Behaviour Policy

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The Academy of Saint Nicholas' Student Behaviour Policy

Rewards, Sanctions and Strategies

Introduction

The guiding principle that underpins The Academy of St Nicholas' approach to student behaviour is that appropriate behaviours for learning are built on strong positive relationships amongst all members of our school community. The quality of relationships at the academy is vital in order to create a purposeful culture and to achieve our vision of "Inspiring Excellence".

Students are asked to take responsibility for their own behaviour and the choices that they make. Students are expected to manage their own behaviour and they are asked to be 'Ready', 'Respectful' and 'Safe' in all that they do. Students have a responsibility to model positive behaviour for others in the academy community and beyond.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set. Sanctions, based on restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive. As a Christian academy each child is treated and valued as an individual with their own specific needs and talents.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves, school to school referrals and alternative provision are utilised as appropriate.

The aim of the Student Behaviour Policy is that learning flourishes in all aspects of academy life. All members of our community will be rewarded for their positive contribution and Behaviour. Together we will Aspire, Believe and Achieve guided by Christian values.

- Our approach is fostered in classrooms and around the academy by promoting our ethos of a calm and purposeful environment;
- When inappropriate student behaviour is displayed, de-escalation techniques are used effectively. Staff are supported and systems are in place enabling a consistent, fair and transparent process to be applied through a gradual and structured response to inappropriate student actions;
- There is a proactive approach of sharing information, between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging personal Behaviour;
- Internal and external expertise are sought allowing for a coordinated approach to be initiated and a Pastoral Support Plan (PSP) created to support students and staff.

This policy should be read in conjunction with the academy's other policies.

Refer to guidance documentation at http://www.education.gov.uk/schools/pupilsupport/behaviour/

*Definition of Parents – DFE Advice on School Attendance

A parent means:

- All natural parents, whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person i.e. lives with and looks after the child.

Roles, Rights and Responsibilities

The Academy of St Nicholas believes that all members of our community have a role to play in ensuring effective Student Behaviour. All members of our community are expected to be 'Ready', 'Respectful' and 'Safe'. By working together we will unite and achieve success.

The Local Governing Body will:

- establish, in consultation with the Executive Headteacher, Head of School, staff and parents, a policy for the promotion of desired behaviour and keep it under review;
- ensure that the policy is communicated to pupils and parents/carers, is non- discriminatory and the expectations are clear;
- Governors will support the academy in maintaining high standards of behaviour of pupils and staff.

The Executive Headteacher, Head of School and Senior Staff will:

- ensure the whole school community is consulted about the principles of the academy's Student Behaviour policy;
- work with all members of the school community to enforce and ensure high standards of behaviour at all times;
- be responsible for the communication and implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline pupils;
- expect pupils' and parents' cooperation in maintaining an orderly climate for learning;
- cooperate and agree appropriate protocols, including the agreed in-year fair access protocol, with other schools in the local school partnership for behaviour and persistent absence;
- expect pupils to respect the rights of other pupils and adults in the school;
- ensure the academy's Student Behaviour policy does not discriminate against any pupil on, grounds of race, disability, sexual orientation or gender assignment and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not behave himself/herself properly, the academy may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- take firm action against pupils who harass or denigrate teachers or other school staff on or off premises; engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- support, praise and, as appropriate, reward students for their positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;
- take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- ensure staff model positive behaviour and never denigrate pupils or colleagues;
- promote positive behaviour through active development of students' social, intellectual, emotional and behavioural skills;
- keep parents/carers informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety.

Staff, including support staff, will:

- be able to contribute to the development of the academy's Student Behaviour policy;

- ensure that teaching and learning is interesting, challenging, and relevant and well-matched to the needs of students;
- ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
- challenge inappropriate/unacceptable behaviour and inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly, using appropriate reporting procedures;
- have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages positive behaviour;
- support, praise and, as appropriate, reward every student's positive behaviour including using agreed school procedures regularly and consistently;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents/carers to maintain high standards of behaviour;
- ensure that lessons start and end on time;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- be a good role model;
- ensure that the concerns of students are listened to, and appropriately addressed;
- keep parents/carers informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- have a key role in advising the Head of School on the effectiveness of the policy and procedures.

Students will engage with and understand the importance of being 'Ready', 'Respectful' and 'Safe' by:

- engaging with all aspects of the academy in an acceptable manner;
- being able to contribute to the development of the academy's Student Behaviour policy;
- being made fully aware of the academy's policy, procedure and expectations;
- taking responsibility for their own behaviour;
- following reasonable instructions by school staff, obeying school expectations and accept sanctions in an appropriate way;
- attending school, being punctual, wearing school uniform, being organised and having the appropriate equipment (including their Student Planner) for lessons;
- having ambition and demonstrating resilience by trying their best at all times, taking pride in their work, valuing education and developing a love for learning;
- being taught in environments that are safe, conducive to learning and free from disruption;
- taking responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- showing respect, compassion, care and consideration to others;
- listening when teachers and others are talking;
- following the school's expectations and procedures;
- acting as positive ambassadors for the school when off school premises;
- accepting appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- not bring inappropriate or unlawful items to school;
- showing respect to school staff, fellow pupils, school property and the school environment;
- never denigrating, harming or bullying members of our academy community;
- co-operating with, and abiding by, any arrangements put in place to support their behaviour, such as Pastoral Support Plans or Contracts.

Parents/Carers will:

- be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school;
- be able to contribute to the development of the academy's Student Behaviour policy;
- respect the academy's policy and the disciplinary authority of school staff;
- ensure that their child attends school and arrives on time;
- be kept informed about their child's progress, including issues relating to their behaviour;
- ensure that their child wears school uniform and has the correct equipment including a Student Planner (which must be signed each Thursday) for all of their lessons;
- expect their child to be safe, secure and respected in school;
- contact the school if their child is absent or late;
- help ensure that their child follows reasonable instructions by school staff and adheres to academy expectations;
- support the academy if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- have any complaint they make about their child being bullied taken seriously by the academy and investigated/resolved as necessary;
- be prepared to attend meetings and work with the academy, if requested, to discuss and support their child's behaviour;
- adhere to the terms of Home-Academy Agreement relating to their child's personal behaviour.

Student behaviour (classroom) - students are asked to be 'Ready,' 'Respectful' and 'Safe' in lessons. Staff members are expected to be the adult in the classroom. Good practice is the way to good order; it can help you professionally as well as creating an atmosphere in which effective teaching and learning can take place. Positive student behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

As adults we aim to adopt an attitude of unconditional, positive regard for all students and parents. We will create a positive climate with realistic expectations, giving first attention to best behaviour. Staff are reminded that they should act as a friendly adult but be willing to show students where the boundaries of acceptable student behaviour are. If you can do this with both words and actions you can create appropriate relationships. Staff are asked to:

- display CONSISTENT, calm adult personal behaviour;
- give first attention for the BEST behaviour;
- have relentless ROUTINES;
- SCRIPT difficult interventions;
- have RESTORATIVE follow up.

Student behaviour (around the academy) - students are expected to be 'Ready,' 'Respectful' and 'Safe' around the academy so that they do not disrupt the learning of others or the daily operations of the academy. All staff members are expected to calmly challenge inappropriate behaviour that results in disruption; give chances to make the right choices and issue sanctions as appropriate.

Journey to and from the academy - whilst wearing the academy uniform, students are deemed to be representing the academy. The governing body and the Head of School expect students and parents to refrain from acting in such a way as to bring the academy into disrepute or endangering themselves and/or others. Any such behaviour may lead to disciplinary action.

Personal behaviour expectations whilst representing the academy, either formally or during extra-curricular activities - we expect students and staff members to model positive personal behaviour, ensuring that the academy is not brought into disrepute or endangering themselves or others. Students who choose to behave

inappropriately whilst representing the academy will be prevented from taking part as appropriate and parents will be informed and expected to support the academy's decision.

Representing the academy online - students are expected to represent the academy in a positive light in the digital world. Students should behave themselves over the internet in such a manner that the academy is not brought into disrepute and the well-being of staff and students is protected. The academy will respond appropriately to incidents of unacceptable behaviour or bullying online. Any such behaviour may lead to disciplinary action.

'Ready,' 'Respectful' and 'Safe'

'Ready', 'Respectful' and 'Safe' behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students. The academy teaches aspects of the citizenship curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Assemblies celebrate these skills. Students are provided with consistent positive encouragement and specific recognition when they demonstrate positive personal behaviour. The use of Tutor Time in the morning four days a week in addition time spent delivering citizenship within lessons reinforces opportunities to practice skills needed to develop positive relationships. Through Tutor Time and the curriculum the fundamental rights of all those in school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to students and to each other. Rewards are given consistently, celebrating individual, peer and house success.

Staff are asked to:

- Control the entrance to the room through meeting and greeting every individual;
- Use a seating plan and enforce it – refuse requests to sit with friends;
- Dress for the role – look the authority figure;
- Model appropriate behaviour – be polite and firm;
- Plan lessons well;
- Have every resource students may need available to you – give students no excuses to avoid starting work;
- Have an activity ready on the board or on desks as students enter the room;
- Have class expectations and enforce them consistently – e.g. coats off, equipment and planners on desk at the start of the lesson;
- Use an assertive tone but avoid shouting;
- Don't make empty threats;
- Praise in public, reprimand in private.

Students will be 'Ready, 'Respectful' and 'Safe', they will not disrupt the learning and teaching taking place in the classroom. Students may speak to their Form Tutor if they feel that they have been treated unfairly at any point. This must be done at a time and place convenient to the member of staff.

Students are expected to take responsibility for their own personal behaviour and will be made fully aware of the academy's expectations. Students have a responsibility to behave appropriately at all times. Failure to do so will lead to clear consequences. Any incidents of disruption, violence, bullying or any form of harassment should be reported if witnessed by a student.

Rewards Policy

The Academy of St Nicholas' ethos of encouragement is central to the promotion of desirable student Behaviour. Rewards are integral to this. Rewards have a motivational role in helping students realise that positive behaviour, self-awareness and responsibility to self and others is valued. It is important that students are recognised when behaving and achieving well. Rewards are more effective than punishments and The Academy of St Nicholas promotes an ethos of celebrating success at every opportunity. Rewards will be recorded on SIMS and operate with due regard to equal opportunities and anti-discrimination.

Students at The Academy of St Nicholas value public recognition and want to feel appreciated for their efforts. Staff will use a number of strategies to recognise positive student behaviour. Being compensated and receiving benefits for positive behaviour is also something that motivates students and therefore a number of financial rewards will be distributed to students throughout the year.

Aims:

1. To support the promotion of a positive ethos within the academy's community;
2. To recognise and celebrate the broadest range of Behaviour and achievements.

Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that continual praise of each student`s own personal behaviour and attitude to work is fundamental to establishing and reinforcing appropriate personal behaviour and work patterns.

Our current rewards system includes:

- verbal praise, either personal or public, is the most frequent reward given;
- the consistent use of the "wall of fame" in every lesson;
- parents are routinely told of their child's positive behaviour through informal conversation, notes in Student Planners, parents evenings and positive letters/postcards home;
- 'Attitude to Learning' where staff record 1 or 2 for positive behaviour for learning;
- VIP Break;
- recognition for 100% attendance and for contributing to their community;
- positive comments in exercise books and on students' other work;
- written or verbal communication with home praising high standards of behaviour; postcards/letters home;
- house points;
- receiving the Head of School's Award;
- corridor/plasma displays to celebrate excellent effort and achievement;
- collective or individual praise in assemblies;
- assemblies are used to award certificates and for both academic and sporting achievement and positive behaviour;
- end of year activities, which reward high standards, including behaviour;
- student leader status;
- rewards assemblies;
- subject stamps and stickers;
- celebration of excellence evenings.

All students are members of one of our four Houses. House Points can be awarded by all academy staff. House Points give instant recognition and motivation for achievements. The best performing House will be rewarded at the end of each half term.

All students have the opportunity to apply for one of our Student Leadership positions. Applications and interviews will take place for students to be awarded in the following roles:

- Head of School Ambassador – Sixth Form and Year 11 Only;
- Student Council;
- Student Ambassador;
- Form Captains;
- Literacy Leaders;
- Numeracy Leaders;
- Inspirational Leaders;
- Sports Leaders;
- Charity Leaders;

Duke of Edinburgh and Student Leadership Excellence Awards are also issued to students.

Some strategies to promote positive behaviour.

A positive environment

Provide all students with a warm welcome. Have an activity to start with as students arrive – ideally. Ensure you have an attractive room/space (remembering other colleagues' use of the space). Use humour within your teaching.

Clear boundaries

As we know, having clear boundaries encourages students to feel safe, with less need for anxious, 'testing-out' behaviour. Consistency is often hard, yet vital. Students are expected to be 'Ready', 'Respectful' and 'Safe' at all times. They may need reminding of what constitutes this expectation from time to time.

Acknowledging feelings

Young people can display negative personal behaviour because they are upset, frustrated, distressed, angry or confused. Acknowledging feelings can pre-empt negative behaviour.

Public praise, private criticism

Public acknowledgement of positive behaviour can reinforce the boundaries set and increase the desire of others for praise. Public criticism can also reinforce boundaries and expectations, but if used as an initial response it can also provide an audience for further negative behaviour and make others feel criticised as well.

Giving choice

Being given a choice about an action increases a student's understanding of their responsibility for choosing the best way of working, particularly if the consequences of their choice are clear.

Talk about work, not negative behaviours

Separate the negative Behaviour from the person. Respond to inappropriate behaviour by commenting about the work a student is completing e.g. 'Where are you up to with that design?' rather than, 'Stop messing about'.

Give first attention for the BEST Behaviour

It is sometimes difficult for a member of staff to remember that there are 20 other students behaving themselves perfectly when one or two students are choosing to behave inappropriately. You should always give your attention to the best behaved first. For those who are behave themselves inappropriately, say something positive too. It may be hard for some students, but it is probably more important for them that you can say something positive about what they are doing, even if it's acknowledging that they are going in the right direction, 'You've started that – good'.

Increase contact with pupils who have low attention spans

Commenting on what a student has achieved, and then reminding them of the next step, can break up tasks and give students access to positive teacher response.

Avoid dealing with secondary behaviour

It's sometimes easy to begin a dialogue about inappropriate behaviour and then load on other things e.g. 'And you're in the wrong shoes and you are chewing!' The other things you have noticed can be sorted out after the initial concern has been dealt with. Otherwise confrontation builds up and it becomes less easy to address the concern you first had.

Remember non-verbal strategies

Smiles, thumbs up . . .

Self awareness

We take ourselves with us! It may be worth thinking about tone of voice, facial expression/body language. Where we stand can also impact on how included students feel and how much our authority is spread around the room/space.

Using the language of mutual respect

This can be a challenge in situations where we do not have the time for reflection, and need to make snap decisions and judgements. However, we know that it models positive responses. It might be helpful to think about:

- The language of choice: 'I've noticed .. about you today', 'If you choose to . . then . . .'
- Partial agreement: 'I appreciate that . . . but . . .'
- Expectation reminders: ' OK but we agreed that . . .'
- Using names ('you' can be taken as confrontational).
- Thank you: 'Thank you for . . .'

Features of good practice – a summary

- Make positive behaviour the priority;
- Establish clear, predictable routines and use them to manage the class;
- Actively teach responsibilities;
- Model the behaviour and attitude you want to see;
- Keep basic respect intact;
- Keep the focus on successful learning;
- Praise pupils being good;
- Give regular, descriptive and positive feedback;
- Consciously use body language that conveys authority and confidence;
- Use non-confrontational practices;
- Give clear choices to encourage ownership of personal behaviour
- Avoid over-dwelling on negative behaviour;
- Protect the student's self esteem;
- Separate the behaviour from the person;
- Develop 'scripts' for the most difficult behaviours;
- Follow up incidents with certainty rather than severity;
- Re-establish working relationships;
- Keep the focus on primary behaviours;
- Calm yourself before you calm others;
- Create clarity in your directions. SEP

And . . . a suggested protocol for following up incidents

- Thank the student for staying back;
- Tune in to how they are feeling (aggrieved, nervous, angry etc.);
- Focus on the specific negative behaviour in question;
- Use 'when' to describe negative behaviour (assume they do not always act this way);
- Describe how their behaviour makes you feel ('When you . . . I feel . . . ');
- Relate the behaviour to mutual rights and agreed expectations;
- Invite feedback (the right of reply);
- Ask the student to consider what they might do differently next time;
- Ask them what support they might want from you to help them to succeed;

- Emphasise personal responsibility;
- State your expectations and confidence in them for the future;
- Part positively.

Sanctions Policy 🔲SEP🔲

Sanctions are needed to respond to unacceptable student behaviour. We shall spend time explaining to individual students why any sanction is being applied and what changes in their behaviour are required to avoid future sanctions through carefully planned restorative conversations. In such a way, students can move forward positively in the spirit of reconciliation. All teachers and teaching assistants have the right to impose sanctions other than exclusion. Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. Early intervention measures will be taken to encourage the student to take responsibility for their own actions and general Behaviour. Taking wider / extra responsibilities may also be a good strategy to help students to modify their own Behaviour.

Aims:

- To support the promotion of a positive ethos within the school community;
- To provide clear guidelines for consistent whole school practice.

The use of sanctions should be characterised by two features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions.

Teachers are expected to deal with the following misdemeanours in the first instance:

- Attendance and punctuality to lessons;
- Lack of equipment;
- Poor organisation of work;
- Monitoring of effort and achievement;
- Monitoring of homework;
- Chewing in class;
- Removal of outdoor clothing
- Manners;
- Litter/care for the environment;
- Bad language.

Staff should make every effort to solve any discipline problems themselves as they arise. A referral should not be taken too quickly. Dealing with a situation yourself will demonstrate resilience to the student. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.

Steps	Actions – *delivered in private*
Reminder	Remind the student of the expectations linked to 'Ready, Respectful and Safe'.
Caution	Give a clear verbal caution to make the student aware of their negative behaviour clearly outlining the sanction to come if they remain to behave inappropriately.

Last chance	Explain to the student that this is their final opportunity to engage (referring to previous examples of good behaviour) before they will be given a sanction for their unacceptable behaviour.
Sanction	Remind the student that they have been given ample opportunity to positively respond to your requests but that they have given you no choice but to issue a sanction. Issue and express disappointment (move out of the student's earshot).

Please refer to the suggested proactive strategies to support positive behaviour detailed earlier.

The expectation that students will behave in such a way that they are 'Ready', 'Respectful' and 'Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the academy. Students will face consequences if they choose to associate with students who are not behaving in a way that is 'Ready', 'Respectful' and 'Safe'.

Students who persistently behave in such a way that demonstrates that they are not 'Ready', 'Respectful' and 'Safe' will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. Students may have a Pastoral Support Plan created to assist them in their success. Internal exclusions, school to school referrals and fixed term exclusions may also be used for students who are persistent offenders. The Head of School will convene a Student Behaviour Panel to meet with those students who persistently choose not to engage with the efforts of staff to improve their behaviour. Likewise the Governors will convene a panel to meet with any student who is close to permanent exclusion in a final attempt to encourage them to modify their behaviour.

The Academy of St Nicholas works closely with the Local Authority and other local secondary schools to positively manage moves to give a student a fresh start in a different environment. In addition we will refer students to alternative provision at appropriate organisations.

Students may be permanently excluded (see Exclusion Policy) due to a serious breach or persistent breaches of the Student Behaviour Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in the academy. Examples of a serious breach/persistent breaches might include:-

- Persistent disruptive behaviour in class and around the academy;
- Dealing in illegal substances/solvents;
- Assault on a member of staff (physical/verbal);
- Assault on a fellow student (physical/verbal);
- Possession of an offensive weapon which is defined as a tool made or adapted for the purpose of causing injury, mental or physical, to another person.

In accordance with DfE guidance, the academy will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students. Students who are found to have made malicious accusations against school staff will be sanctioned.

Negative behaviour will lead to a sanction and may also result in a student receiving additional support. The student, and their parent, will be fully informed about how their behaviour was unacceptable and did not demonstrate the student being 'Ready', 'Respectful' and 'Safe'. The academy will explain to the student, and their parent, what action is being taken to put matters right and encourage positive behaviour in the future.

Students who demonstrate negative personal behaviour are supported using a range of strategies. The personal circumstances of each student are taken into account before any decision is made regarding which strategy to use. The support strategy might include:

- giving the student the opportunity to put the matter right themselves;

- a verbal rebuke and possible warning of further action;
- letter or phone call to parents;
- withdrawal of privileges;
- referral to Form Tutor, Head of Department, Head of Year, Assistant Head of School, or Head of School depending on the nature and severity of the unacceptable behaviour;
- the inclusion of information on a student profile;
- teaching Assistant/SEND support;
- implementing a Pastoral Support Plan (PSP);
- referral to the appropriate internal/external agency;
- contract agreed between parents and the academy.
- withdrawal from school teams/events;
- withdrawal from school visits;
- removal of breaktime or lunchtime privileges;
- restorative detention – break/lunch;
- restorative detention - after school;
- community service – either during or after school sessions;
- reports – behaviour and attendance;
- subject reports;
- confiscation of items;
- removal to another lesson (Dept. arrangement).
- Internal inclusion;
- External exclusion (Please refer to Exclusion Policy.)

Parents will be informed of unacceptable behaviour when the academy feels that it is appropriate. We believe that the involvement of parent is often the most effective strategy for dealing with unacceptable behaviour.

Student Behaviour Graduated Response.

1a Subject Teacher

Verbal targets set during or after lesson. The student is reminded of appropriate behaviour and made aware of what will happen if they continue to demonstrate poor personal behaviour. Behaviour is recorded on SIMS, 'ATL' and a note to parents is put in the Student Planner. Restorative Practice issued if appropriate. If no improvement is made refer to Form Tutor / Head of Department.

1b Form Tutor

Verbal targets set during or after tutor time. Student reminded of appropriate behaviour and made aware of what will happen if they continue to behave in such a way. Incident recorded on SIMS and in the Student Planner. Form Tutor report may be issued. If no improvement is made after a two week period refer to the Head of Year.

2a Referral to Head of Department

Student placed on departmental report and written targets set. Referral recorded and note to parents in Student Planner. A phone call/letter home is required. Refer to the Head of Year if no improvement is made after a two week period.

2b Referral to Head of Year

HOY to place student on report and parental contact made. If no improvement parents are invited for a meeting and the HOY will create a Pastoral Support Plan with written targets set.

3 Referral to Director of Progress

DOP will hold an intervention meeting with parents, the student and the HOY. Specific strategies established, targets set and Student Behaviour Contract signed.

4 Referral to Assistant Head of School

Serious incident or failure to improve. Meeting with parents and student. Student Behaviour Panel may be used.

5 Referral to Head of School

Serious incident or failure to improve. Student Behaviour Panel may be used.

6 Fixed Term Exclusion

7 Governors Student Behaviour Panel

8 Permanent Exclusion