Thomas Clarkson Academy

Reward and Consequences Policy

Contents

Rewards

At Thomas Clarkson Academy, students will have lots of opportunities to receive awards, both in the class room and around school. Our reward system is twofold. Firstly, students will be awarded green cards, which are awarded by teachers for lots of things that happen in class. For example, a student who completes a good piece of work may be awarded 1 green card. Students are also awarded green cards for attendance, behaviour and attitude. Students will also compete to win points for their communities. A trophy will be awarded each term for the highest points for students and the end of year celebrations will include a trophy being presented to the winning community.

The rewards system for green cards is as follows:

- 100 green cards = Bronze lapel badge
- 150 green cards = Silver lapel badge
- 200 green cards = Gold lapel badge
- 300 green cards = Platinum lapel badge and £50 voucher

The second way students are rewarded at Thomas Clarkson Academy is based on our school values of creativity, integrity, dedication, teamwork and excellence. The reward system is designed to ingrain these core values in all our students and push them to strive to be the best person they can be. With this in mind students can achieve rewards by completing different criteria. Once they have completed all the criteria in that area they will be rewarded with a core values label badge. The students will have a core values rewards card that tutors will keep and sign off when completed. Once they have completed all core values criteria they will collect a full set of badges, receive a £50 gift voucher and be invited to attend lunch with the Principal.

The core value rewards are as follows:

Creativity

- Excellent use of imagination in class/homework, awarded by teacher.
- Do a presentation on something important to you in form time.
- Demonstrate the ability to be creative in a practical setting, sports, arts, ICT etc, signed off by teacher.

Integrity

- 10 members of staff sign to say that you are consistently courteous and polite and a good role model.
- Volunteer to be a community prefect.
- Raise over £200 for a charity of your choice.

Dedication

- Complete a term (12 school weeks) of regular attendance at after-school clubs (includes Year 11 interventions)
- Agree a development subject with PL, set appropriate targets and work on achieving those. Targets signed off by PL.
- Complete 100% attendance over a whole school year.

Teamwork

- Train regularly/compete with the school teams over a whole term.
- Complete an excellent piece of group work, awarded by class teacher.
- Do a group presentation in a year group assembly.

Excellence

- Produce an outstanding piece of class/homework, awarded by teacher.
- Working above thresholds in 5 subject areas, signed off by raising standards leader.
- Consistently perform at a high level in school or out of school for a sporting team or be involved in a school production.

1. **Policy Statement**

Thomas Clarkson Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. **Our behaviour policy guides staff to teach self-discipline not blind compliance.** It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. **Aim of policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To promote and encourage student aspiration/ambition.

3. **Purpose of policy**

To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency

Consistency lies in the behaviour of adults and not simply in the application of procedure. **A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm**. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

Expectations
All staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, **retain ownership** and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Middle leaders
Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:
- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Managing behaviour in departments

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.
Steps should always be gone through with care and consideration, taking individual needs into account where necessary.
Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Key Points

All paid staff of the school have the power to issue rewards and sanctions which occur in school and, in some circumstances, outside of the school. The school has the power to issue sanctions that include after school detention, isolation, fixed term exclusion, off-site behaviour placements and in extreme cases, permanent exclusions. Staff can confiscate pupils' property. Staff have the power to search without consent if they feel there is an immediate risk.

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

All incidents of bullying will be investigated with appropriate actions taken – refer each incident to Student Services.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time to take account of a range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. This may include in particular, pupils with special educational needs (SEN) or disabilities, and needs within certain other groups defined by OFSTED as 'at risk' within the education system: minority ethnic and faith groups; travellers; asylum-seekers and refugees; pupils who need support to learn English as an additional language (EAL); children looked after by the local authority; children eligible for free school meals; disadvantaged and Pupil Premium children; sick children; young carers; children from families under stress; pregnant schoolgirls and teenage mothers and any other pupils at risk of disaffection and exclusion.

4. INTENDED OUTCOMES

4.1 Staff

- All staff will receive on-going training in Behaviour for Learning and classroom management techniques and will be aware of their role and responsibilities in the Academy Behaviour Intervention Policy.

- Teachers are expected to take responsibility for the behaviour and learning environment in their classroom/working area.

- Teachers will use appropriate techniques to ensure good pupil behaviour, mutual respect and effective use of sanctions and rewards. Teachers will follow the established classroom routines and classroom management techniques, including meeting and greeting pupils on their arrival and using seating plans to ensure a positive working atmosphere within the classroom.

- Teachers will use teaching and learning and assessment for learning techniques to deliver high quality learning experiences. Pupils will be challenged, engaged and motivated and will therefore be less likely to be off task and indulge in disruptive behaviour.

- Staff will monitor and record pupil behaviour and use appropriate rewards, sanctions and intervention. Staff will understand the range of rewards and sanctions available and how to apply sanctions fairly, consistently, proportionately and reasonably – taking account of pupils' individual needs.

- All staff will receive guidance and training to ensure that all reasonable measures are taken to protect the safety and wellbeing of pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

- Staff **must** model expected behaviour in the way that they interact with pupils.

4.2 Pupils

- All pupils should expect to be taught in environments that are safe, conducive to learning and free from disruption. They should expect appropriate action to be taken in regard to any incidents of misbehaviour.

- All pupils will be aware of and understand the School Code of Conduct. They should be aware of the standards expected and demonstrate good behaviour at all times.

- Pupils will be aware of and understand the Behaviour for Learning system. They will understand the Reward and Consequence system and understand that they have the opportunity to rectify negative behaviour.

- Pupils will understand the importance of good behaviour in school. They should expect positive attitudes to learning and behaviour to be recognised and celebrated.

- Pupils should show respect to school staff, fellow pupils, academy property and the academy environment. They will be entitled to be treated with respect. Bullying, racism and discrimination will not be tolerated.

- Pupils should follow instructions by Academy staff, obey school rules and accept sanctions in an appropriate way.

- Pupils will be aware of the range of sanctions used at the Academy. They should expect the appropriate sanction if they exhibit poor behaviour.

- When off the premises, pupils are ambassadors of the Academy and should conduct themselves accordingly.

- Pupils should not tolerate any negative behaviour towards them, particularly bullying or racism and should feel confident in using the support systems available at the Academy.

4.3 Parents' responsibilities
- To follow the Home/School agreement.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does at the Academy.
- To foster good relationships with the Academy.
- To be aware of the Academy rules and expectations and to support the Academy in the implementation of this policy (please also see Behaviour of Parents/Carers and other visitors to the Academy).
- To monitor their child's behaviour through the planner, text, email and letter systems, meetings with staff and Parent Information Evenings and act accordingly.
- To alert the Academy as soon as there are any concerns.

5. PRACTICE AND PROCEDURE

5.1 Code of Conduct
The Academy Behaviour Policy is based on a simple set of rules that pupils are expected to adhere to.
Classroom Expectations:
- We enter our lessons calmly and on time, ready to learn.
- We do as we are asked first time.
- We try our best at all times.
- We are polite and considerate to all; we respect each other.

Outside the Classroom Expectations:
- We represent the Academy and behave accordingly.
- We respect the Academy environment.
- We move around the Academy with consideration for the safety of others.
- We are polite and considerate to everyone.
- We drink and eat only in designed areas.

Examples of these expectations are as follows:
- Arrive at the Academy and to lessons on time;
- Enter the classrooms quietly;
- Wear full Academy uniform correctly, including on the way to and from the Academy;
- Sit where you are told to sit by the teacher (in accordance with the seating plan) or any other member of the Academy staff;
- Have equipment and books for lessons;

- Follow classroom rules and procedures and not disrupt the learning of other pupils;
- Follow instructions given by staff and other adults without arguing;
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- Put up your hand to indicate you wish to speak unless directed otherwise;
- Use appropriate language;
- Listen to others' ideas and work co-operatively;
- Tell the truth and learn from your mistakes;
- Care for the classroom and resources, respecting others' property;
- Value other individuals and their contributions to lessons;
- Lead by example, creating a good role model for younger pupils in the Academy;
- Accept responsibility for your behaviour;
- Consider the needs of all the other people in the classroom;
- Use ICT in accordance with Academy policy;
- Be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the Academy community;
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- Behave appropriately when outside Academy;
- Be an ambassador for the Academy.

5.2 Procedures for Staff
Classroom
Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:
- Expect your class to arrive on time and with correct equipment. Meet them outside the room and insist on an orderly line. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive: welcoming and using names.
- Be clear about 'ready to start learning' i.e. seating organisation, organisers and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers should decide where pupils sit, to ensure maximum learning and minimum distraction. Teachers may choose an alphabetical plan, boy/girl pairing or according to learning style; whatever suits their class. Teachers may change these as often as they wish. Teachers should leave copies if their lesson is to be covered. Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.
- Follow 'Learning & Teaching Policy and Guidance' i.e. structure and pace of lesson
- Remind pupils of the social and emotional skills they need to work with teachers in fulfilling these expectations (Social and Emotional Aspects of Learning: SEAL).
- Teachers should insist pupils work in a way that does not disturb others:-
- Hands up/teacher choice, but not shouting out.
- Stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor.

In addition to these, appropriate and acceptable behaviour can be taught in the following ways:
- Through the Year 6-7 induction programme.
- Through the assembly programme.
- Through the SMSC programme.
- Through extra-curricular activities and social events.
- Through encouraging high peer expectations.
- Through consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner.
- Through adherence to classroom routine.
- Through consistent use of assertive discipline techniques.
- Through regular contact with parents/carers.
- Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the code of conduct and rules for learning.
- Through discussions and activities during tutor time.

5.3 Behaviour Strategies

At Thomas Clarkson Academy we aim to provide a safe, happy disciplined environment, in which our pupils can learn and fulfil their potential. We promote positive values and behaviour and encourage everyone to cooperate with and respect others as well as themselves.

The Behaviour for Learning Policy is based on rewarding good conduct. Likewise poor behaviour will receive a sanction. The emphasis is on choice – pupils are taught the consequences of their behaviour and are encouraged to take responsibility for it. If they misbehave, they sometimes have the opportunity to correct their behaviour before a sanction is issued (see Yellow and Red Card system). Yellow and Red Cards must be recorded on SIMs as should subject and school detentions. The member of staff On Call will record by the pupil/incident on a specific form.

Thomas Clarkson Academy also has a proactive commitment to a range of other behaviour strategies:

1. **Professional staff responsibility to own behaviour management and building sound relationships.** This involves a common understanding that escalation occurs after utilisation of varied behaviour management techniques.
2. Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
3. A high level of professional judgement amongst teaching staff which balances personal behavioural management techniques supported by the 'Card system' and reward points to create a positive learning environment.
4. Having high quality teaching which challenges and engages students (all levels/learning styles). This increases motivation and promotes effective learning with good behaviour.
5. Providing support systems such as Form Tutors, Student Services, Raising Standards Leaders, Attendance, SEND, regular internal meetings and referral to outside agencies.
6. SMSC curriculum provides education for many statutory requirements e.g. bullying (in all types), sexual education, friendships and post 16 ambitions. This is a spiral column and aims to support the ethos of 'preparing tomorrow's citizens today'.
7. The Academy engaging with parents.
8. A change of teaching set or class.
9. Curriculum alternatives at Key Stage 4, including another forms of alternative provisions.
10. A Managed Transfer to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusions and as an alternative to permanent exclusion.
11. Consideration by the Special Education Needs and Disabilities Co-ordinator (SEND), with colleagues, of possible interventions within the Academy.
12. Assessment of Special Education Needs, including possible placement in a special school.
13. Referral to a specific support service, such as AIM (for attendance concerns), Area Behaviour Panel or the Child and Adolescent Mental Health Service.
14. A BSP Behaviour Support Plan.

5.5 Strategies, Sanctions and Consequences

Staff need to be involved in the delivery of behaviour strategies for effective learning in the classroom. Pupil need to learn the behaviours which will enable them to become really engaged learners, recognising the importance of motivation and the part they need to play in this. On occasion, despite this dialogue and the teacher reminding the pupil about their expectations, the behaviour of an individual will not be appropriate. It is the responsibility of staff to deal with this situation. **To ignore poor behaviour is to condone it**. A sanction can be seen as an action which discourages, reduces or eliminates the repetition of certain specific poor behaviour. Its effectiveness can be judged by the impact upon this modification of behaviour by the pupil.

It is important for staff to feel empowered in their classrooms and working areas and to take on the responsibility for ensuring that effective learning takes place. The teacher should be in control!
If pupils exhibit inappropriate behaviour the teacher may use a number of 'informal' approaches.
These informal sanctions may be used as a warning before using the Academy official procedure.

Such informal sanctions include:
- A verbal reprimand. Refocusing pupils with an emphasis on what they should be doing rather than what they are doing wrong. Working with an individual pupil. A pause if a pupil is talking, followed by a look of disapproval or short verbal reprimand.

Restorative Justice/Reflection on Actions
Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:
- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologies if necessary and put it behind them.

Meetings should be held in a neutral place and with a mediator who is not involved if possible. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.
Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the Academy. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Procedure for Consequences for Disruption to Learning
The Consequence is part of the Behaviour for Learning Policy. It is based on choice and allows pupils the opportunity to correct their behaviour.
Pupils whose behaviour progresses beyond a Verbal Warning and Yellow Card will reach a Red Card and will receive a Detention.

Warning

Warnings are issued for behaviour that will only occur once in the lesson. For example:

- No kit
- Forgetting organiser
- Late without a reason
- No homework
- Poor uniform
- Talking (low level disruption)

Lateness

2 late arrivals in a week = Detention.

Arriving after AM registration (more than 15 minutes) = detention

Verbal Warning

In lessons where a teacher feels that a student is not behaving in an acceptable manner he/she will be issued with a **VW** (the first consequence issued as a direct result of negative behaviour). Pupils should be clearly informed that further misbehaviour will result in a **Yellow Card**.

Examples of a **VW:**

- Failing to follow instructions (i.e. not talking, getting on with work. If a pupil blatantly refuses to do a task, follow an instruction e.g. sit in a particular seat, please issue a **Yellow Card, Red Card and On-Call**).
- Answering back – this includes arguing/challenging the Consequence. If students feel the Consequence is unfair they should wait until the end of the lesson and politely ask the teacher if there is an appropriate time when they can discuss the matter. Alternatively they may arrange an appointment with the Teacher and/or Student Services.
- Talking at the same time as someone else.
- Not listening to others – staff and pupils.
- Swinging on a chair.
- Turning around/distracting other pupils.
- Out of chair without permission.
- Inappropriate language at a low level.
- Work avoidance / off task.
- Rudeness.
- Throwing objects (if dangerous Yellow or Red Card).
- Interfering with another pupils' work or property.

Yellow Card

If behaviour continues a Yellow Card is issued. At this point staff should make it clear to the pupil that any further misbehaviour will result in a Red Card (again please enter onto SIMs).

Red Card

Red Card is a detention. Red Cards can be issued after a VW and Yellow Card have been given and pupils have continued to misbehave. A Red Card can also be issued for more serious incidents of misbehaviour without giving VWs and Yellows before. This is discretionary and where this action is taken it is to prevent a pupil's removal from a lesson for an incident where it is deemed appropriate to escalate the consequence.

Behaviour that may lead to immediate Red Cards

- Dangerous behaviour.
- Refusal to co-operate/follow instructions (again dependent on level this could be Isolation especially if the pupil repeatedly refuses).
- Throwing objects – also could be Isolation dependent on the object and the situation.
- Inappropriate language to another pupil (swearing directly at pupils or staff especially in a threatening or intimidating manner should be straight Isolation).
- Eating i.e. actually getting food out.
- Mobile phone out (Academy policy is to confiscate phones if the pupil has them out. They should also be switched off – if the pupil refuses to give the phone to you please issue a Red Card).

Please note these are only examples and the teacher will use their professional judgement in deciding which sanction is appropriate.

Use of 'On Call' –
On Call is a last stage in the Behaviour for Learning Sanction System and is only used where:
- There has been a serious incident of misbehaviour, resulting in an On Call being called.
- There is extensive, persistent and malicious disruption of teaching and learning.
- Safety, wellbeing and welfare of pupils and teachers is significantly at risk.

Behaviour that may lead to an immediate On Call:
- Constant refusal to follow instructions.
- Threatening behaviour towards staff or pupils.
- Intentional racist or homophobic remarks to pupils or staff.
- Refusal to give phone to a member of staff when asked.

Please note mobile phones should be confiscated, taken to Student Services and the pupil given a detention.

Procedure and Follow-up of On Call
- Member of staff alerts On Call or sends a reliable pupil to report the On Call incident to Student Services.
- On Call member of staff removes pupil from lesson.
- The On-Call member of staff completes the On Call incident form as soon as possible after the incident and returns it to Student Services. The On Call teacher asks the pupil to fill out the pupil response form. The On Call teacher will complete the On Call incident form and pass it to the Associate Vice Principal overseeing Behaviour for Learning.
- Sanctions for On Call are listed below. The process is flexible and each incident is judged on its individual merit. Pupils who display very serious misbehaviour such as violence, repeated refusal to co-operate, verbal abuse to a member of staff, racist or homophobic behaviour, misuse of electronic equipment such as computers or mobile phones, bringing banned substances into school or display other forms of unacceptable behaviour, may face an internal or fixed term exclusion.

On Call Sanctions

- Departmental detention or school detention – dependant on the teacher
- Parent/carers telephoned to discuss reasons by subject teacher/dept.
- Meeting between pupil and subject teacher.

Detention Policy
Thomas Clarkson Academy's policy is to use detentions as a sanction. These can include during school hours, break and lunchtime and after school.
The law states that schools have the power to issue detentions (please see Appendix 1).
Break or lunchtime detentions may be given by staff for a variety of reasons including:
- Lack of effort.
- Receiving yellow cards on a regular basis.
- Repeated lateness to lessons.
- Poor standard of homework or no homework.
- Poor uniform.
- Failure to bring equipment.

After school detentions can include department, pastoral and school detentions. It is not school policy to allow after school detentions to be done at break or lunchtime. If there is a genuine reason that a pupil cannot attend an after school detention such as a pre-arranged medical appointment, the school should be contacted so that an alternative date can be arranged. Inconvenience to the parent is not considered to be a valid reason for moving a detention.

Detentions
These are given for poor behaviour in lessons. They take place after school and last from 3.00pm to 4.00pm. Staff will give pupils 24 hours' notice of the detention by writing it in their organiser, and email/phone/text the parent/carer. Staff will also record the detention on SIMs. If pupils do not have their planner or fail to give it to the member of staff, it is their

responsibility to remember and attend the detention. Failure to attend a school detention twice will result in a more serious sanction such as isolation.

Departments and tutors will also have their own sanctions in place. These may be for various reasons including:
- Lack of effort.
- Receiving Yellows on a regular basis.
- Repeated lateness.
- Repeated poor behaviour.
- Lack of equipment or books.
- No homework.

Sanctions that may be used include:
- Break or lunch detentions.
- Staying behind for ten minutes at 14.55pm.
- Departmental report.
- Moving class on a temporary basis.
- Working alone (out of the classroom).
- Referral to Subject Leader, Progress Leader or senior member of staff.

Some behaviours that may or will result in a sanction:
- Eating in non-designated area.
- Dangerous behaviour i.e. running in corridors, pushing.
- Failure to follow instructions/respond to member of staff.
- Failure to report to member of staff.
- Mobile phone out in school.
- Repeated failure to return reply slip.
- Organiser forgotten on 3 occasions.
- Bullying.
- Rudeness to staff.
- Inconsiderate/anti-social behaviour.

Detentions should also be written in the pupil's organiser and recorded on SIMs.

Student Services put the School Detention Register together, ready for collection on the day of the detention.

Pupils report to the detention room and a register will be taken. If any pupil is not present Student Services need to be informed to check whether the pupil is absent and then contact parent/carer. During the detention pupils may do written work provided by the supervising teacher. The detention is from 3.00-4.00pm.

If a pupil misses the detention through being genuinely ill the detention is rearranged for the next possible date. If there is not a valid reason for missing the detention it is likely the pupil will receive a day in isolation and will also have to do the detention at the next available date. This will be decided by the Associate Vice Principal overseeing Behaviour for Learning.

5.6 Tracking and Intervention
All staff have access to behaviour data on the SIMs home page and pupil profile. Tutors have an overview of the behaviour of their group and will be sent the behaviour of their tutor group fortnightly.

Tutor Intervention
Tutors have a summary of the behaviour in their tutor group including low level disruption points and are required to monitor this carefully.

Subject Intervention
Subject teachers monitor the behaviour of their teaching group and discuss/inform the Subject Leader of any problems.

Student Monitoring Report System
Pupils who exhibit poor behaviour may be placed on a positive progress report. This may be a departmental report or where there are concerns in several subjects the pupil will be on a Student Services report. Whilst on report, the pupil may be set specific targets. Monitoring and review systems will also be built in to this process.

5.7 Isolation
The law states that schools are able to use isolation rooms for a disciplinary measure (please see Appendix 2). Thomas Clarkson Academy has a policy of isolation.
Pupils who are involved in serious incidents of misbehaviour may be placed in isolation. The period of isolation can range from half a day to a number of days. Pupils can also be placed in isolation for individual lessons. When such incidents occur evidence may be gathered if required.
Parents/carers will be informed by a text/email/phone call and/or a note in the pupil's organiser.
Staff will be informed via email to send work to the isolation room.

5.9 Behaviour in the Isolation Room
- All pupils must read the rules of the isolation room and sign a contract to say that they have done and will abide by them.
- Mobile phones must be handed in.
- Pupils must work in silence and not talk or attempt to communicate with other pupils.
- Pupils must not attempt to disrupt the behaviour or learning of other pupils.
- Pupils will complete work to the best of their ability, provided by the member of staff on duty.
- Lunch will be taken in the Isolation Room, at a different time to the rest of the Academy.
- Pupils will not be allowed out of the Isolation Room at break or lunch time.
- Pupils will be escorted to the toilet by staff at pre-arranged times.
- Any negative behaviour in the Isolation Room will result in further sanctions which could be a further day in isolation or a fixed term exclusion.

5.10 Fixed Term and Permanent Exclusion (see Appendix 1 regarding Headteachers' powers to exclude)
Fixed Term and Permanent Exclusion is a legal process which may be used by the school for dealing with more serious incidents of poor behaviour when internal exclusion may not be seen as appropriate. At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

5.11 Fixed Term Exclusion Categories
Fixed Term Exclusion Categories reported to the Local Authority include:
- Bullying.
- Damage.
- Drug and alcohol related.
- Persistent disruptive behaviour.
- Physical threat or assault on a pupil.
- Physical threat or assault on staff.
- Racist abuse.
- Sexual misconduct.
- Theft.
- Verbal abuse/threatening behaviour against a pupil.
- Arson.

This list is not exhaustive. The school also reserves the right to involve the police should evidence of a criminal act be discovered. Please see Appendix 2 regarding Headteachers' powers to exclude.

5.12 Re-admittance Meetings
When pupils return to school following an internal exclusion or fixed term exclusion, a re-admittance meeting will take place. In this meeting, Student Services and a member of the Senior Leadership will represent the Governing Body and talk to the pupil and his/her parents/carers about the seriousness of the incident. The pupil will be expected to give an undertaking that this behaviour will not be repeated. Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the re-admittance meeting the pupil will also have a meeting with the Associate Vice Principal to discuss the reasons for the exclusion and how the targets set will be achieved.

5.13 Off Site Behaviour Placements

For government guidance on alternative provision visit https://www.gov.uk/government/publications/alternative-provision

5.14 Governors' Disciplinary Panel
If a pupil receives several fixed term exclusions and behaviour shows no sign of improvement, he/she will be asked to attend a Governors' Disciplinary panel with their parent/carers. This panel will discuss the pupil's disciplinary record and draw the pupil's attention to governors' expectations and concerns. The pupil's behaviour will be monitored carefully after the governors panel and the pupil and parents/carers will be expected to engage fully in any strategies recommended by the panel e.g. referral to outside agencies, participation in a EHA or Triple P Programme. If the pupil's behaviour does not improve they risk permanent exclusion from the school.

5.15 Managed Transfer
Pupils who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Transfer. This will involve the pupil moving to another school in the Local Authority area on a trial basis. They would, however, still officially remain on the roll at Thomas Clarkson Academy until a decision was reached with the placement school to officially place the pupil on their roll. Managed Transfers will be considered under the following circumstances:
- A pupil persistently fails to follow the Academy's Behaviour Policy despite the tiered intervention/support outlined in the Academy Behaviour Policy.
- A pupil who has had several failed intervention programmes and their behaviour has not improved despite this intervention.
- A pupil is involved in a serious breach of the school rules and their actions have put the safety of staff and other pupils at risk.
- A pupil has received multiple fixed period external exclusions.
- A pupil who is at risk of permanent exclusion.

6. Investigation Procedure
Following a serious offence an investigation will take place. However, they may be altered if circumstances require, for example, if specific staff are unavailable or if the matter requires expeditious action.
- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or isolated from other pupils.
- Any investigation should be conducted away from gaze of others and in as much privacy as possible within a working school.
- When a pupil is interviewed she/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that pupils are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Notes should be kept during all interviews.
- Individual written statements should be made and they must be dated and signed by the pupil concerned. Pupils writing statements should do so on their own in a suitable area. After the statement has been written, pupils may be asked to clarify particular issues in their statements.
- Where possible CCTV will be used. Parents/carers will not be allowed to see CCTV evidence due to data protection legislation.
- It may be necessary to search the belongings of the pupil. Pupils will be asked for their consent before this is done. If consent is refused the pupil will be asked to say why she/he has refused. The school will be entitled to draw inferences from her or his response and general demeanour.
- Parents/carers will be informed of an appropriate time. This will normally be when the investigation is concluded. However there may be occasions e.g. when students are isolated or the investigation is prolonged when they are informed sooner. Parents are not able to attend when pupils are interviewed.
- Following an investigation the Academy will make a decision on the evidence available. In cases where students do not admit responsibility, the decision will be based on the balance of probability meaning the weight of evidence available. The Academy's decision on this is final.

Lunchtime Behaviour
Sanctions for poor behaviour will include verbal warnings, lunch detentions and after-school detentions and for more serious offences, isolation and exclusion. Pupils who regularly offend will be banned from the school site and will be required to go home. Inconvenience to parents/carers cannot be used as justification not to ban pupils from the site at lunchtime.

Power to discipline pupils for misbehaviour outside the Academy gate
Thomas Clarkson Academy teachers and other staff will regulate the conduct of pupils when they are off Academy premises and not under the control of Academies staff.

Teachers have a statutory power to discipline pupils for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

Searching, screening and confiscation with pupils.
The below is based on guidance from the Department for Education; Searching, screening and confiscation (2014).

Searching
Academy staff can search pupils with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:
- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

Where possible, two members of staff will be present during a search. However, this may not be reasonably practical.

Searches can be performed on both the Academy site and anywhere the member of staff has lawful control or charge of the students (e.g. Academy trip).

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm e.g. chewing gum, correction fluid. Such force cannot be used to search for items only banned under the school rules.

Confiscation
Academy staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline e.g. the sale of confectionery is prohibited in Academy.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the Academy. Other items banned by the Academy will be retained until the end of each term.

Parents/carers may then collect items. Repeat offenders may have items disposed of by the Academy immediately.

Screening
Thomas Clarkson Academy does not currently screen students on entry or at any time whilst on Academy property. The Academy however, reserves the right to do so and does not have to allow pupils access to the building if they refuse. This is not classed as an exclusion but will be classed as unauthorised absence.

Use of Reasonable Force
The below is guidance set out by the Department for Education; Use of Reasonable Force (2014).

What is reasonable force?
Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the Academy rules.

When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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

Action in self defence or in an emergency
Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else any authorised staff would be entitled to intervene.
Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Allegations of abuse against staff
Allegations of abuse will be taken seriously and the Academy will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Behaviour of Parents/Carers and other Visitors
Thomas Clarkson Academy encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and Academy is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the Academy. However, on the rare occasions when a negative attitude towards the Academy is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the Academy community.

Violence, threatening behaviour and abuse against Academy staff or other members of the Academy community will not be tolerated. When formulating our procedures, reference was made to the DfES document "A legal toolkit for Academies – Tackling abuse, threats and violence towards members of the school community".

Our Academy expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the Academy community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right, in extreme cases, to use appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the Academy community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable
The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the Academy community. This is not an exhaustive list but seeks to provide illustrations of such behaviour.
- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very closer to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive emails or letters to school staff or to the general school email address.
- Publishing or posting derogatory or inappropriate comments which relate to the Academy, its pupils or staff/volunteers on a social networking site.
- Circulating letters with derogatory or inappropriate comments which relate to the Academy, its pupils or staff/volunteers within the community or to others outside the Academy.
- Breaking the Academy's security procedures.

Unacceptable behaviour may result in the police being informed of the incident.

Procedures for dealing with unacceptable behaviour
When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the Academy have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The Academy reserves the right to take any necessary actions to ensure that members of the Academy community are not subjected to verbal abuse. The Academy may warn the aggressor, ban them from the Academy and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the Academy staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the Academy's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the Academy immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on Academy premises. The police will be called if necessary. The perpetrator may also be banned from the Academy premises for a period of time, which will be determined by the Academy.

Prior to a ban being imposed, the following steps will be taken:
- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the Academy premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with Academy staff.

Right to be consulted on the Academy Behaviour Policy
The governing body will consult staff, including union representatives, parents and pupils on the Academy Behaviour Policy. This will be done every time the Academy's policy is updated.

Respect for teachers' professional role as teachers and their workload
Thomas Clarkson Academy will ensure that teachers' roles in discipline matters is consistent with their statutory and contractual terms and conditions of employment, including the School Teachers' Pay and Conditions Document. Teachers' professionalism depends upon being valued and respected. It means that pupils should be ready to learn and that the Academy should act to address problems of low-level classroom indiscipline, and also prevent and respond to violent and abusive behaviour by pupils. Staff's professional judgement will be supported, including appropriate access to training and professional development.

Right of staff to a safe working environment

The Governing Body, as employer, is required to take reasonable steps to ensure, in so far as practicable, a safe working environment exists for staff. Reasonable steps will be taken to prevent and tackle any bullying or harassment of staff, whether this occurs on or off the Academy premises or during term times. The Academy will act to prevent the misuse by pupils of the internet, mobile phones or other technology to ridicule or attack staff. Academy management will access the DfE guidance on tackling cyberbullying of teachers. Any person causing a nuisance or disturbance on Academy premises may be removed and prosecuted. The Governing Body has legal powers to prohibit access to the Academy premises. Where a person threatens or assaults a member of staff, this will be reported to the police.

Support from other Academies

Thomas Clarkson Academy will support and contribute to Behaviour and Attendance Partnerships to help share resources and expertise in managing the most challenging pupils, including arranging managed moves and referrals to alternative provision as appropriate.

Support from the police

Thomas Clarkson Academy has a nominated police contact regularly visiting the Academy under the Safer School Partnership (SSP). The SSP will also facilitate support from other agencies such as youth offending teams and probation services. Thomas Clarkson Academy will seek help from the police, for example, with the screening or searching of pupils, tackling gang culture and other crime issues, and truancy sweeps.

Roles and Responsibilities

The Governors have responsibility for:
- Ensuring that this policy is in place, monitored continually and reviewed regularly via the Governors' Subcommittee for Standards, Curriculum and Pupil Welfare.
- Ensuring that any complaint arising from the operation of this policy is dealt with according to the Academy's Complaints Policy.
- Encouraging, supporting and acclaiming good practice.
- Convening a panel to consider an exclusion where it is requested by a parent of a pupil who has been excluded for a fixed term and in line with their statutory responsibilities, for a pupil who has been permanently excluded, in line with the latest DfE Guidance.

The Principal is responsible for:
- Promoting high standards of behaviour within the Academy.
- The day-to-day operation of this policy.
- Providing training for those with responsibility for discharging this policy.
- Ensuring staff, pupils and parents are aware of this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.
- Monitoring the implementation of this policy and reporting to governors periodically on its effectiveness.
- Encouraging, supporting and acclaiming good practice.

The Senior Leadership Team are responsible for:
- Seeking every opportunity to celebrate and promote a positive learning ethos.
- Monitoring behaviour across the Academy and through line managers' meetings to identify areas of concern and initiate appropriate action.
- Community Leaders and Subject Leaders with pupils who have serious behavioural issues.
- Making regular contributions to reward assemblies.
- Ensuring appropriate training and support is available to equip staff with the skills necessary to deal effectively with pupil behaviour.

Community Leaders are responsible for:
- Promoting the positive behaviour for learning for pupils in their year group and co-ordinating the rewards and sanctions process within it;
- Liaising with parents, the Associate Vice Principal PDBW, Learning Support and Inclusion, their line manager and the Principal about behavioural issues within their year group as appropriate;
- Monitoring the behaviour of the year group and reporting to their line manager and the Principal at link meetings;
- Monitoring the work of their tutors and advising the Associate Vice Principal PDBW in charge of staff continuing professional development on their training needs on behaviour issues;
- Co-ordinating tutor time, social events and assemblies.

Appendix 1

Practical steps in managing and modifying poor behaviour
Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The reminder
A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution
A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

a. Gentle approach, personal, non-threatening, side on, eye level or lower.

b. State the behaviour that was observed and which rule/expectation/routine it contravenes.

c. Tell the learner what the consequences of their actions are. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Appendix 2
Thomas Clarkson Academy – home / school agreement

The Academy will:	The Family – We will:	The student – I will:
• Provide education. • Treat everyone with respect. • Contact parents/carers promptly with any concerns. • Return parents / carers calls within two school days. • Set homework on a regular basis and provide regular feedback on their progress. • Provide regular reports and updates and the opportunity to discuss students' progress. • Record and reward good performance and progress. • Provide extra-curricular activities after school. • Keep students in detention up until 16:15pm, if he/she falls short of the Academy's standard of behaviour and lateness. If a student is persistently late or poorly behaved your child will be given a Senior Staff detention on the day or day after for up to 2 hours. • Let you know if your child has detention. • Send students home with work if their behaviour is unacceptable and to give them time to reflect. Will speak to parents/carers and their child the following day. • Staff will ensure that students have mobile phones switched off and not in sight. If seen, mobile phones will be confiscated for the day and placed at Student Services. Repeat offenders will receive further sanctions. • Ensure KS4 (Yr10 & Yr11) have exam preparation/revision after school. Saturdays and during school holidays as required. • Ensure that a Behaviour Support Plan and/or report cards and Achievement Contract is put in place if appropriate. • Provide appropriate interventions.	• Send our child to school on time. • Ensure our child attends all classes. • Make sure that time is not taken out of school unless it is urgent or unavoidable. • Ensure that our child does homework each evening. • Sign homework diaries every week. • Encourage our child to regularly attend an extra-curricular activity. • Agree to detentions being attended until 16:15pm. If our child is late, I agree that they will receive 1 hour detention on the same day and if persistently late, a Senior Staff detention for up to 2 hours. • If our child is sent home due to poor behaviour, I will attend a meeting the following day to discuss their behaviour. • Remind our child that their mobile phone must be switched off and kept away and I will not phone/text them during the school day. (Note: The school will confiscate phones for the day if seen). • Ensure that hair colour is natural with no extreme colours/"dips" or cuts. • Ensure that our child wears full and correct uniform to and from school including black polishable shoes with minimal or no make-up on, with no false eyelashes and wear only one small set of stud earrings (gold or silver). No "stretchers" are allowed. • Ensure that our child does not wear bangles, necklaces or rings and only a plain wristwatch. • Fully support the school's need to extend the school hours as required by the curriculum timetable or catch up work. • Ensure our child attends all classes including (Yr10 & Yr11) for exam preparation/revision after school. Saturdays and during school holidays as required. • Ensure that the Behaviour Support Plan and/or report cards and Achievement Contract is fully supported and adhered to.	• Follow the Academy Behaviour Policy and Student Code of Conduct at all times. • Arrive at school on time. • Attend all my classes. • Work to the best of my ability. • Come to school with the right equipment. • Show respect and treat others as I would want to be treated. • Care for the environment in and out of school. • Keep my planner up to date. • Complete homework on time. • Attend detentions, including Senior Staff detentions, if I fail to follow the Academy rules. • Complete work if sent home following unacceptable behaviour and I will attend a meeting the following day with my parents/carers (in uniform). • Keep my mobile phone switched off and put away at all times. (Note: The school will confiscate phones for the day if seen). • Ensure that hair colour is natural with no extreme colours/"dips" or cuts. • Wear full and correct uniform to and from school with black shoes (no trainers) , minimal or no make-up on, with no false eyelashes and wear only one small set of stud earrings (gold or silver). • Not wear bangles, necklaces or rings and only a plain wristwatch. • Fully support the school's need to extend the school hours as required by the curriculum timetable or catch up work. • Attend all my classes including (Yr10 & Yr11) for exam preparation/revision after school. Saturdays and during school holidays as required. • Ensure that the Behaviour Support Plan and/or report cards and Achievement Contract is fully adhered to.

The Academy will reserve the right to amend the above to suit the changing circumstances of the School.

Signed by SLT :……………………………………..

Name (printed) :…………………………………….

Date: ………………………………………………

Signed by parent/carer :………………………………

Name (printed) :………………………………………

Date: ………………………………………………….

Signed by student :………………………………………

Name (printed) :……………………………………….

Date: ……………………………………………………

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                    PERMANENT EXCLUSION


        ALTERNATIVE                   MANAGED MOVE
         PROVISON


                    FIXED TERMED EXCLUSIONS
                          5 DAYS
                          3 DAYS
                          2 DAYS


                        ISOLATION


                        DETENTIONS
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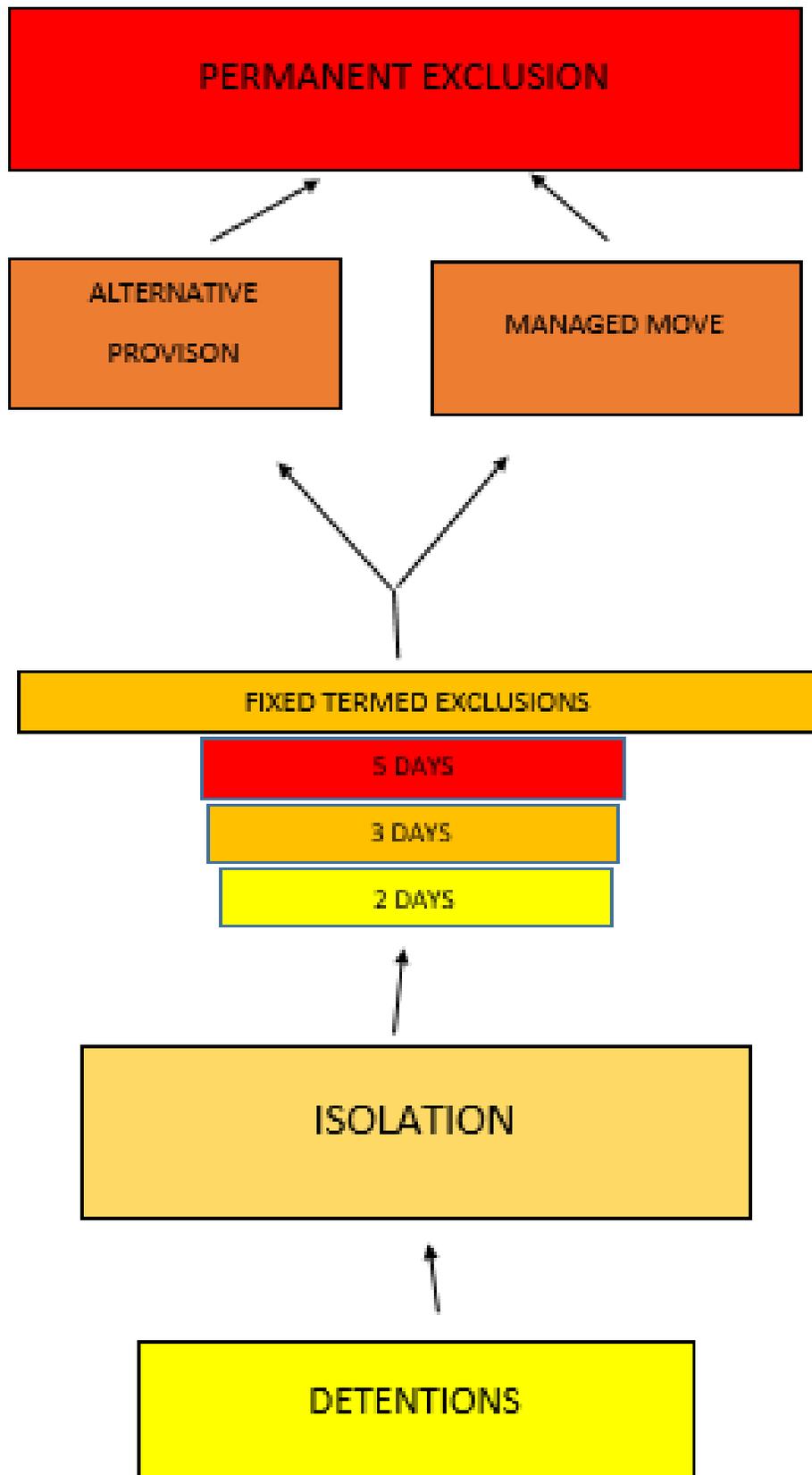
Appendix 4
Behaviour ladder

	Duration	Trigger	Interventions / support	Success criteria
Stage 1	2 weeks	3 ON-CALL from lessons 1 Isolation 10 Red Cards 1st FTE	- Tutor report 1 support strategy used - Parents informed	2 targets with student (with measurable outcome)
Stage 1a	2 weeks	Standards not met in lesson x 2 (1 dept)	- Dept report 1 support strategy used - Parents informed	2 targets with student (measurable outcome)
Stage 2	4 weeks	- Failure of stage 1 / 1a targets 2nd FTE 3 isolations 20 Red Cards	- RSL report - At least 2 support strategies - Review meeting with parent / carer	3 targets agreed with student / parent (with measurable outcome)
Stage 3	6 weeks	- Failure of stage 2 targets 3rd FTE 6 isolations 30 Red Cards	- Student Services report - At least 2 support strategies used - Review meeting with parent / carer	3 targets agreed with student / parent (with measurable outcome)
Stage 4	3 weeks	- Failure of stage 3 3+ FTEs 10 isolations 40 Red Cards	- Vice Principal report - At least 2 support strategies used - Review meeting with parent / carer	3 targets agreed with student/parent (with measurable outcome)
Stage 5	6 -10 weeks	- Failure of Stage 4 3+ FTEs 10+ isolations 50+ Red Cards	- Behaviour Support Plan (BSP) - At least 2 support strategies used - Review meetings with parent / carer	3+ targets agreed with student / parents (with measurable outcome)

STAGE 6 – ALTERNATIVE PROVISION / MANAGED MOVE *
STAGE 7 – PERMANENT EXCLUSION**

- *** Please note that Alternative provision / manage move may be considered immediately for a serious incident and may also form part of a stage strategy**
- **** Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is invested on an individual basis. The Head teacher will make the final decision regarding permanent exclusion.**