



Queen Katharine Academy

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Policy for Good Behaviour	
Policy Folder containing Suite / Family of Policies, Guidelines and Recommendations. Behaviour & Conduct, Safety & Welfare	
This policy should be read, and used, in conjunction with: - All other policies related to Behaviour, Attendance and Safety	
Rights of the child (RRSA Article)	Article 28 based on FAIRNESS and EQUALITY “Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity.” This includes: <ul style="list-style-type: none">• The RIGHT to learn and teach• The RIGHT to be respected• The RIGHT to be safe
Reviewing By: - Academy Committee:	Academy Committee
Last Updated / Reviewed & Approved by Governors on:	September 2019
Date of next scheduled review: -	September 2020
Responsible officer / Member of Staff /	Role: - Vice Principal Name: - Veronica Giaquinto

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1. POLICY STATEMENT

- 1.1 Teachers and pupils at the Academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole Academy curriculum which teaches appropriate and relevant social skills to all pupils. This enables pupils to participate fully in the home, Academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society.

Our Good Behaviour policy is based on FAIRNESS and EQUALITY
The RIGHT to learn and teach
The RIGHT to be respected
The RIGHT to be safe

2. AIMS

2.1 The Academy aims to:

- i. promote high expectations of behaviour among staff, pupils and parents;
- ii. work with parents to encourage their children to show respect and support the school's authority to discipline its pupils;
- iii. ensure all pupils show respect and courtesy towards teachers and other staff and towards each other;
- iv. create a culture of respect by supporting staff to apply the behaviour framework consistently across the academy;
- v. encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and problems;
- vi. promote tolerance and consideration for others regardless of race, creed, gender, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying;
- vii. ensure the safety and well-being of pupils, members of staff and the general public;
- viii. teach pupils to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour;
- ix. teach pupils to take care of and respect their environment and community;
- x. Give pupils every opportunity to take responsibilities and to make a full contribution to improving behaviour in the Academy.

3. ROLES AND RESPONSIBILITIES

- 3.1 It is the responsibility of the **Academy Committee** to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.
- 3.2 It is the responsibility of Vice Principal Behaviour Attitude and Personal Development to:
- i. encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
 - ii. Address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.
- 3.3 It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards. In particular staff should:

- i. Apply the behaviour framework consistently with all pupils, ensuring all follow-up actions are applied as appropriate;
- ii. Seek support from other staff where appropriate;
- iii. be punctual for lessons;
- iv. ensure that pupils enter and leave the classroom in an orderly manner;
- v. display good classroom management;
- vi. establish a stimulating learning environment;
- vii. mark and return work promptly and regularly;
- viii. be courteous and polite to pupils and avoid the use of sarcasm or scathing remarks;
- ix. praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions; and
- x. make it obvious that each student is of equal importance and that praise, rewards and sanctions are used equitably.

3.4 Staff should recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

3.5 It is the responsibility of **pupils** to develop positive relationships in the Academy and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

3.6 It is the responsibility of **parents/carers** to support the Academy in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

4. OUT OF AND IN CLASS BEHAVIOUR FOR LEARNING

4.1 On the way to the Academy

Pupils should:

- Behave sensibly on the way to the Academy
- Remember when you are in uniform you are representing the Academy
- Never be involved in any activities that could bring the academy into disrepute.

4.2 Start of the Academy day

- Wear the uniform correctly
- Be fully equipped
- Be in school by 8.40am and at registration by 8.45am

4.3 During Lessons

To show respect for each other

- Enter the classroom calmly and ready to learn
- Have the correct equipment on the desk at the start of each lesson
- Keep bags on the floor
- Wear uniform correctly
- Sit as per seating plan
- Talk to others with respect
- Keep electronic equipment off and away unless your teacher asks you to use it

4.4 In Corridors/stairs/on the Street

To show respect for each other and everyone's safety

- Talk to others with respect
- Give everyone personal space
- Wait patiently when corridors are busy
- Keep moving until you reach your classroom or exit
- Do not run
- Enter the classroom calmly and ready to learn

4.5 At Break and Lunch

To show respect for each other and everyone's safety

- Give everyone personal space
- Eat food downstairs or outside
- Place all litter in the bins provided
- Follow instructions from staff
- Play ball games safely on the courts or AstroTurf
- Allow other pupils to enjoy their own games
- Report pupils who make you or others feel unsafe or unhappy
- Report pupils who are smoking
- Staff will be vigilant

4.6 In dining areas

To show respect for each other and everyone's safety

- Wait in line patiently
- Give everyone personal space
- Do not push in front of others
- Report pupils who do push in (either to staff on duty or as soon as possible afterwards)
- Speak politely to dining staff
- Clear tables
- Place litter in the bins provided
- Staff will be vigilant

4.7 Leaving the Academy

- Wear uniform correctly
- Talk to each other with respect
- Give each other personal space
- Remember that when you are in uniform you are representing the Academy
- Do not engage in any activities that bring the academy into disrepute

4.8 The Behaviour Policy is based on the principles of FAIRNESS and EQUALITY

- Look after YOURSELF
- Look after EACH OTHER
- Look after this PLACE

4.9 Whenever a teacher is required to deal with inappropriate behaviour during breaks, lunchtimes, before morning school or between lessons the following procedures should be followed:

- a) Speak with the student. In doing so, it should be made clear to the student what they have done wrong and why this is inappropriate behaviour and if necessary record this behaviour on SIMS.

- b) Refer the matter to the appropriate Tutor/Year, as required

All staff should always expect the highest standards of behaviour from pupils both in their lessons and around the Academy. Pupils should show consideration and respect to visitors to the Academy.

5. PROCEDURES

5.1 The Academy will encourage positive behaviour by:

- i. providing a challenging and stimulating learning environment;
- ii. Involving the Student Council in the review of this and other relevant policies;
- iii. Reinforcing positive behaviour through individual guidance and counselling;
- iv. Informing parents at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise these and where necessary remedy them;
- v. liaising with outside agencies to develop strategies to encourage positive behaviour in pupils;
- vi. Motivating pupils through the content and methods of delivery of the whole school curriculum and expecting high standards from them; and
- vii. Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems.

6. MONITORING AND REVIEW

6.1 The Principal will report on the policy to the Executive Principal and Academy Committee as appropriate.

6.2 The Academy Committee will review the policy annually.

6.3 *A link to statutory guidance on behaviour 2012*

<https://www.gov.uk/government/publications/ensuring-good-behaviour-in-schools>

7. BEHAVIOUR FRAMEWORK

Behaviour Support Strategies - Classroom

Support Stage 0 – Pupils engaged in their learning

- Teachers will have **high expectations** and all pupils will be making **progress**.
- Pupils will display consistently **mature and thoughtful** behaviour which results in successful learning.
- Pupils will be highly **considerate** and very **supportive** of each other in lessons

Support strategies to engage pupils (Effective Teacher Behaviour)

- **Meet and greet** pupils at the door, in the classroom
- **Smile**
- Ensure pupils are sat in a **seating plan** and amend as necessary
- Ensure your **classroom routines** are embedded e.g. bags on the floor, planners and pens on desk
- Always **wait for silence** when talking to the whole class
- Always be **polite**. It is hard to be angry with someone who is smiling and calm
- Control your **voice** (tone and volume) do not shout at pupils
- Focus the student on the **learning** that should be taking place if they become distracted
- Be **consistent**
- **Praise** where appropriate. Make it personal and genuine.
- Use **student names** and personalise learning to them. Make it interesting
- Set **clear boundaries** and warn pupils before they reach them
- Use **'thank you'** instead of 'please' at the end of any direction and believe that the pupils will comply.
- Use **'do'** rather than 'don't' in any student interactions
- Make **eye-contact** when giving direction
- **Intervene early** before a situation escalates
- Know the school **behaviour framework** and apply it
- Know what **support** is available and use it if needed

Student behaviour prevents learning

Support Stage 1 – Classroom strategies



Strategies to amend behaviour (examples):

- A glance, a gesture, moving to stand beside a student's desk, a quiet word or reminder. Take up time
- Give a clear and short instruction with eye-contact, drop eye-contact and immediately walk away and continue with lesson. When student complies, turn back and thank them.
- Use praise/rewards, where appropriate
- Speak with student. **'I'm asking you to...'** Take up time. Acknowledge positive response. No/negative response **'you need to...'** Take up time and *record on SIMS*.
- Where no/negative response, give a verbal warning. *Record on SIMS*
- Talk to student within the classroom, separating the behaviour from the person. *Record on SIMS*
- Move student within the classroom. Ask the student to move whilst the others are working. *Record on SIMS*



Behaviour continues

- When the above has no positive outcome or in an emergency situation use 'Behaviour support'. 'Behaviour support' staff will follow Subject protocol e.g. move student to another classroom, record on SIMS and Subjects follow-up with sanction (*support level 2*).
- Behaviour Support staff involves Year teams, or a senior member of staff, as appropriate
- Ensure **classroom teacher** records the incident[s] on BW by the end of the day and discuss with the Subject Leader to agree departmental action from the **guidance** below:
 - Phone home/letter home, where appropriate
 - Organise a detention with class teacher with phone call and confirming letter/email
 - Amend seating/learning plan for next lesson, where appropriate
 - Detain pupils who **arrive late for lessons**.
- Tutor monitors behaviour data on SIMS and follow up daily where appropriate, e.g. repeated disruption in one day. Refer to Year teams.

Framework of Behaviour Support Strategies - Subject

Support Stage 2 – Pupils engaged in their learning

Support strategies to engage pupils

- **All subject staff meet and greet** pupils at the door of their classroom
- Subject **climate** is conducive to learning. E.g. displays, learning environment
- **Seating plans are reviewed** regularly and **shared** within subject teams
- Classroom **routines are embedded across the subject** area e.g. bags on the floor, planners and pens on desk
- The **expectation across the subject area** is to wait for silence when talking to a class
- There is a **consistent approach to behaviour across the subject area** and this is followed up by subject leader
- Subject areas use the **reward structure** and celebrate success
- There is an **behaviour support subject arrangement** to move pupils within subject areas
- **Subject leaders support** teams to enforce behaviour
- **Subject leaders Intervene** early before a situation escalates, where possible
- Subject teams know the **school behaviour framework** and apply it
- **Know what support** is available and use it if needed

Student behaviour prevents learning

Support Stage 2 – Subject strategies



Strategies to amend behaviour:

- Behaviour Support team to move pupils within subject area. Timetable agreed and shared within teams.
- Phone home to arrange meeting, where appropriate
- Organise a departmental detention
- Departmental Report Card [targets specific to progress and behaviour]
- Permanent or temporary group change, where appropriate
- Lateness to subject is sanctioned and persistent lateness is followed up within teams.
- Pupils that abscond part of the lesson should be followed up within teams
- Discuss strategies to support pupils within subject area regularly

Subject Leaders

- Have a **responsibility to help manage behaviour** in their teams and follow up appropriately to prevent pupils reoffending
- Are expected to have a good understanding of behaviour for learning and **support colleagues**, as appropriate.
- Make sure **year teams follow the procedures** and take action where there are any concerns
- Need to refer to Year Teams /SLT where they have continuing concerns after action has been taken at subject level

Tutors

- Should follow up **daily** with tutees to prevent repeat offending
- Should place pupils on a **tutor report** to monitor behaviour, where appropriate
- Monitor behaviour data on SIMS and follow up with Year Teams, where appropriate

Framework of Behaviour Support Strategies – Year Team and SLT

Support Stage 3	<p>Additional support strategies for one-off serious incidents/those under investigation e.g. bullying, defiance, pupils who are non-compliant with department procedures, persistently late.</p> <p>Actions are</p> <ul style="list-style-type: none"> • Part-day Internal Exclusion or Detention with Year Teams or placed in Internal Exclusion • Year Teams' phone home • Recorded on SIMS <p><i>Year Teams' monitors behaviour data on SIMS and follow up daily where appropriate, e.g. repeated disruption across lessons in one day, referral for Mentoring</i></p>
Support Stage 4	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggests support Levels 1 – 3 have not had sufficient impact or • A non-negotiable e.g. bullying, harassing or intimidating others, face-to- face or by other means, being racist, homophobic, sexist or discriminating on the grounds of ability, need or difference. <li style="text-align: center;">or • Internal truancy, smoking (including e-cigarettes/shisha pens), vandalism, <p>Actions are phone-call and letter home, a day in Internal Exclusion and reintegration meeting with Year Teams & Tutor, SENCO, Translator where relevant. Inclusion manager will place student on a tutor report to be monitored by the tutor for the week.</p>
Support Stage 5	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggests support Level 4 has not had sufficient impact or • Persistent defiance <p>Actions are 2 days In Internal Exclusion authorised by Progress Leaders, phone-call home, letter home, reintegration meeting with Year Teams & Tutor, SENCO & Translator where relevant.</p> <p>Year report card, as appropriate and other supportive sanctions put in place by year team.</p>
Support Stage 6	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggests support Level 6 has not had sufficient impact or • Refusing to engage in behaviour support 1- 5. <li style="text-align: center;">or • A blatant disregard for the Authority of the school or direct verbal abuse to a member of staff <p>3 days in Internal Exclusion authorised by Progress Leader. Phone-call home, letter home, reintegration meeting with Progress Leader, other SLT and SENCO & Translator where relevant.</p> <p>Year Report Card, as appropriate</p>

Support Stage 7	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggests support Level 6 has not had sufficient impact or • One-off extreme and serious incident or continued and sustained disruption <p>Actions are 1 day Fixed Term Exclusion followed by 1 day in Internal Exclusion. Phone-call home, letter home, re-admittance meeting with Progress Leader, SLT and SENCO & Translator where relevant.</p>
Support Stage 8	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggests support Level 7 has not had sufficient impact or • One-off extreme and serious incident or continued and sustained disruption <p>Actions are a 2 day Fixed Term Exclusion followed by 1 day in Internal Exclusion and a referral to the Fair Access Panel to seek support from Peterborough Pupil Referral Service. This will be shared with parents to seek other external provision. Phone-call home, letter home, re-admittance meeting with Progress Leader, SLT and SENCO & Translator where relevant.</p> <ul style="list-style-type: none"> • Provision reviewed by Principal, Deputy Principal and Progress Leader
Support Stage 9	<p>A student will need this level of support</p> <ul style="list-style-type: none"> • When SIMS evidence suggest support Level 7 has not had sufficient impact and is at risk of permanent exclusion • One-off extreme and serious incident or continued and sustained disruption <p>Actions are 3 day Fixed Term Exclusion followed by 1 day in Internal Exclusion. . Phone-call home, letter home, re-admittance meeting with Principal, Vice Principal, Academy Committee members (min 2 max of 3), Progress Leader and SENCO & Translator where relevant.</p> <p>Permanent Exclusion: <i>This form of discipline is used as a last resort. Possible reasons for permanent exclusion: Bringing a weapon into school, dangerous behaviour, in possession of illegal drugs in school, partaking of illegal drugs, dealing drugs, physical assault, verbal abuse/threatening behaviour, bullying, racist abuse, sexual misconduct, damage, theft, persistent disruptive behaviour, a single serious incident or failure to engage in any of the support strategies put in place.</i></p>

8. ILLEGAL DRUGS AND LEGAL HIGHS

8.1 The academy will deliver guidance to pupils through humanities lessons, during assemblies and tutor time. We will carry out random locker searches to ensure we remain a drug free sight and it should be noted that any pupil who is found to be

- In possession of illegal drugs or legal highs
- Partaking of illegal drugs or legal highs
- Selling illegal drugs or legal highs

8.2 On the Academy premises or traveling to or from the academy, could be permanently excluded.

9. REPORT CARD SYSTEM

9.1 This comprises three different types of report which will be initiated, monitored and reviewed by Tutors, the Progress Leaders or Subject Leaders, where appropriate in consultation with teachers and parents:

- a) *Tutor Report Card- Blue (Monitored by the Form Tutor)* –this could be used
- i. Following an Internal Exclusion (issued by inclusion manager
 - ii. an improvement in pupils' attitudes and/or behaviour is required
 - iii. an improvement in pupils' organisational skills is required
 - iv. a school report has highlighted difficulties
 - v. there is an issue with attendance and punctuality to lessons

This will be monitored on a daily basis with tutor during tutor time. Tutor will communicate pupil's engagement with parents. Further Action will be taken by the Tutor where necessary as per Behaviour Framework.

- b) *Subject Report Card- Green (Monitored by Classroom Teacher/The Subject Leader)* –this could be used when:

- i. The Student has not met the behaviour expectations of the school within that subject area on more than one occasion
- ii. an improvement in pupils' homework is required
- iii. an improvement in pupils' attitudes and/or behaviour is required
- iv. an improvement in pupils' organisational skills is required
- v. a school report has highlighted difficulties

This will be monitored on a lesson by lesson basis. Subject Leaders will communicate student's engagement with Parents. Further Action will be taken by the Subject Leader where necessary as per Behaviour Framework.

- c) *Progress Leader Report Card- Yellow (Monitored by Progress Leader)* –this could be used when:

- i. Following a Fixed Term exclusion / period of time in Internal Exclusion
- ii. a student has not made adequate progress on the Tutor or Subject Report Card
- iii. an improvement in pupils' social skills is required or a student has displayed anti-social behaviour e.g. bullying
- iv. an improvement in pupils' behaviour is required across a number of subject areas

This will be monitored on a daily basis. Year team will communicate student's engagement with Parents.

Further Action will be taken by Year team where necessary as per Behaviour Framework.

9.3 All pupils will present cards at the beginning of the lesson and will be identifiable as on report to staff as their name will be highlighted in red on SIMS when staff registers pupils at the start of the lesson. (Copies of report cards are attached for information).

Report Card System

Teacher Comments and Attitude to Learning (AHL) Boxes

Each lesson has a space for a comment and an **AHL**.

AHL codes are 1-4

- 1 - Outstanding
- 2 - Good
- 3 - Requires Improvement
- 4 - Inadequate

The **AHL** is over the course of the lesson

How the report works

Each lesson is worth 1 point, hence each day has a total of 7 points and 35 points for the week. **35 is the target that all students should be working towards.**

At the end of each report a score is reached and the outcomes are as follows:

- 35-34**: Continue/off report.
- 30-33**: 15 minute detention.
- 15 and below**: 30 minute + detention set by tutor.

	Take	R	esponsibility	for your own actions and learning and not blame others.
	Celebrate	E	xcellence	by showing what you are good at and developing yourself where you need to.
	Offer	S	upport	to each other by not stopping each other learning.
	Show	P	ride	in yourself by turning up on-time, being prepared, completing work to your very best and wearing our uniform well.
	Have	E	mpathy	for your fellow students and staff by helping when you can.
	Be part of the	C	ommunity	by supporting events and representing our school at all times.
	Display	T	olerance	by never discriminating against others regardless of their language, country of origin, gender, race, religion or sexuality.

Name:

TG:

Date Commencing:

Review Date:

This report must be given to the teacher at the start of each lesson so they can comment on your performance with emphasis on the targets below as well as attitude to learning during the lesson.

MY TARGETS FOR THIS WEEK:

- ❖
- ❖
- ❖

Your Tutor will check your report every morning and at the end of each day. They will also contact home about the comments made.

This report forms an important part of student monitoring and will be used by staff and parent/carers to support student progress and achievement at The Voyager Academy.

Student Expectations:

- ❖ Show respect for yourself and others as per student charter
- ❖ Be on time and ready to learn
- ❖ Follow all instructions
- ❖ Complete all work to the best of your ability
- ❖ Show respect for yourself by wearing the correct uniform

Session	Tutor Time	1A	1B	BREAK	2A	2B	Lunch	3A	3B	End of Day Year Comment
Monday				BREAK			Lunch			
	AHL	AHL	AHL		AHL	AHL		AHL		
Teacher										/7
Home comment:										
Tuesday				BREAK			Lunch			
	AHL	AHL	AHL		AHL	AHL		AHL		
Teacher										/7
Home comment:										
Wednesday				BREAK			Lunch			
	AHL	AHL	AHL		AHL	AHL		AHL		
Teacher										/7
Home comment:										
Thursday				BREAK			Lunch			
	AHL	AHL	AHL		AHL	AHL		AHL		
Teacher										/7
Home comment:										
Friday				BREAK			Lunch			
	AHL	AHL	AHL		AHL	AHL		AHL		
Teacher										/7
Home comment:										

Report Card System

Teacher Comments and Attitude to Learning (ATL) Boxes

Each lesson has a space for a comment and an **ATL**.

ATL codes are 1-4

- 1 - Outstanding
- 2 - Good
- 3 - Requires Improvement
- 4 - Inadequate

The **ATL** is over the course of the lesson

How the report works

Your class teacher will discuss your engagement and improvement in behaviour with **you**:

- Parenty/carens
- Progress Leader
- Subject Leader

If there is no significant improvement in your behaviour and engagement in your lessons this will be escalated to the next level.

	Take	R esponsibility	for your own actions and learning and not blame others.
	Celebrate	E xcellence	by showing what you are good at and developing yourself where you need to.
	Offer	S upport	to each other by not stopping each other learning.
	Show	P ride	in yourself by turning up on-time, being prepared, completing work to your very best, and wearing our uniform well.
	Have	E mpathy	for your fellow students and staff by helping when you can.
	Be part of the	C ommunity	by supporting events and representing our school at all times.
	Display	T olerance	by never discriminating against others regardless of their language, country of origin, gender, race, religion or sexuality.



Subject Report

Name:

TG:

Teacher:

Department:

Date Commencing:

Review Date:

This report will be completed by your teacher at the end of each lesson in relation to the below targets:

Your teacher will provide feedback on your report to the head of the department and your year team.

They will also contact home about the comments and observations made.

This report forms an important part of student monitoring and will be used by staff and parenty/carens to support student progress and achievement at the Voyager Academy.

Student Expectations:

- ❖ Show respect for yourself and others as per student charter
- ❖ Be on time and ready to learn
- ❖ Follow all instructions
- ❖ Complete all work to the best of your ability
- ❖ Show respect for yourself by wearing the correct uniform
- ❖ -
- ❖ -

POSITIVE BEHAVIOUR TARGETS

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Date/Session:						
1.						
2.						
3.						
Attitude to Learning Score						
I confirm that the positive behaviour targets have been met and the student has been taken off their Subject Report.			I confirm that the positive behaviour targets have not been met and will therefore remain on their Departmental Report for a further 6 lessons.			
Student Signature:		Teacher Signature:		Subject Leader:		

10. SEARCHING, SCREENING and CONFISCATION

10.1 A member of staff will ask permission from a pupil to search them where they suspect that a pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs (to include legal highs)
- Stolen items
- Tobacco, cigarettes, e-cigarettes, shish pens and cigarette papers
- Lighters or matches
- Energy drinks
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to property of, any person (including the student)

10.2 If a pupil refuses to be searched the pupil will be placed in Internal Exclusion/Year office whilst parents are contacted and concerns resolved. Searches without consent may be carried out if there is a serious risk of harm to the pupils themselves or others.

10.3 Searches will be carried out by a member of staff who is the same gender as the pupil and must be witnessed by another member of staff, ideally of the same gender as the pupil (consent to search will be gained from a member of the Senior Leadership Team).

10.4 Parents will be contacted when a search uncovers a prohibited item where appropriate, and pupils will be sanctioned as per the Behaviour Framework.

10.5 The police will be given possession of any knives, weapons, illegal drugs, stolen items, extreme pornographic images or any other items which could act as evidence of an offence. Alcohol, tobacco, matches, lighter and fireworks will be disposed of by the Academy.

10.6 A link to statutory guidance on Searching, Screening and Confiscation February 2014:

<http://www.education.gov.uk/aboutdfe/advice/f0076897/screening,-searching-and-confiscation/screening-searching-and-confiscation>

11. DISCIPLINE BEYOND THE SCHOOL SITE

11.1 The Academy will act in response to poor behaviour and bullying which occurs off the Academy premises and which is witnessed by a staff member or reported to the Academy. This could occur when:

- Taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a student at our Academy

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the Academy

11.2 Sanctions and support will all be in line with the Behaviour Framework.

11.3 A link to statutory guidance on Behaviour and Discipline in schools Feb 2014:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

12. USE OF REASONABLE FORCE

12.1 Reasonable force will be used to control or restrain as a very last resort. Reasonable force mean using no more than needed to de-escalate situation. Control means either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control such as when pupils are fighting and refuse to separate without physical intervention.

12.2 The Academy will only use reasonable force as a last resort to:

- Prevent a student leaving an area of the school where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student attacking a member of staff or another student, or to stop a fight;
- Restrain a student at risk of harming themselves through physical outbursts;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.

12.3 Following an incident where reasonable force has been employed, a serious incident form will be completed, parent contacted and support and sanctions employed as per the Behaviour Framework.

12.4 A link to statutory guidance on Use of reasonable force July 2013:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

13. REWARDS SYSTEM

13.1 Our rewards system is used to increase student motivation, improve behaviour, attendance and achievement as well as encourage parent engagement. Pupils can receive the following rewards points:

Respecting Yourself	Points Value	Respecting Your Learning	Points Value	Respecting Others	Points Value
Personal presentation	1	Positive contribution to lesson	1	Politeness	1
Personal organisation	1	Excellent effort	1	Working with others	1
Showing determination	2	Completing homework	1	Act of kindness to another	2
Tutor time star	2	Excellent use of literacy	1	Act of citizenship	2
Engaging in extracurricular learning	2	Star of the lesson	2	Student leadership	3
Showing progress	3	100% Attendance (Weekly)	3	Positive contribution to the community	5
Positive role model	3	100% Attendance (Half termly)	5		
Representing the Academy	5	Student of the Month	5		

Level	Bronze	Silver	Gold	Platinum	Diamond
Merit	0 - 49	200 - 299	550 - 699	1,050 – 1,249	1,700 – 1,949
Reward	Email Contact home				
Certificate	50 - 99	300 – 399	700 – 849	1,250 – 1,449	1,949 – 2,199
Reward	Certificate Presentation				
Medal	100 - 199	400 - 549	850 – 1,049	1,450 – 1,699	2,200 -2,500
Reward	Bronze Star	Silver Star	Gold Star	Platinum Star	Diamond Star
	Chance to be entered into prize draws and selected for special trips as well as other exciting opportunities.				

13. 2 As pupils accumulate rewards their success will be shared in assemblies through certificates and medals. Parents will also be contacted by email to ensure they are fully informed of pupils’ achievements and participation in their child’s educational achievements.

14. ACADEMY PARTNERSHIP AGREEMENT

Student Agreement: As a student I agree to:

- Take responsibility for improving my own learning through full participation in lessons, by asking good questions, by knowing my targets and making sure I understand how to make progress and by acting upon the advice of teachers
- Talk about what I have learned each day at home and make sure I study after school and meet any assignment deadlines given
- Show care, courtesy, consideration and respect for everyone at all times
- Attend each day punctually, attending lessons on time, ready and fully equipped to begin learning *straightaway*
- Show pride in my personal presentation by wearing the uniform correctly
- Give all letters and information from the Academy to my parent /carer and return replies promptly
- Respect and take care of Academy equipment, facilities and surroundings so everyone can enjoy them
- Never bring to the Academy anything that is illegal
- Behave on the way to and from school as an ambassador for the Academy displaying positive behaviour and acting as a role model for other students
- Let a member of staff know if I am having problems
- Try to improve, by seeking and taking advice from staff, reviewing my progress regularly and setting personal targets in my student planner
- Make sure my parent / carer sees and signs my student planner each week

Parents Agreement: As a parent/ carer I will:

- Support my child's learning and achievement by asking what he/she has learned each day
- Inform my child's tutor of any special circumstances that may affect my child's learning at school
- Support the Academy in maintaining high standards of behaviour and appearance in line with the Good Behaviour policy
- Ensure that my child attends regularly and punctually and not take my child out of school during term time
- Make sure my child *can* and *does* study at home
- Attend scheduled parents evenings and other discussions concerning my child's progress
- Arrange an appointment if I wish to speak to a member for staff
- Encourage my child to develop good friendship groups and give early warning of any concerns in behaviour, learning or relationships
- Notify us by 8.40 if my child is ill.
- Check and sign student planner weekly

Academy Agreement: As an Academy we will:

- Provide opportunities for each child to achieve full academic potential by regularly assessing appropriate tasks and setting clear targets for improvement
- Maintain the highest standards of work possible from each student
- Provide opportunities to enhance and enrich education within and beyond the curriculum
- Provide a safe and positive learning environment where students are guided and supported
- Maintain high standards of behaviour and appearance from students
- Respond promptly to any communication from parents/ carers
- Show care, courtesy, consideration and respect for everyone at all times
- Keep parents /carers informed about progress and attainment
- Inform parents/carers as soon as possible about any concerns the Academy has about attendance, learning or behaviour
- Listen and act fairly in the interests of the students and the Academy

As an Academy specialising in Media Arts, recording of work using cameras and video equipment will be a regular feature of learning. Students will be involved in recording images of themselves and friends during practical work. I understand that this will be stored in my child's e portfolio on the Academy's secure intra-net site.

Student name:..... Student signature:..... Date:.....

Parent name:.....Parent signature:..... Date:.....

Staff name:..... Staff signature:.....Date:.....

15. Dress Code

15.1 We believe good standards of dress and personal presentation promote a positive attitude to work and behaviour and identify pupils to local residents and future employers as members of an efficient organisation. The co-operation of all parents and carers is requested to ensure that pupils are in correct uniform at all times.

PLEASE NOTE: THE ACADEMY MAKES THE FINAL DECISION AS TO WHAT IS OR NOT ACCEPTABLE IN ALL ASPECTS OF A STUDENT'S APPEARANCE.

	✓	✗
Academy Jumper	With Red stripe in neck. Sleeves rolled down.	No other jumper permitted
Academy Blazer (Optional)	Plain black	No other jacket / blazer/ hooded top is permitted
Academy Tie	Worn on a closed neck of white shirt	No other tie is permitted
White Shirt	Formal plain white with stiff collar for wearing with a tie (short or long sleeved). Shirt sleeves rolled down. Top button done up and always tucked in.	No polo or open necked shirts
Black Trousers or Skirt	Trousers-plain, formal loose fitting school style. Academy Skirt worn at Knee length .	No jogging bottoms or jeans. No patterns studs or decoration. No skinny trousers/jeans or leggings
Winter Coat	Academy blazers must be worn underneath. Plain in design.	No hooded tops, jackets or sweatshirts to be worn over blazers.
Socks / Tights	Plain black or white sock or plain black or natural colour tights.	No patterns or decoration
Shoes	Plain black sensible shoes that are not made by sportswear companies.	No trainers, boots, or sandals are permitted
Jewellery/Accessories	One watch, one pair of small earrings. Discreet make-up	No other visible jewellery is permitted Small retainers worn in facial or body piercing No hats or bandanas
Hair	Hair accessories should be functional and discreet	Extreme hair colours or hairstyles are not permitted
	Pupils have the option of wearing a school Kameez , hijab or turban.	Must be plain black
PE Kit		
	✓	✗
School PE Shirt	Plain navy	No other style or colour permitted
Black Shorts / Tracksuit Trousers	Sports style shorts or tracksuit bottoms.	No other style or colour permitted.
Outdoor Sports Top	With Academy logo	No other style of outdoor top is permitted.
Socks	Dark sports socks	No other style is permitted
Footwear	Sports trainers or football boots when appropriate	No other footwear permitted
Protective clothing	Shin pads and gum shields should be used when appropriate.	

If you are not doing P.E for any reason, you will still need to bring your kit and get changed. If you fail to bring your kit, you will be expected to borrow kit from the P.E department.

