



Co-op Academy
Stoke-on-Trent

Behaviour, Rewards and Sanctions Policy

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THE CO-OP ACADEMY STOKE-ON-TRENT

Academy Behaviour, Rewards and Sanctions

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Policies and guidance to support the Academy Behaviour, Rewards and Sanctions Policy:

Academy Safeguarding Policy
Academy Use of Reasonable Force Policy
Academy Staff Code of Conduct Policy
Academy Anti-Bullying Policy
DFE Working Together to Safeguard Children
DFE Sexual violence and sexual harassment in school 2017
DFE Keeping Children Safe in Education 2017
DFE Exclusion From Maintained School, Academies and Pupil Referral Units 2017
DFE Searching, screening and confiscation
Managed Move Stoke on Trent Agreement 2018
Equality Act 2010

The Academy Behaviour, Rewards and Sanctions policy

Introduction

The COOP Academy Stoke-on-Trent seeks to create an environment which encourages, reinforces and supports positive behaviour. It recognises that the wider society expects acceptable behaviour as an important outcome of the education process. As such students should promote and display positive, appropriate behaviour and become role models for their peers. Both inside and outside the Academy we expect our students to act as ambassadors for our standards of excellence. The Academy Behaviour, Rewards and Sanctions Policy will reflect national guidance.

Academy Aims

The Academy staff and students will maintain the highest standards of behaviour at all times. The COOP Academy Stoke-on-Trent is a learning community which is committed to ensure success for all. At the heart of everything we do is our mission to empower everyone to reach their potential and to 'Be the Best'. In order to achieve this vision, the Academy aims to provide:

- Great learning
- Great support
- Great experience

At the COOP Academy Stoke-on-Trent, we recognise that positive relationships are the key to successful achievement and positive behaviour. In our diverse student population, we accept that a multi-faceted approach is needed to support students not only with their learning needs but also with their social and emotional development.

In seeking to promote the positive behaviour of its students the Academy looks towards setting out a range of goals and expectations, which reflect our shared values/principles and ways of being which are: Do what matters most; Be yourself, always; Succeed together; Show you care

It offers a clear structural approach that will encourage the students' personal, social and moral ethos to develop in a positive way and will promote standards of behaviour based on the COOP values of Self-help, Self-responsibility, Democracy, Equality, Equity and Solidarity.

A range of strategies are used to support positive relationships and behaviour within the Academy.

Strategies to Support Positive Relationships

Support Strategies	Strategies to Foster Positive Relationships	Sanctions
Year Managers	House system	C 1-8 consequences system (See Appendix 1, 2,3 and 4)
Heads of Year	Reward system linked to attendance and behaviour	No end of term activities
I-ZONE (Learning support)	Charity Week	
Inclusion team	Tutor groups	
Mentoring	Tutor time activities Year 7 -11 linked to achievement and cooperation.	
Summer school	Enrichment Day programme	
SEND in class support and interventions	Academy Extra's	
Lesson planning identifying behaviour targets/ differentiation	CPD for staff	
Nurture group	Student Voice	
Peer Mentors	Year 7 and Year 10 buddying	
Transition days	Anti-bullying strategy	
Disability Discrimination Act	Sharing of transition information	
The Bridge Support Unit	Induction behaviour support	
Additional support tutors in Y7 and Y11	Student admission interviews	
Signposting to outside agencies e.g. CAMHS, Young Mind	Morning Meet and Greet	
PSHE Days and Delivery		

Central to this philosophy is the notion that behaviour is learnt and that just as some students find learning difficult so others need additional support to learn how to behave appropriately in a supportive learning environment.

This is demonstrated by:

- Having a fresh start to each lesson where previous problems are not referred to.
- Support for students who do not have the skills to vary their language according to the situation that they are in.

- Careful lesson planning which includes a standard score and time at the end of the lesson for the member of staff to discuss individual attitude to learning and award a number from 1(Great), 2 (Good) to 3 (Not Good Enough) and 4 (Serious Behaviour Concern).
- The Year Managers and Heads of Year work with students and staff to support re-integration and positive relationships through Restorative Practice, counselling and mediation where required.
- There is consistency in response to situations and all staff adhere to the principles and policy for Positive Relationships while accepting that each incident is dealt with on an individual basis taking account of the circumstances and the needs of the student.
- Good and excellent teaching can only take place where the learning environment is conducive to learning and where students, support staff and teachers feel safe and self-esteem is high.
- There is a classroom learning 'Good to Great' standards agenda which is adhered to by all and which is displayed in every classroom.

The teaching of good behaviour is done both explicitly and implicitly.

Classroom Expectations (*refer to Appendix 6 Good to Great standards and Appendix 7: The Academy Way*)

The classroom learning standards 'Good to Great' standards agenda refers to the COOP 'Ways of Being':

- Succeed Together: Listen to each other, work together and appreciation of others
- Do What Matters Most: Engage in your lessons, be responsible for your own learning and behaviour and be independent and hardworking
- Be yourself Always: Never give up, be open to challenge and lead by example
- Show You Care: Always produce your best work, be respectful of each other and your learning environment and help others to be great

Failure to meet these standards results in a consequence.

Consequences (*Refer to Consequences Procedure and Behaviour Ladder Appendix 1 – 4*).

The COOP Academy Stoke-on-Trent endeavours to promote Assertive Discipline. A system of rewards and consequences exist to promote harmony and achievement. Through a simple system of rules and routines, we seek to develop in all our students a sense of self discipline.

If, however there are occasions where misbehaviour occurs, the Academy operates an assertive discipline programme which aims to increase the responsibility of students for their behaviour and to reward good behaviour as well as challenging poor behaviour.

All consequences must be consistent, reasonable, proportionate and in accordance with the Academy's duties under the Equality Act 2010. The Academy offers a wealth of great support to ensure that individual needs are met.

The COOP Academy of Stoke on Trent recognises that unacceptable behaviour must be addressed and that teachers have a statutory right to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006).

Students will learn that their actions have consequences. They will be encouraged to follow the COOP 'Ways of Being' at all times. Classroom standards will be upheld by the class teacher and support staff.

The Academy seeks to create a climate within the classroom whereby positive behaviour is rewarded and negative behaviour results in immediate consequences for the student concerned. There is a clear and common system of rewards and consequences for the whole Academy creating a climate which encourages positive behaviour and improved student performance in the classroom. The Academy also provides mutual support for staff when dealing with discipline in the classroom.

Failure to meet classroom standards will result in a standards detention. This is issued for lates to lesson and lack of equipment and served for 20 minutes at lunch time. Failure to meet classroom standards will be reflected in the overall plenary score given by the teacher.

Low level disruptive behavior will result in a verbal warning, a C1 warning and if repeated, a C2 and the removal from a lesson. A one hour after school detention is issued for two C2's in a week. A 20 minute lunch time faculty detention is also issued for two subject C2's gained over 2 a two week period. Restorative practice is the aim of the faculty lunch time detention and the HOF will endeavour to ascertain why the student has been persistently removed from the classroom.

Inappropriate language, running, eating, chewing gum and dropping litter will result in a 'redline' detention immediately served after school for half an hour.

A one hour C3 detention staffed by SLT will ensue for a variety of behaviour as noted on the behaviour ladder (*refer to Appendix 4*) and for more serious behaviour concerns will result in an isolation or differing time spent in the Internal Exclusion room. A Fix Term Exclusion or Permanent Exclusion will be a consequence of behaviour which seriously harms the education and welfare of other students.

If the behaviour of a student gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, Academy staff must follow the Academy child protection policy and local safeguarding children's board procedures.

Allegations of bullying are dealt with under the anti-bullying policy. Furthermore, allegations of sexual harassment and sexual violence will be dealt in accordance to its own policy (*refer to Appendix 5*).

Rewards

The Academy believes in rewarding effort, engagement and achievement and has a clear rewards system that encourages students' positive behaviour.

Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.

The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning.

The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the Academy in all contexts.

The system of giving rewards supports the role of the tutor in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.

Strategies of rewards include:

- Individual average standard scores resulting in regular Golden Time
- Certificates issued in an Achievement Assembly for academic achievement and positive attitudes to learning
- Prizes through celebration assemblies and formal parental evenings
- A recognition of positive behaviour through online rewarding of students through SIMS (Information Management System) through texts to parents
- Weekly praise postcards
- Termly rewards for 100% attendance
- 100% attendance trip
- Early lunches and privileges
- House points awarded to student involved in house activities
- Trophies
- End of year activities

One of the most effective methods of praising students however is verbal praise and encouragement which happens throughout lessons and especially when students' learning is assessed during the plenary standards review.

Roles and responsibilities

Whole Academy Behaviour Management:

- The behaviour in the classroom is the responsibility of the subject teacher, using the Consequence system (*refer to Appendix 1 -4*).

- Support for individual teachers is the responsibility of the Head of Faculty through Departments.
- All staff members should respectfully challenge inappropriate behaviour in and out of a classroom.
- This is underpinned by the Academy Behaviour, Rewards and Sanctions Policy which should be applied consistently.

Senior Management Team (SLT)

- Commit to be on duty at break, lunch and afterschool.
- Run the C3 after school detentions.
- Patrol designated areas.
- Support all staff in the management of behavior
- Identify any behaviour staff training needs
- Fully adopt the praise and rewards system
- The VP for the implementation of standards within the classroom is responsible for strategy and analysis of classroom behaviour
- The Senior AVP is responsible for behaviour outside the classroom

Heads of Faculty (HOF)

- Own their zone and will monitor behavior incidents.
- Support the staff within their faculties with behavior management and strategies
- Organise a C2 removal rota.
- Liaise with HOY, YM's and parents/carers in order to improve the behaviour of the students.
- Respectfully challenge negative behaviour and reward positive behavior.
- Run the standards lunchtime detentions.

Year Managers (YM's)

- The Year Manager team is line managed by the lead Year Manager who is responsible to the Izone Coordinator
- The Izone Coordinator is line managed by the Senior Assistant Vice Principal for Inclusion and Behaviour.
- The YM's are non-teaching members of staff who support staff in managing the behaviour of those students who do not respond appropriately to the normal sanctions within the classroom.
- Facilitates and supports the C3 detention through the collection of students and collation of behaviour information.
- Meet with their Head of Year (HOY) weekly to track and support the behaviour of students.
- Operate as support for students as well as fostering positive behaviour through Restorative Practice and counselling students.
- Foster positive links with parents and carers.
- Support from YM's can be accessed by sending a reliable student to the YM room (I-Zone) with a corridor pass or sending a student to reception so that the YM can be radioed.
- YM's are NOT responsible for the management of student behaviour within classrooms. This is the responsibility of the class teacher.

Heads of Year (HOY)

This role is proactive not reactive. HOY will;

- Make a major contribution to the strategic priorities of the Academy through the managing of student academic, personal, social and spiritual welfare progress and guidance. In particular through organising tutor time and leading a team of tutors.
- Take a lead on rewards for their Year Group.
- Ensure that students holistic development is developed through tutor time by focusing on attendance, behaviour and inclusion issues.
- Plan and deliver a comprehensive system of rewards; including the monitoring and tracking of standard score data and celebration activities.
- Meet weekly with the Year Manager over pastoral issues such as behaviour and attendance and support where necessary.
- Analyse academic and pastoral data
- Consult and communicate with Teachers, Head of Faculty, SLT, SENDco, Mentor and Attendance Officer where necessary.
- Offer Academic Mentoring

Form Tutor

- To monitor, challenge and reward the behavior of the students in their Tutor Group.
- To pastorally support students through the delivery of Tutor Time activities.
- To monitor low level disruptive behaviour through a report card
- To encourage high self-esteem through issuing a positive report card

Student behaviour off the Academy Site

Our policy on Academy discipline and student behaviour also sets high expectations for positive behaviour off the Academy site.

Criteria for regulating off-site behaviour

The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the misbehaviour
- The extent to which the reputation of the Academy has been affected.
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying, physical or verbal).
- Whether the misbehaviour was while the student was on work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event

with another academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to other students in the future.

Objectives for Regulating Offsite Behaviour

- To promote behaviour which ensures the health and safety of students, staff and members of the public.

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

Use of Reasonable Force (*Refer to Use of Reasonable use of Force policy*)

On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. The use of reasonable use of force is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Principal as soon as possible.
- Parents will be informed of each incident.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students' safety and wellbeing. At The Coop Academy of Stoke On Trent we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach we therefore believe that the use of reasonable force is only necessary to prevent a student from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its students, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

The Academy can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so. However, if a student refuses to leave a classroom on a C2, call for a Head of Faculty or a Year Manager. Usually a quiet word will suffice. Moving a class away from the student may also encourage a student to follow instructions. Only when all other

options have been tried and failed, then reasonable use of force will be used by the senior management team to remove a student from a lesson.

All adults employed on site are empowered to restrain. **However, the use of restraint should always be a last resort.** In all circumstances help must be sent for, even when immediate intervention is necessary. Where restraint has been necessary, the incident must be reported to the Principal as soon as possible. In the instance that the Principal has found the use of restraint necessary this is to be reported to the Chair of Governors.

The Academy accepts and understands that in accordance with the law corporal punishment is forbidden. Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allows the student to regain self-control. It should never take a form which could be seen as punishment.

Power to search students without consent

The Academy will follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies.

Force cannot be used to search for items banned under the school rules e.g. coloured elastic rulers, plastic straws.

However, the Academy recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images, although, where these images may contain children, the police should be called as it is a criminal offense to handle such material
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The academy recognises that a teacher has the right to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. (section 94 of the Education and Inspections act 2006).

Malicious allegations against staff (*Refer to the Managing Allegation Against Staff Trust Policy*)

Any student who is found to have made a malicious allegation against a member of academy will be referred to the Principal who will determine what sanction would be appropriate usually this would be in the form of a Fixed Term Exclusion (refer to Appendix 4).

The student will be referred to the SDL safeguarding officer and/or SENco who will assess if he/she may need support in terms of safeguarding and mental health. As a minimum, the parents will be invited into the academy to discuss the matter.

Monitoring, Evaluation and Review

The Student Wellbeing and Inclusion Committee including Student Voice will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy when ratified and adopted by the Chair of the Wellbeing Governing Committee

Adopted by the Academy

Chair of Student Wellbeing and Inclusion

Principal

Review Date

Appendix 1

Consequences procedures

If a student is judged to have not fulfilled the class rules and has caused disruption to learning, the teacher will provide a verbal reminder. If this behaviour continues, the teacher will issue a **C1** in a calm and clear manner.

If a student's behaviour continues to disrupt the learning of the class, the teacher will issue a **C2**. The teacher will fill in a C2 slip with the where the student will be removed to. The student will then go to another room within the subject area, allowing a cooling off period for both the student and teacher. The student will complete the restorative and reflective questions and once the lesson has finished, will return back to the teacher.

Departments should have a rota of staff to accept students who have reached C2. Where a department has only one member, a rota should be negotiated with classrooms nearby.

Failure to comply with the teacher's instruction to move will result in a Year Manager or Head of Faculty being called for and in most cases, a C3 issued.

The teacher issuing the C2 should send work with the removed student along with the C2 slip.

If the students fail to attend the C2 room, the teacher will issue a C3 detention. If the child is caught truanting by a Year Manager, then the Year Manager will issue a C3.

Once in the designated C2 room, the student then has the opportunity to modify their behaviour. If the student decides to conform to the class rules, the student will be allowed in to their next lesson with no further consequence. However, if the student is removed from a lesson on two occasions in a week, then a one-hour detention will be served on Thursday's after school. A 20-minute lunch time faculty detention is also issued for two subject C2's gained over 2 a two-week period. Restorative practice is the aim of the faculty lunch time detention and the HOF will endeavour to ascertain why the student has been continually removed from the classroom.

The student must return the C2 slip back to their original teacher for a brief restorative justice conversation to take place. Failure to return the C2 slip will result in a C3 detention being issued. Furthermore, the teachers must pass on the completed C2 slips to their HOF.

If a student fails to modify their behaviour in the new class and continues to disturb the learning of others, this is then communicated back to the original teacher and a C3 is awarded. This will result in a 1 hour Academy detention staffed by Senior Management. It is the student's responsibility to

inform their parent/carer although out of courtesy, SIMS INTOUCH will send out an email or text. If a student receives two or more C2's in a week, they will also receive a 1-hour detention.

How to issue a C3 after school one-hour detention:

If a student has been issued with a C3 the following actions must be completed:-

- C3 will be logged onto SIMS by the students' classroom teacher.
- Three reasons must be given why a C3 has been issued.
- An Sims INTOUCH email/text will then be generate informing parents

Persistent Offenders

Persistent offenders who receive several C3's will be monitored by the YM's, HOF, HOY and Inclusion team who will:

- Review a student's C3's
- Issue a report to monitor the student's behaviour in all lessons.
- Discuss progress towards more serious interventions
- Identify support strategies to be implemented
- Refer to other outside agencies who may be involved as necessary

The Co-operative Academy of Stoke-on-Trent accepts that all students are individuals and therefore need different approaches and strategies for interventions.

Examples of C3 behaviour are as follows:

Refusing to be removed from a lesson when causing a disruption
Interrupting learning of others around the academy
Walking out of lesson without permission
Persistent rudeness, back chat and defiance
Walking away from a member of staff when being reprimanded
Persistent refusal to follow instructions
Smoking
Not arriving to a C2 room
Disruption of the C2 room
Single incident of truancy

The Academy consistently abides the restorative justice framework and provided opportunities for students to reflect on their behaviour in a detention. However, we do intend to utilise the full range of sanctions available to us, including fixed term and permanent exclusions, in order to maintain the highest possible standards of behaviour.

Isolation

Isolation C4 will be used for situations deemed more serious e.g.

Persistent C3 behaviour within a specific subject	Isolation with HOF
Persistent truancy from a specific subject	Isolation with HOF
Persistent general C3 behaviour	Isolation in the Bridge
General truancy	Isolation in the Bridge
Aggressive behaviour towards others	Isolation in the Bridge
Refusal to comply with the uniform policy	Isolation with Form Tutor
Persistent failure to attend a C3 detention	Isolation in the Bridge

This is operated through the support of Tutor and Head of Faculty who will accommodate a student with them throughout the day. This is organized by the Inclusion Support Practitioners and prior notice is given to staff.

Refer to Appendix 6 for Isolations Expectations and Conduct.

C5/6 Internal Exclusion

C5 Internal Exclusion will be used if a student fails to respond positively to the interventions set by the inclusion team or for serious incidents for which isolation is not appropriate e.g.

C5 - 1 Day

Persistent C5 behaviour
Fighting
Bullying (any kind)
Discriminatory abuse (racism, homophobic etc)
Inciting a fight
Swearing at staff (with restorative practice)

C6 - 2 to 5 Days

Persistent C4 behaviour
Theft, graffiti or vandalism
Possession or bringing in inappropriate items
Poor behaviour when in Isolation
Bringing the Academy into disrepute

The time spend in the Internal Exclusion room will depend on the serious nature of the offence. Internal Exclusion may be used to keep a child out of circulation while an incident is investigated pending a decision about appropriate action or for 6th day provision.

Internal Exclusion Room

An Internal Exclusion room will operate when required. Access into the Internal Exclusion room will be through the Principal or a delegated member of staff, Senior Assistance Vice Principal for

Inclusion, Izone Coordinator and Lead Behaviour Manager. This will replace the need to externally exclude in many instances.

The aim of Internal Exclusion Internal is to allow students time out to reflect on and alter their behaviour yet to attend the academy in order to learn.

Students who are uncooperative and refuse to engage in the Internal Exclusion will be sent home (recorded as a half day Fixed Term Exclusion) and they will be expected to complete their Internal Exclusion when they return to the Academy.

Only the Principal or delegated staff member i.e. Senior Assistant Vice Principal for Inclusion in his absence can give permission for a student to leave school or instruct a parent/carer to remove their child from the premises.

Internal Exclusion Room:

This room will be open from 10am until 4.20pm. Year Managers will conduct parental pre Internal Exclusion meetings between 9.30am - 10.30am. In the pre Internal Exclusion meeting, parental/student contracts will be signed, phones will be handed over, uniforms will be checked and high behaviour expectations will be set. Restorative Justice (RJ) sessions will be organised and behaviour targets will be set.

The Year Manager will walk the internally excluded student to the room. All paperwork will be passed to the Internal Exclusion/Isolation manager who will then update Sims. The manager will have pre arranged the KS4 work via an email sent the previous day to the Internal Exclusion and KS3 students will work from a bank of differentiated worksheets linked to their curriculum.

In addition, RJ/behaviour worksheets will be provided during the last period of the day. Year Managers will conduct vital RJ and reflection work in a separate room and will place the student on report if required.

Students will have toilet breaks when requested and Lunch and Break will be taken in a different room in a more informal setting.

Students will work on large tables with dividing back walls. They are not booths therefore students should not feel imprisoned in any way.

Students with specific learning difficulties such as ADHD may be housed in the SEND room. Students with an EHC plan will be provided with additional learning support either through an assistant teacher or Internal Exclusion manger.

No more than 7 students should be housed in the Internal exclusion room at one time.

Persistent re offenders placed in the Internal Exclusion room will be subject to an Inclusion review and a personal package of support will be provided for the student e.g. proactive behaviour placement in the Bridge or alternative provision unit, additional SEND testing, referral to outside agencies, anger management, managed move etc.

Internal Exclusion Notes for Professionals:

An Internal Exclusion has been awarded for serious misdemeanours. Ensure that the atmosphere in the Internal Exclusion room reflects this. Be polite but not over friendly.

Role of Internal Exclusion and Isolation Manager:

- To organise a differentiated bank of KS3 worksheets kept within the Internal Exclusion room.
- To organise a bank of reflective worksheets kept within the Internal Exclusion room.
- To send an email to all staff, before 4.30pm, informing them who have been issued an Internal Exclusion and the reasons why. Work to be requested and hopefully sent for KS4 students preferably the day prior to the Internal Exclusion.
- Organise the collection of KS4 work if not sent.
- To update SIMS with the Internal Exclusion information.
- To record the behaviour and activities completed in the Internal Exclusion room by completing the Internal Exclusion Log.
- To reinforce behaviour expectations within the Internal Exclusion room.
- To organise appropriate work to be completed by the students including an appropriate RJ worksheet. KS3 students may undertake work from a differentiated bank of worksheets. Use the curriculum map to match their work with the current topic studied. If a child is struggling with their work, please try your best to support them. The use of laptops is for work purposes only. Monitor the use of the laptops.
- To collect KS4 work from relevant teaching staff either before 10am or on the previous day as KS4 students should continue to follow their own current curriculum.
- Ensure that the Internal Exclusion contract is kept or issue a further consequence.
- Ensure that the Internal Exclusion room is kept clean and tidy. Check for any graffiti/litter before a student leaves.
- Send the food order to the canteen.

Role of the Year Manager

- To phone home to inform parent/carer of their child's Internal Exclusion.
- To arrange a time to meet with the parent(s) preferably on the first day of the Internal Exclusion between 9.30 – 10.30am. Parents to wait in reception with their child.

- To complete the Internal Exclusion Meeting paperwork and ensure that the Internal Exclusion paperwork is signed by parent and child. Take the phone off the student or ask parents to keep it. Complete a uniform check.
- Walk the student to the Internal Exclusion room reinforcing behaviour expectations.
- Pass on the Internal Exclusion paperwork to the Internal Exclusion Manager.
- Arrange a time to meet the student to complete RJ work. RJ work to be completed in the behaviour room or separate room.
- Decide if the restorative practice has completed the incident or whether the student should be placed on report for further monitoring.
- For multiple Internal Exclusion days, students must wait in the Venue entrance for a YM to sign them in. The usual rules apply – phones are handed over and uniform is checked before the student is taken to the Internal Exclusion room.

Role of Lead Year Manager:

- To identify and issue Internal Exclusions on the white board throughout the day to allow the Internal Exclusion/Isolation manager time to collect KS4 work. To be the first point of call for all Year Managers. To provide guidance and experience to the team.

Role of the Izone Coordinator:

- To ensure effective systems are in place and that all are adhering to them. To provide regular staff supervision.
- To staff the Break and Lunch in the Bridge.

Role of SLT (Inclusion):

- To analytically monitor and review outcomes.
- SENDCo to provide appropriate learning support for the internally excluded student

C7 Fix Term Exclusion (FTE)

Fixed-Term Exclusions are used only for serious incidents where a C3-6 is not appropriate. Only the Principal or the Senior Assistant Vice Principal for Inclusion can issue a Fixed-Term Exclusion or the Vice Principal in the Principal's absence.

The Academy will follow the procedures laid down in DfE guidance with regard to good practice and the parental right to appeal to an independent review panel against an exclusion.

If a student receives more than 15 days of fixed term exclusions in any one term, a disciplinary committee of governors will meet to discuss the student's behaviour and merit of the exclusions. The parent/carer will be invited to attend this meeting. Restorative justice will take place following

the Exclusion if appropriate. A COPE meeting may also be reconvened to consider and assess the level of support provided by the Academy and whether permanent exclusion or a managed move to another school is an appropriate next step.

A 10-day FTE will trigger 6th-day provision of education at the Academy. This will be completed in the Internal Exclusion room. A child in care receiving a fixed-term exclusion will complete their exclusion period in the Academy.

Students are only excluded when the student's behaviour constitutes such a serious challenge to the good order of the academy that other consequences are not sufficient. Examples of C7 behaviour are:

Persistent C6 behaviour
Violent behaviour
Swearing directly at staff (without restorative practice)
Dangerous behaviour that puts themselves or others at risk
Malicious allegations against staff
Extreme theft, graffiti or vandalism
Persistent intimidation and aggression towards staff or students
Inappropriate physical contact with staff or students
Sexual harassment

All exclusions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law

C8 Permanent Exclusion

A Permanent Exclusion is a last resort when all other avenues have been exhausted. A Permanent Exclusion will be issued for extremely serious incidents where a fixed term exclusion is not appropriate such as aggressive behaviour likely to cause continued danger to Academy students, staff or property, a drug or weapon related offence or a history of several fixed-term exclusions demonstrating that the student is unable to adhere to the Academy standards of behaviour. Only the Principal can issue a Permanent Exclusion or the Vice Principal in his absence. Following a permanent exclusion, the Local Authority is informed immediately and a Governing Body committee will meet to confirm or overturn the permanent exclusion.

Data on Permanent Exclusions and Fixed Term Exclusions is used by OFSTED as a measure of success for schools and as such a PE or FTE is a very serious sanction which is applied sparingly. The Academy follows the Local Authority protocols for Permanent Exclusion.

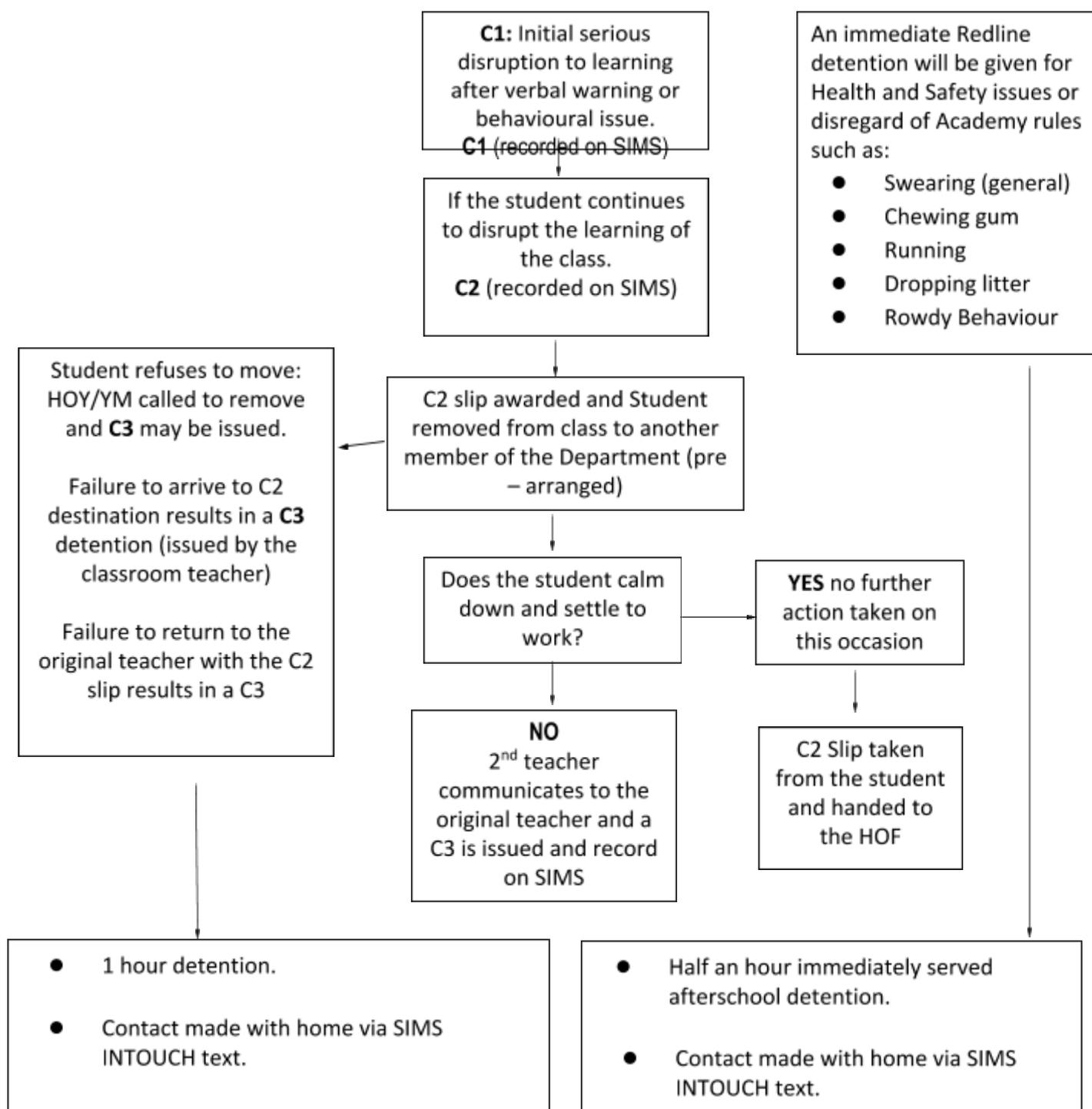
Examples of C8 behaviour are:

Persistent C7 behaviour
Possession of an offensive weapon

Possession, intent to supply or the supply of illegal drugs
Violence towards a member of staff
Extreme violent behaviour including a sexual assault

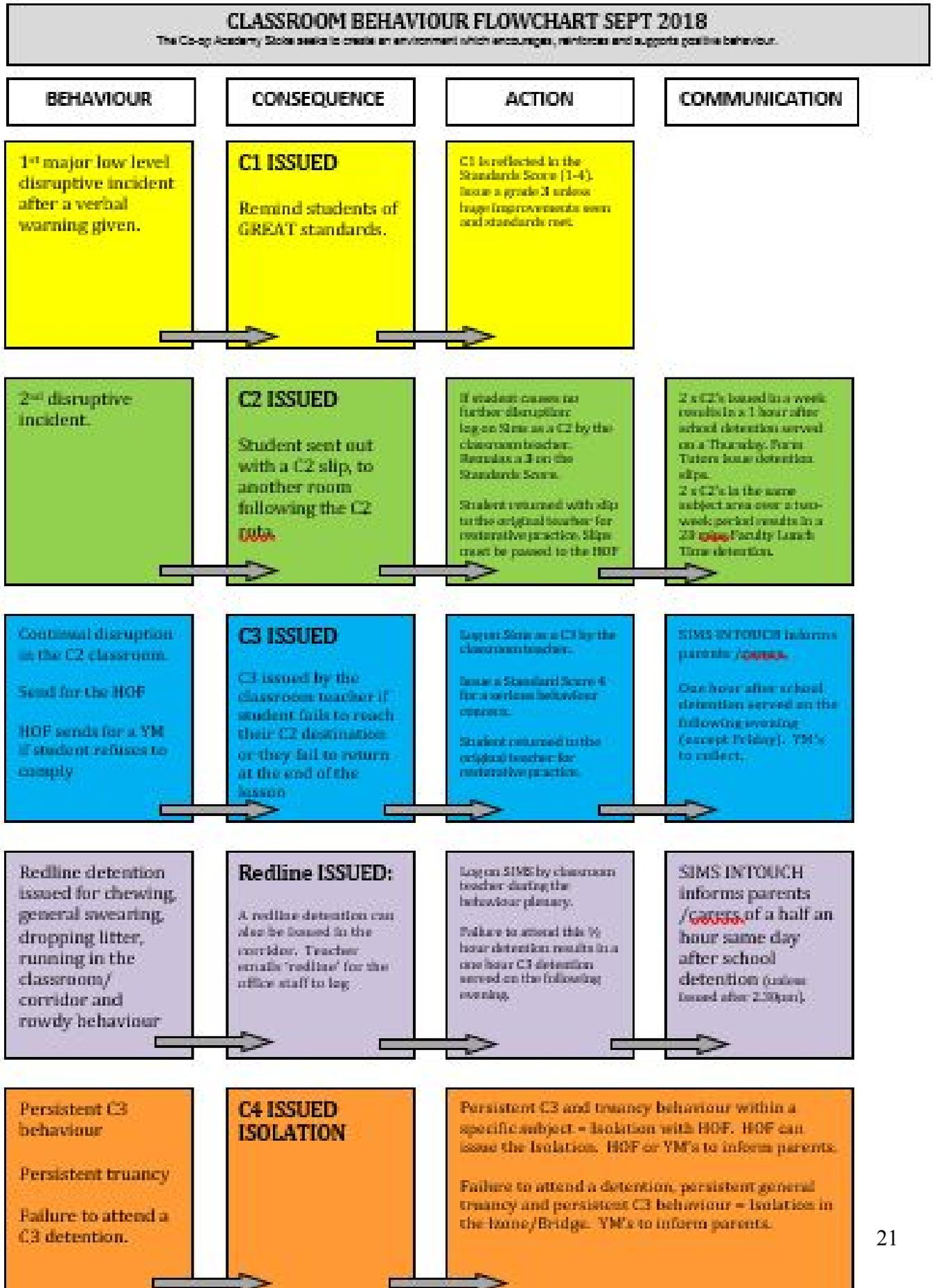
Appendix 2

Academy C2 Caution System



If the student is removed from a lesson on two occasions in a week, then a one-hour

Appendix 3



Roles and Responsibility

- Behaviour in the classroom is the responsibility of the subject teacher, using the Consequence system.
- Support for individual teachers is the responsibility of the Head of Faculty through Departments.
- This is underpinned by the Academy Behaviour, Rewards and Sanctions Policy which should be consistently applied.

Rationale of C1-3

C1: To issue a warning to encourage an individual student to be fully engaged in their learning.

C2: Removal of a student to allow learning to continue within the classroom. It is a de-escalation tool to provide a cooling off period for a student and staff member in order to reduce the risk of further confrontation and disruption. Restorative practice is an essential element on return of the student. The C2 slip must be issued and collected from the student on their return. The C2 slips must then be passed to the HOF. A one hour after school detention is issued for 2x C2's in a week. A 20 minute lunch time faculty detention is issued for two subject C2's gained over 2 a two week period. Restorative practice is the aim of the faculty lunch time detention and the HOF will endeavour to ascertain why the student has been continually removed from the classroom.

C3: A one hour after school detention for continuous disruptive behavior allowing for a period of reflection and behavior support. During the one hour detention, Year Managers will work with an individual or small groups to address the reasons why they have received a C3. YM's will appropriately challenge and seek resolution. Classroom teachers who have issued the C3 are encouraged to attend and are given the opportunity to remove a student to discuss the matter further. A YM should be available to support if necessary. C3's can only be removed by the classroom teacher or the HOF.

Redline: To establish clear expectations and to promote a safe and respectful learning environment.

Year Mangers Monitoring

Year Managers monitor the frequency of detentions.

3 x C3's in a week from a specific subject HOF/D informed. Phone call made to parents. Isolation with HOF/D if no improvements seen.

3 x C3's in a week from various subjects Lead Year Manager informed. Student closely monitored on a Behaviour Report. Phone call made to parents by appropriate YM. Isolation in the Zone/Bridge for persistent general C3 behaviour if no improvements seen.

6 x C3's in two weeks results in an isolation and a meeting with parents. Behaviour support is identified for the student. Formal restorative practice completed if C3's are awarded by a specific teacher. Student monitored by YM report.

9 x C3's in two weeks results in a meeting with SLT.

Weekly monitoring reports (using behaviour data and Standard Score grades) are submitted to appropriate HOP's, Key Stage SLT and Heads of Year to allow for proactive intervention.

Standard Scores

The teacher populates the class register with Standard Score grade 3. Standard Scores will then be reflected in the plenary of the lesson. Teachers will grade students from 1 to 4.

- 1 = Great
- 2 = Good
- 3 = Not Good Enough
- 4 = Serious Behaviour Concern

Appendix 4: Behaviour Ladder 2018-2019

Level	Examples	Consequences
C1	Warning given for low level disruptive behaviour	Logged onto SIMS
C2	Continuous low level disruptive behaviour	Removed from a lesson
C3	Refusing to be removed from a lesson when causing a disruption	One hour after school detention
C3	Interrupting learning of others around the academy	
C3	Walking out of lesson without permission	
C3	Persistent rudeness, back chat and defiance	
C3	Walking away from a member of staff when being reprimanded	
C3	Persistent refusal to follow instructions	
C3	Smoking	
C3	Not arriving to a C2 room	
C3	Disruption of the C2 room	
C3	Single incident of truancy	
C4	Persistent C3 behaviour within a specific subject	Isolation with HOF
C4	Persistent truancy from a specific subject	Isolation with HOF
C4	Persistent general C3 behaviour	Isolation in the Bridge
C4	General truancy	Isolation in the Bridge
C4	Aggressive behaviour towards others	Isolation in the Bridge
C4	Refusal to comply with the uniform policy	Isolation with Form Tutor
C4	Persistent failure to attend a C3 detention	Isolation in the Bridge
C5	Persistent C4 behaviour	Internal Exclusion (1 day)
C5	Theft, graffiti or vandalism	
C5	Possession or bringing in inappropriate items	
C5	Encouraging a fight	
C5	Poor behaviour when in Isolation	
C5	Bringing the Academy into disrepute	
C6	Persistent C5 behaviour	Internal Exclusion (2 – 5 days)
C6	Fighting	
C6	Bullying (any kind)	
C6	Discriminatory abuse (racism, homophobic etc)	
C6	Inciting a fight	
C6	Swearing at staff (with restorative practice)	

Level	Examples	Consequences
C7	Persistent C6 behaviour	Fixed Term Exclusion
C7	Violent behaviour	
C7	Swearing directly at staff (without restorative practice)	
C7	Dangerous behaviour that puts themselves or others at risk	
C7	Malicious allegations against staff	
C7	Extreme theft, graffiti or vandalism	
C7	Persistent intimidation and aggression towards staff or students	
C7	Inappropriate physical contact with staff or students	
C7	Sexual harassment	
C8	Persistent C7 behaviour	Permanent Exclusion
C8	Possession of an offensive weapon	
C8	Possession, intent to supply or the supply of illegal drugs	
C8	Violence towards a member of staff	
C8	Extreme violent behaviour including sexual assault	

Redline: half an hour same day after school detention for:

- Running in the corridor/ in a classroom, general swearing, eating out of bounds, littering, chewing in a classroom, rowdy behaviour.

A COPE meeting (consideration of Permanent Exclusion) must be arranged if a student persistently demonstrates C7 and C6 behaviour. An outcome of this meeting could be a 'Managed Moved' to another secondary school or time spent in the Bridge (KS3) or the Loft (KS4) or a referral to learning pathways for the student to access an external Alternative Provider.

Appendix 5

Summary Guidance: Sexual Harassment and Sexual Violence in Schools
(Refer to the Academy Sexual Harassment and Sexual Violence policy Jan 2019).

The immediate response to a disclosure report:

- Staff should not assume that someone else is dealing with the incident, and should discuss concerns with the DSL.
- Where an incident between two pupils takes place away from the school, the school's duties remain the same.
- Staff should use the procedures and advice in the school Safeguarding policy to manage the disclosure.
- Staff should never promise confidentiality.
- Schools should make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.
- While the facts are being established, schools should remove the alleged perpetrator from any classes shared with the victim, and consider how best to keep them a reasonable distance apart, in the best interests of both children.
- Schools should also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies.

There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

- Managing internally: in some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally;
- Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- Referrals to children's social care: in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
- Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL should work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school should update the risk assessment and consider suitable action through their behaviour policy.

N.B. It is important for schools to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, the school should continue to support the victim and perpetrator.

The school may discipline the alleged perpetrator, including whilst a police or social care investigation is ongoing, but must liaise with these bodies in determining the sanctions.

Good to great standards

Performance

Succeed together

Listen to each other.

Work together.

Appreciate the contribution of others.

Do what matters most

Engage fully in your lesson.

Be responsible for your own learning and behaviour.

Be independent and hard-working.

Be yourself, always

Never give up.

Be open to challenge.

Lead by example.

Show you care

Always produce your best work.

Be respectful of each other and your learning environment.

Help others to be great.

Good to great

In our Academy, we have high expectations of all our students.
We believe that all our students should 'Be the Best.'
In order to achieve this we expect all our lessons to
have the following structure.

1. All students will line up sensibly before they quietly enter the classroom.
2. The teacher will stand at the doorway and greet each member of the class on entry, checking uniform meets expectations.
3. KS3 classes will have a seating plan approved by the Head of Department.
4. Every member of the class will quietly stand behind their chairs following entry to the classroom.
5. The teacher will welcome the class; the students will then sit down and begin the starter activity, while classroom administration is completed.
6. The register will be answered formally with Yes Miss/Yes Sir.
7. Students will speak respectfully at all times.
8. Staff will gain whole class attention using a preferred method and will not continue until that attention is gained.
9. C1/C2/C3 and Redlines will be recorded onto SIMS.
10. Latecomers will be asked for an apology and then further challenged at an appropriate time in the lesson.
11. Standards in the classroom (1-3) will be reviewed at the end of the lesson.
12. On exit from the classroom, students will stand quietly behind their chairs until dismissed.

