a statutory power to discipline students for misbehaving outside the Academy premises even when the student is not in the charge of the member of staff. Staff may discipline a student if a student is, or has been, engaging in misbehaviour that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student, member of staff or member of the public including cyberbullying or harassment through the use of the internet and social media
- Could adversely affect the reputation of the Academy.

The Academy has the power to sanction students for behaviour outside of the Academy wherever the student can be identified as being part of the Academy community, through wearing uniform or otherwise. If the student has been identified as a member of the Academy, the Academy reserves the right to sanction accordingly. The Stockwood Park Academy will sanction any pupil who brings the Academy into disrepute or puts another student in danger. If the pupil's behaviours or actions pose a threat to the well-being or learning of other students, exclusion will be considered

4. REWARDS AND CONSEQUENCES

4.1 REWARDS

Rewards are seen by The Stockwood park Academy as the most positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for numerous reasons, including:

- Good work / effort in the classroom / homework / coursework.
- Demonstrating: determination / respect / equality
- Weekly perfect uniform
- Weekly 100% attendance
- Excellent work or effort in the classroom/homework/coursework.
- Marked improvement in behaviour & organisation.
- Faculty Student of the Week

- Consistently excellent work over the course of a unit or scheme of work within a Faculty – Star Student
- Outstanding work / Consistently excellent work over the course of a Term.
- Excellent progress report
- 100% attendance / marked improvement – Term
- Representing the academy
- Community Project and Community representation
- Excellent work over the course of year.

When students are awarded achievement points are awarded for their positive behaviour or work (**See Appendix 4 – Rewards Ladder**). The type of rewards given might include:

- Golden ticket
- Postcard Home
- Faculty Roll of Honour
- Principal commendations
- Principal letter of effort
- Attendance postcard
- Bronze Achievement badge and certificate presented in Year assembly
- Silver Achievement badge and certificate presented in Year assembly
- Gold Achievement badge and certificate presented in Year assembly
- School Colours
- Community Award
- Annual Prize Giving Event
 - Representative colours
 - Performing Arts Stars
 - Exceptional Progress award
 - Exceptional Achievement award
 - Head of Year Award
 - Principal's Award

4.2 CONSEQUENCES

The Behaviour consequence chart (See Appendix 3 – Consequences Chart), demonstrates examples of behaviour that might trigger a consequence, and the sanction that applies. The rewards and consequences charts are displayed in every classroom and in the student's planner.

All behaviour concerns should be logged on the Academy's Electronic Information Management System (SIMS) and actions taken so that potential trends can be identified and allocation of appropriate interventions and sanctions can be applied across the academy. The Behaviour Consequence system will also uphold TPSA's Uniform Policy (Appendix 2) which helps to set expectations and raise standards within the academy.

4.3 DETENTIONS (C2 – C3)

Students may be detained during break or lunch times or after the Academy day. After – school detentions are for 20 minutes (C2) or 1 hour (C3 / C4) and take place in the assembly Hall. Parents/carers will, in most cases, be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept on the same day. **If the detention is for a period of 20 mins (C2) there is no obligation to inform the parent/carer.** If the detention is longer than this (C3 / C4), parents / carers will be informed via 'Group Call Message', phone call or through the student planner.

4.4 BEHAVIOUR SUPPORT ROOM (BSR – C4)

Students may be removed from a classroom via a procedure known as Departmental Shadowing. In such instances the persistent disruption of others' learning means that they can no longer remain in the classroom and they continue that lesson with a senior member of staff in that department / area. There are times however, that this is not appropriate and in such cases they are brought to the Behaviour Support Room by a Senior Person On Tour (S.P.O.T). The student will be required to remain in the BSR for 2 hours or such a point when it is felt they are able to go back into class. A student who is brought to the BSR will automatically receive a C3 detention and parents notified.

4.5 Seclusion (C5)

An Internal Seclusion will be implemented for behaviour that is so serious that it warrants a student being removed from lessons, but not so serious as to warrant removal from the Academy. Work will be provided for the students to complete and they will be allowed breaks throughout the day. The Seclusion Manager will always inform parents of a seclusion in writing.

This is not an exhaustive list, however examples of behaviours, which may lead to seclusion are:

- Accumulation of detentions
- Dangerous behaviour
- Truancy off site
- Smoking / associated with smokers
- Possession of smoking paraphernalia
- Threatening behaviour
- Bullying – verbal, cyber, physical
- Fighting or involvement in a fight
- Inappropriate use of ICT including social media

The length of the seclusion will depend on the context of the incident and is decided by the Head of Year and Seclusion Manager. If a student repeatedly displays behaviour of this sort, it is likely to result in an exclusion for Gross Disobedience.

There may be occasions when it is felt that the seclusion is best served off site at our sister academy, The Chalk Hills Academy. These are rare and such decisions are made by the Seclusion manager in liaison with the Assistant Principal responsible for Behaviour.

4.6 EXCLUSIONS

If it is deemed necessary to exclude a student from school, an initial phone call will be made to explain the circumstances and inform the parent / carer of the decision. This will be followed up by an official letter as soon as possible. We follow DfE guidelines on exclusions and the decision to exclude can only be made by the Principal or through delegation to the Assistant Principal responsible for Behaviour. When deciding to exclude the Principal will ensure there has been a thorough investigation and that a record of his actions and those of staff is kept. The standard proof applied in schools exclusions is the balance of probabilities. Exclusion from The Stockwood Park Academy is usually reserved for the most serious of offences or persistent breaches of the Academy's behavioural policy. When TSPA is considering excluding, either fixed term or permanently a vulnerable child and /or child who is the subject of a child protection plan or where there is an existing child protection file, a multi -agency risk assessment meeting will be called. (TSLT safeguarding policy Page 18)

4.6.1 FIXED TERM EXCLUSIONS (C6)

In the case of fixed-term exclusions, the Principal or Vice Principal (PDBW) in his absence may exclude a student for up to 45 days in any one academy year. Students on fixed term exclusion will be forbidden from attending the

academy, or being in the vicinity of the academy for the term of their exclusion. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is excluded and ensure that they are not in a public place without good reason during academy hours within the first five academy days of any exclusion. Where a parent/carer refuses to comply with the terms of exclusion, the Academy may notify the Social Services Department and the police if, in the Principal's view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Parents/carers must also ensure that their child attends the suitable full - time education provided by the Local Governing Board or the Academy from the sixth day of exclusion.

The following behaviours will normally lead to a fixed term exclusion. This list is intended to indicate the degree of severity of the incident but is not intended to be exhaustive:

- Gross disobedience
- Refusal to comply with uniform / mobile phone policy
- Theft
- Racist / homophobic incident
- Verbal Abuse towards staff
- Intimidating a member of staff
- Malicious allegation against staff
- Violent behaviour / Assault
- Vandalism (bill for costs)
- Being in possession or under the influence of alcohol
- Bringing the academy into disrepute
- Sexually inappropriate behaviour

Where a student is excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- Undertake to set and mark work for that student for the first five days of the exclusion
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- Advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- Consider how the time out of school might be used to address the pupil's problems; and
- Consider what support will best help with the pupil's reintegration into the school at the end of the exclusion

The parents/ carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

4.6.2 REINTEGRATION

A reintegration meeting following the expiry of a fixed term exclusion is arranged by the academy prior to a student returning from a period of exclusion. Parents/carers are invited to attend the reintegration meeting. The meeting will establish a risk assessment of the student (where necessary) and identify the resources needed to provide the necessary support to the student. A Return from Exclusion form will be completed and is to be signed by all parties. Failure to obtain satisfactory assurances from the student and parent / carer that they will comply with the expectations set out in the Home – School partnership (appendix 6) will result in a further period of exclusion. Failure of the parent/carer to attend the reintegration meeting will result in a period of unauthorised absence

4.6.3 PERMANENT EXCLUSION (C7)

Persistent disruptive behaviour could lead to permanent exclusion. The decision to exclude a student permanently is a serious one and will never be taken lightly. In doing so, we recognise that a permanent exclusion may have a serious impact upon a student's life chances. Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

Permanent exclusion is rare - However, circumstances whereby a student's behaviour means that we are no longer meeting their educational needs or those of other students may constitute the need for a move elsewhere or permanent exclusion. In these circumstances, the Academy works with Local Alternative Provision organisations, Behaviour and Tuition (Luton Borough council) or other academies/schools through the Fair Access Protocol procedure to ensure that the educational needs of the student are met elsewhere.

Permanent exclusion should be considered for any of the following behaviours even if they are "one offs":

The following behaviours will normally lead to permanent exclusion. This list is intended to indicate the severity of the behaviours but is not intended to be exhaustive:

- Persistent disruptive behaviour
- Physical abusive towards staff
- Vicious assault
- Action endangering the safety of others
- Possession and/or distribution of prohibited items such as weapons, or illegal substances
- Sexually harmful behaviour

(Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.")

If a student is permanently excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- Undertake to set and mark work for that student for the first five days of the exclusion
- Advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- Arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

4.6.4 APPEALING A PERMANENT EXCLUSION

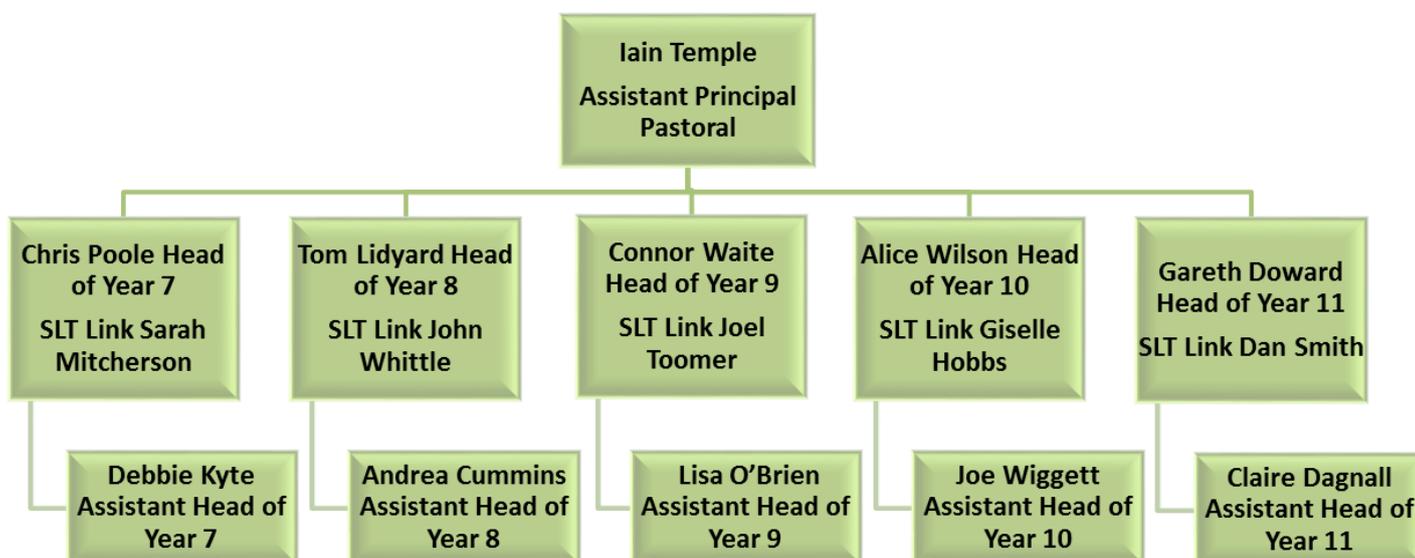
Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a Local Governing Board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. An independent review panel does not have the power to direct a Local Governing Board to reinstate an excluded pupil. However, where a panel decides that a Local Governing Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Governing Board to reconsider its decision.

5. SUPPORT AND PREVENTION

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent

behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

5.1 PATORAL SYSTEM



At The Stockwood Park Academy the pastoral system is designed to provide a caring and disciplined environment to ensure all students reach their full potential. Through the system, we encourage good responsible citizens who care about both their fellow students and the wider community. Alongside our year group system, houses provide a sense of family and belonging, which supports and facilitates the mentoring of students as well as promoting competition within the academy. We take the welfare of students seriously because we recognise that social and emotional wellbeing are essential for good learning.

The form tutor role is the first point of contact for parents. Their role is an important one at the academy, as these teachers oversee the personal and academic welfare of the students in their care. The work of the tutors is coordinated by a Head of Year with a non-teaching assistant Head of Year also in place to support students with any social, emotional or academic issues. Heads of Year, Assistant Heads of Year and Tutors all work closely with parents/carers and subject staff to ensure each student achieves their full potential.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

5.2 ENCOURAGING GOOD BEHAVIOUR

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations. The rewards ladder and consequences chart back up this approach.

Classroom management strategies include:

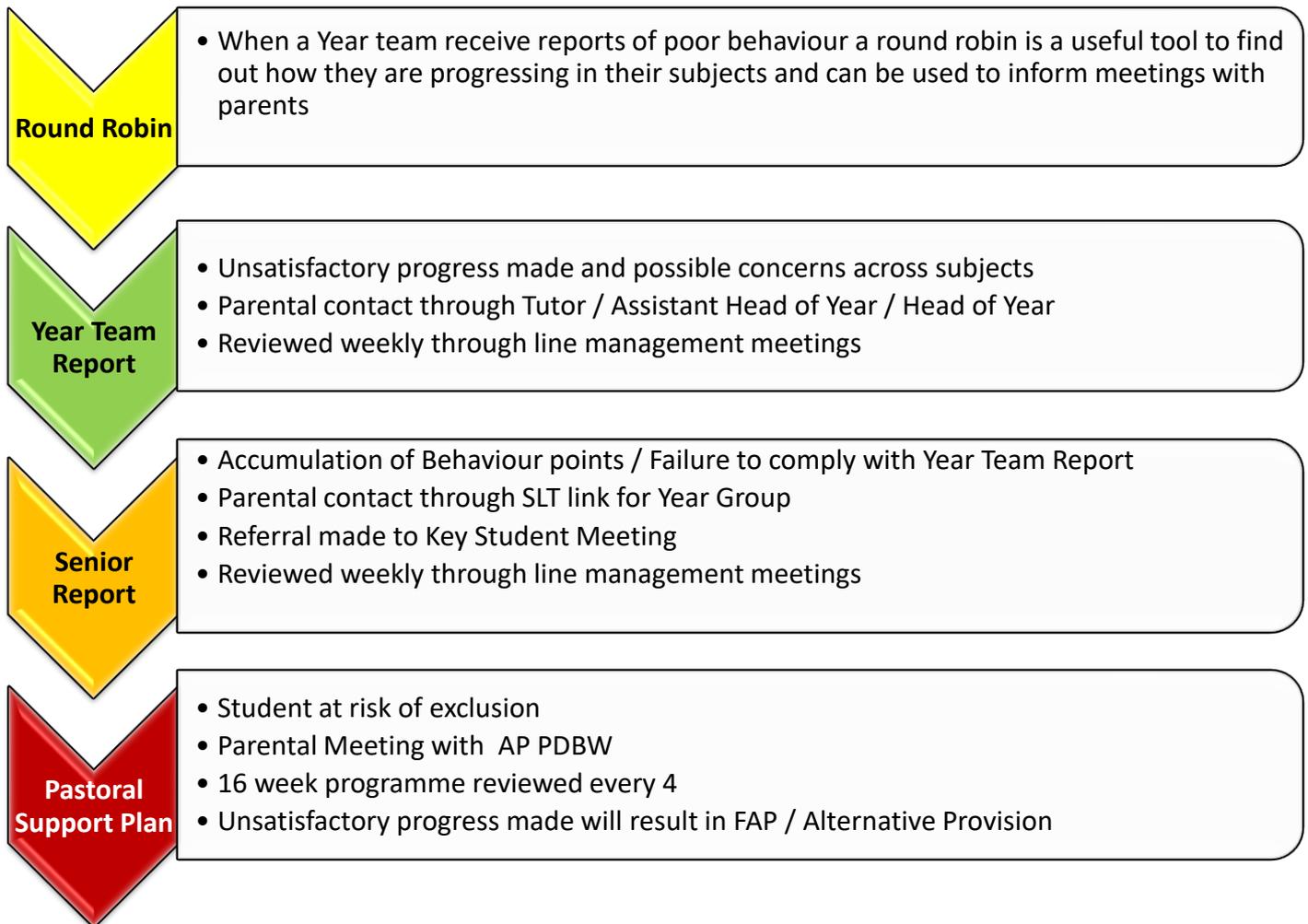
- First verbal warning
- Second verbal warning – name on board.
- Name removed if attitude improves
- Moving a student to a different part of the classroom, or to an isolated desk

- Giving the student reflection time outside the door of the classroom (for no more than a few minutes)
- Giving students a directed choice before opting to sanction

5.3 REPORTING PROCESS

When a student has difficulty managing his/her behaviour a report card will be used to help him or her improve. A student may choose to use a report card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement.

Staff record achievement against the targets at the end of each session throughout the day. Report cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework.



5.4 Pastoral Support Plans, Outside Agencies, Fair Access protocol and Achievement Plus

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. The Assistant Principal responsible for behaviour will oversee the PSP. Targets will be reviewed during 4 weekly meetings and the PSP will involve actions for the school, the student and the parent / carer. Usually, the schools actions will include support from outside agencies including:

- Educational Psychologist
- Edwin Lobo
- Alternative Provision (Shine / Evolve / Reach / ACE)
- CAMH
- ALPS
- Social Services
- Youth Offending Team (YOS)
- School counsellor
- Other suitable outside agencies

A 'Managed Move' may be resorted to in order to avoid permanent exclusion. It may be used as the culmination of behaviour interventions, when no other has succeeded or, in exceptional circumstances, for a serious 'one off' incident. In such instances the student will be brought to the Pupil Placement Panel (PPP) and the in Year Fair Access protocol invoked. The PPP meeting is attended by senior staff from each school, lead professionals and the local authority. Once a place for a student has been arranged, the Academy will contact the transfer school; arrange for an integration meeting and a 12 week trial will commence. This can be extended depending on the context and similarly if behaviours dictate the trial can be stopped at any point. Progress at the transfer school will be reviewed every 4 weeks and if successful, the student will move permanently to the transfer school.

Achievement Plus is a small class setting where targeted year 11 students are given intense support to complete school and boost opportunities to gain GCSEs. The purpose of Achievement Plus is to: offer support, encouragement and motivation; individualise student timetables; increased contact with home; systematically monitor coursework, progress, punctuality, attendance and attitude to learning; mentor and building resilience and readiness for progression in completing their exams and boosting predicted grades.

5.5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Particular efforts will be made to avoid excluding students who are receiving support for SEND and those with an Educational Health Care Plan (EHCP) under the Special Educational Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

When students with SEN need a PSP, it does not replace the Special Educational Needs and Disabilities (SEND) assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), we ensure that IEPs for these pupils reflect appropriate strategies to meet their additional needs.

We recognise that some students who need a PSP do not have particular SEND.

6. POLICE

It will be for the Principal or a member of the Senior Leadership team to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with the Principal or a member of the Senior Leadership team

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Principal but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a clear cut case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

7. SEARCHING, SCREENING AND CONFISCATION

Lead Behaviour Professionals and Senior Academy staff have been authorised to search a student's outer clothing, possessions and locker when they have strong reason to believe that the student may be in possession of banned or prohibited items, in accordance to the DFE advice 'Screening, Searching and confiscation January 2018.

The search should be conducted in the presence of the student and a staff witness except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. It is good practice to inform the parents of the search and the result and that the search is also duly recorded on the student's behavioural record.

Staff can search students with their consent for any item. Staff will ordinarily ask the student to turn out their pockets and bag. Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed below. Where a student refuses to co-operate with a search, the academy can apply an appropriate disciplinary penalty in line with refusal to stay in a detention or defiance.

A member of the Senior Leadership Team (on Academy premises) or an Academy trip leader have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item. Again, this search should be conducted with another staff witness.

Prohibited/harmful items may include (*denotes prohibited items for which searches can be carried out without consent):

- Knives and weapons *
- Alcohol*
- Illegal drugs*
- Stolen items*
- Tobacco and cigarette papers*
- Fireworks*
- Aerosols
- Pornographic images*
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence*
- Any item used with intent to cause personal injury to, or damage to the property of, any person.*
- Other items banned by the Academy: (BB guns/hammers/axes/spanners/ etc.)
- Excessive quantities of food or drink or any other materials where there is a suspicion that these have been brought onto the academy site with the intention of marketing/selling to other students
- Items which harm the good order and discipline in the academy such as stink bombs, water balloons or 'exploding snaps.'

Note that this is not an exhaustive list. Any item in the possession of a student /or used/distributed with intent to cause either mental or physical injury to another person/disrupt the smooth running of the academy, breaches our behaviour policy and may lead to fixed term exclusion or permanent exclusion.

7.1 CONFISCATION

DFE advice Screening, Searching and confiscation January 2018 & Behaviour and Discipline in schools 2016.

Teachers can confiscate students' property. There are two sets of legal provisions which enable academy staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items;
- Power to search without consent for "prohibited items" as listed above

Academy staff can confiscate a student's property if in doing so it enables them to maintain good order in or outside the classroom and where it is reasonable to do so. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline or if it is likely to be used to commit an offence, cause personal injury or damage to property. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons/ Knives/ BB Guns /illegal drugs and extreme or child pornography will always be handed over to the police.

Other confiscated items should be placed in an envelope and labelled and it is for the teacher to decide if and when the item should be returned to the parent/carer or disposed of. Parents should be informed of the confiscation.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Principal can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

7.2 REASONABLE FORCE

The legal provisions on school/academy discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Schools/Academies can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Where force can be used authorised staff may only exercise the statutory power to use force where:

- they and the student are on the premises of a school/academy at which education is provided for the student. The student need not necessarily be a registered student at that school/academy. The power also applies to students from other schools/academies who are on the premises; or
- they are off school/academy premises but are in lawful control or charge of the student (for example on a school visit).

(DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

Appendix 1

ANTI-BULLYING POLICY

Bullying

The aim of the Anti-Bullying Policy is to ensure that all students are able to access learning in a supportive and caring environment. The Academy identifies bullying is harmful to children and young people and it is a threat to their safety, emotional, physical and mental wellbeing. Bullying is an antisocial behaviour that affects everyone and as a result no form of bullying will be tolerated. Bullying is addressed through effective intervention.

Any form of bullying is treated seriously and followed up as a matter of priority. Bullying is defined as "any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature". This includes cyber bullying. Bullying includes any racial or sexual comments, even if they are only perceived as such by the person to whom they are directed. A log of all such incidents is maintained and action taken is in line with TSPA's Anti Bullying Policy.

It is the responsibility of all staff, parents, carers and students to work together to prevent bullying in and out of school. Bystanders have a duty to report bullying if witnessed.

Types of bullying behaviour are:

- Physical: Pushing, poking, hitting
- Direct verbal: Threats, insults
- Relational: Teasing, rumours, social exclusion and isolation, victimising, cyber bullying, mobile texting, social media, chat forums e.g.; Facebook, Instagram, snapchat.
- Other forms: Racial bullying, religion and belief, sexual, health, homophobic, transgender, educational and/or physical difficulties.

Students who are being bullied may display changes in their behaviour. They may become withdrawn and anxious; feigning illness, school refusing, work grades may be affected. They may also show signs of becoming angry and displaying behaviour that challenges, they may begin truanting from school.

Implementation and Strategy

The Academy will take the following steps when dealing with incidents:

- If bullying is suspected or reported then the incident will be recorded and dealt with immediately
- A clear record taken from all involved
- Parents/ carers, House Leaders, Assistant House Leaders, tutors to be kept informed

An agreed strategy will be developed and implemented by the Head of Year, supported by the Assistant Principal responsible for behaviour.

Students will receive regular advice in assemblies and in core elements of PDE on all aspects of bullying. The Academy recognises that addressing bullying can sometimes be a long, complex process and that at times the same individual can be both victim and perpetrator.

All students who are being bullied or who witness bullying must report it to a member of staff or parent/carer.

Students who have been bullied will also be supported in the following ways:

- Report bullying to a teacher or the Junior Leadership Team
- Report bullying to the Anti bullyingAmbassadors
- Being offered the opportunity to discuss the situation with a member of staff of their choice
- Restorative justice meeting with a trained member of staff - restoring self- esteem and confidence
- Identifying why the student became involved
- Reassurance and the offer of continuous support from a designated member of staff of their choice

Appendix 2

Uniform and Equipment Policy

Uniform Requirements for all

GIRLS UNIFORM

- Plain black blazer with green piping
- Plain grey straight legged tailored trousers or skirt. Girls are allowed to choose a skirt style suitable to their needs; However, these must be knee length. It is essential that all seams are stitched from hem to waist to avoid any embarrassment.
- White buttoned shirt with green and silver striped tie
- Sensible plain black leather or leather effect shoes with low heel; black ankle boots are acceptable if worn with trousers
- Neutral or plain black stocking or tights or knee length white or black socks

Optional

- Grey V-necked jumper with green stripe around the neck when worn as well as, not instead of a blazer

BOYS UNIFORM

- Plain black blazer with green piping
- Plain white buttoned shirt
- Plain grey straight legged tailored trousers
- Green and silver striped tie
- Sensible plain black leather or leather effect shoes with low heel
- Black socks

Optional

- Grey V-necked jumper green stripe around the neck when worn as well as, not instead of a blazer

GIRLS PE KIT

- Black and green polo shirt
- Plain black shorts OR black and green skort
- Plain black jogging bottoms – optional for cold weather
- Black fleece – optional for cold weather
- Training shoes
- Black football/hockey socks

BOYS PE KIT

- Black and green polo shirt
- Plain black shorts
- Plain black jogging bottoms – optional for cold weather
- Black fleece or Rugby shirt – optional for cold weather
- Training shoes
- Black football/hockey socks

JEWELLERY.

The only items permitted for boys and girls is a watch and a single metal stud in each each no more than 5mm in diameter

MAKE-UP

Only discreet make-up may be worn to school.

HAIR

Whilst acknowledging the pressure of fashion and peers we would ask parents to ensure that the students hair is of a natural colour and worn in a style which is inoffensive and suitable for a professional establishment.

Extremely short/shaved hair, extreme hairstyles, shaved heads, shaved head with pony tail, shapes shaved into hairstyles or very obvious unnatural highlights are not acceptable.

ITEMS NOT PERMITTED

Other visible body and facial piercings are not acceptable – also includes nose rings, tongue bars.

No coats or outdoor jackets are to be worn inside the Academy at any time. If students elect to wear these garments in the building they will be confiscated until the end of that day and kept in either a House office or the attendance office.

Earphones are not permitted inside the school and will be confiscated as above if seen in the Academy.

We realise that Mobile phones are a useful tool to help ensure that students are safe on their way to and from school. If a student brings a mobile phone to school it must be switched off and kept in their bag. It is important however that students are not using their mobile phones in school. Therefore these will be confiscated if used/seen in the Academy and only returned to parents/carers. The mobile phone or electronic device will remain confiscated until a parent /carer is able to collect it outside of Academy hours. Should a student need to contact their parents during the school day they should do so via student services.

EQUIPMENT

For students to achieve to their potential it is important that they come equipped for learning.

Students should have the following:

- ✓ School Bag – Fit for purpose. A school bag should be able to carry boot and all other equipment including PE and dance kit.
- ✓ Pen (spares)
- ✓ Pencil
- ✓ Ruler
- ✓ Calculator
- ✓ Eraser
- ✓ PE / Dance kit
- ✓ Planners - are an important part of students equipment. They provide a tool for effective communication with home.

	Behaviour	Action	Consequence
C1	Poor attitude towards learning Disrupting the learning of others Talking / out of seat Lack of correct equipment	All staff	First verbal warning Second verbal warning – name on board. Name removed if attitude improves
C2	Repetition of C1 Late to registration / lesson Failing to follow routines and meet classroom expectations Littering/ Chewing gum Incorrect uniform/uniform appearance	C2 recorded on Sims by All Staff	20 minute same day detention Failure to complete = C3 Those in trainers will be issued with plimsolls
C3	Repetition of C2 Swearing / inappropriate language Persistent failure to follow routines and meet classroom expectations Persistent disruption of the learning of others Rudeness towards staff Unsafe/boisterous behaviour Use of electronic devices Swearing with intent to cause offence Provocation	C3 recorded on Sims by All Staff	Academy Detention Failure to complete = C5 Electronic devices confiscated (collected by parents) Departmental shadowing
C4	Repetition of C3 Truancy from lesson Refused Departmental shadowing Dishonesty /lying to a member of staff Outright defiance /walking away from a member of staff	C4 recorded on Sims by All staff	BSR 2 hours + Academy detention Failure to complete = C5
C5	Repetition of C4 Accumulation of detentions Dangerous behaviour Truancy off site Smoking / associated with smokers Possession of smoking paraphernalia Threatening behaviour Bullying – verbal, cyber, physical Fighting or involvement in a fight Inappropriate use of ICT including social media	Complete Serious incident sheet if required C5 recorded on Sims by All Staff / HOY	Academy seclusion 1-2 days Failure to complete = C 6
C6	Persistent C5 Gross disobedience Refusal to comply with uniform / mobile phone policy Theft Racist / homophobic incident Verbal Abuse towards staff Intimidating a member of staff Malicious allegation against staff Violent behaviour / Assault Vandalism (bill for costs) Being in possession or under the influence of alcohol Bringing the academy into disrepute Sexually inappropriate behaviour	Complete Serious incident sheet for all relevant house staff C6 recorded on Sims by BSR team FTE must be agreed by AP Behaviour or Principal	Fixed Term Exclusion
C7	Persistent C6 Persistent disruptive behaviour Physical abusive towards staff Vicious assault Action endangering the safety of others Possession and/or distribution of prohibited items such as weapons, or illegal substances Sexually harmful behaviour	Complete Serious incident sheet for all relevant house staff C7 recorded on Sims BSR PEX must be agreed by Principal	Permanent Exclusion

THIS IS NOT AN EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM YOU COULD EXPECT TO RECEIVE AS A SANCTION

Appendix 5 – Rewards Ladder

	Behaviour	House Points	Reward
R1	Good work / effort in the classroom/homework/coursework. Demonstrating: determination / respect / equality	1 achievement points	Golden ticket
R2	Weekly perfect uniform Weekly 100% attendance Excellent work or effort in the classroom/homework/coursework. Marked improvement in behaviour & organisation. Faculty Student of the Week	5 achievement points	Postcard Home
R3	Consistently excellent work over the course of a unit or scheme of work within a Faculty – Star Student	10 achievement points	Faculty Roll of Honour
R4	Outstanding work / Consistently excellent work over the course of a Term. Excellent progress report 100% attendance / marked improvement – Term	20 achievement points	Principal commendations Principal letter of effort Attendance postcard
R5	Bronze Achievement Award	400 achievement points	Bronze Achievement badge and certificate presented in Year assembly
R6	Silver Achievement Award	600 achievement points	Silver Achievement badge and certificate presented in Year assembly
R7	Gold Achievement Award	800 achievement points	Gold Achievement badge and certificate presented in Year assembly
R8	Representing the academy Community Project and Community representation Excellent work over the course of year.	50 achievement points	School Colours Community Award Annual Prize Giving Event

Appendix 6



‘Every student matters, every moment counts’

Home-School Partnership

We aim to be:

- An excellent trust school in all areas.
- An academy with a culture of high expectations and aspiration by both students and staff

In order to achieve this aim, school, home and student must all agree to work together.

Name of Student (please print name) _____

The school agrees to:

- Provide access to a broad and balanced curriculum
- Provide opportunities for each child to achieve full academic potential by regular setting and marking of appropriate tasks
- Set homework on a regular basis
- Monitor and encourage good attendance
- Provide a safe and positive learning environment
- Ensure the web site is a useful and modern form of communication
- Provide regular information on the progress of all students.
- Contact parents at the earliest appropriate moment should concerns or problems arise and deal with parental concerns promptly
- Provide opportunities to take part in a variety of extra-curricular activities
- Uphold the academy’s values of Respect, Equality and Determination

Signed (School) _____

Date _____

Parents/Carers agree to:

- Ensure that your child attends school regularly and punctually and inform the school when your child is absent.
- Ensure your child wears the correct school uniform at all times.
- Encourage your child to behave responsibly and correctly and ensure they follow school rules at all times
- Support the school’s policy on rewards and sanctions.
- Support your child’s learning at home by ensuring s/he completes all homework. When none has been set please ensure your child does some quiet reading (preferably a novel) for at least 30 minutes – one hour.
- Check progress and homework by reading and signing planners each week and logging on to Show My Homework
- Attend parents’ consultation evenings and other events organised to help me learn about my child’s progress
- Support my child in any extra-curricular activities undertaken
- Encourage your child to uphold the academy’s values of Respect, Equality and Determination

Signed (Parent/ Carer) _____

Date _____

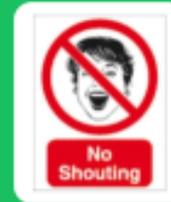
Students agree to:

- Attend school everyday and arrive on time
- Observe the school rules at all times
- Wear the correct uniform at all times
- Be polite and behave respectfully towards all members of the school community.
- Never leave the premises without permission
- Be hard-working in all aspects of school life
- Come to school each day correctly dressed and equipped to learn, including a school bag, stationary, and PE Kit / Dance kit.
- Learn to the best of my ability, completing all homework and coursework on time.
- Attend parent-teacher evenings and learning review day
- Be actively involved in school, including extra curricular activities wherever possible
- Use my planner correctly ensuring my parents/carers see and sign my student planner each week
- Take home all newsletters and information regularly when asked to do so and bring back reply slips and absence letters promptly
- Monitor and use school website to keep up to date with information, logging into Show My Homework

Signed (Student) _____

Date _____

The graphic consists of five green boxes in a row, each with an icon and text. Below these are three colored boxes (blue, purple, red) with icons.

				
Attend the Academy and be on time Academy day starts at 8.35	Always try your best	Bring all your equipment and wear full academy uniform	Speak kindly to each other No shouting	Look after your environment Bin the litter
Determination 	Equality 	Respect		