



Behaviour for Learning policy

Date adopted: *January 2016*

Next review date: *January 2019*

Policy Version Control

Policy prepared by	Jemma Harding
Date ratified by LGB	28 January 2016

Signed.....Chair of Governors Date.....

1 Policy Statement and Principles

1.1 Policy aims and Principles

Cowes Enterprise College is committed to the creation of an inclusive learning community, where all stakeholders are respected and feel safe and secure. We wish that all students feel valued and are empowered to be active, independent learners who achieve beyond their expectations and are also comfortable to voice their views constructively. In order for effective teaching and learning to take place, good standards of behaviour and self-discipline are essential throughout the Academy. Our Academy is dedicated to providing a safe environment free from disruption, bullying and any form of abuse or harassment.

This policy outlines what we expect from all our students in terms of their behaviour and also explains the rewards and sanctions used to reinforce those expectations. Our focus in all that we do is to enable the very highest levels of personal development and achievement for all our students, so that they are fully prepared to make an active and constructive contribution to their local, national and international community. So as students grow through the academy, a greater responsibility will be placed on them to manage their own behavior and for them to adopt our values of:

Honesty
Empowerment
Awareness
Responsibility
Trust

1.2 Complaints

All complaints are dealt with under the **Academy Complaints Policy**.

1.3 Monitoring and review

This policy will be reviewed in January 2019 or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Vice principal in the first instance for her to determine whether a review of the policy is required in advance of the review date.

This Policy is supported and enhanced by the following policies:

- The Child Protection and Safeguarding Policy
- The Anti-Bullying Policy
- The E-Safety Policy
- The Equal Opportunities Policy
- The Exclusions Policy

- The Attendance Policy

2 Rights and Responsibilities

2.1 Code of Conduct

The Academy has a code of conduct for students and separate expectations for staff. The student code of conduct is:

As a student, it is my responsibility:

- *To maximise my learning by attending regularly and arriving on time*
- *To be fully equipped and ready for learning*
- *To be familiar with and follow all rules of the Academy first time*
- *To respect all members of our community, be polite, cooperative and considerate*
- *To work hard, give 100% effort every day and be prepared to step out of my comfort zone*
- *To promote my own personal development*
- *To behave safely and protect the safety of others in the Academy*
- *Treat all members of the Academy equally, without prejudice or discrimination*
- *To respect the learning environment and contribute to the wider life of the Academy*

The staff code of conduct is detailed in a separate staff handbook.

3 Roles and Support

Every member of the Academy has a role to play in ensuring a high quality education can be provided for all.

3.1 All Staff

Staff are required to:

- Model acceptable behaviour at all times.
- Reward achievements – following the Academy rewards system and celebration assemblies to regularly recognise and reward individuals and group achievements in behaviour, attendance, effort and attainment.
- Support positive behaviour – through a range of behaviour management strategies to insist on the highest of standards of behaviour and discipline every day.
- Identify underlying causes – understanding that poor behaviour can be a result of a number of factors and staff are expected to be proactive in working to identify and if possible, work to rectify or refer any identified issues
- Establish positive habits – ensuring the highest of standards of behaviour and attendance
- Providing additional support – in terms of interventions, extending learning, liaising with multi-agency teams so that no child is left behind in their learning.

All staff members are expected to make it clear to students that they do not approve of any of the behaviours listed in Section 4 whether they occur in or out of the classroom. We would always expect teachers to challenge students that they teach. In other circumstances, whilst making it clear that these behaviours are not approved of, staff may use appropriate professional judgement in

deciding whether to directly challenge students or immediately informing another appropriate member of staff.

3.2 Students

The Academy expects all of its students to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff are never acceptable and will always be dealt with seriously.

Students are ambassadors of our Academy even when off Academy premises, and we expect them to act accordingly. Academy rules and expectations apply in all of the following circumstances:

- When on the way to and from the Academy
- At all times whilst on the Academy premises (even if outside of normal hours)
- When participating in any activity organized by the Academy, wherever and whenever this takes place.

They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programs or parenting contracts.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The Academy asks that students carefully read and then sign the **home-Academy agreement (Appendix A)** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Support for Students

The Academy recognises that some students require extra support to manage their behaviour so that they can manage themselves appropriately and safely to avoid escalation of problems and possible exclusion. The Academy provides in addition to regular teaching and positive behaviour, rewards and sanctions, structures to ensure students at risk and needing extra support.

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour. This policy will be made readily available to parents via the Academy website and during open evenings and induction meetings. This policy invites parents to comment in order to feed into review and monitoring procedures. We ask that parents sign the **home-Academy agreement (appendix A)** at the start of each year to indicate that they will respect and support the Academy's behaviour policy and the authority of Academy staff.

We expect parents to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that where possible, parents are prepared to attend meetings at the Academy with staff or the Principal to discuss their child's behaviour and to adhere to any parenting and/or behaviour contracts put in place. If parents have a disability or incapacity that makes visiting the Academy difficult or impossible, we would hope to be able to meet with parents at their home or in another suitable venue.

The Academy will aim to ensure that parents are able to regularly access current information about their child's behavior, through on-line systems as well as through regular reporting.

Parents will always be contacted as soon as there is any concern so that they are involved immediately.

When a child is absent and the Academy has not been notified, Academy attendance staff will call parents to inform them of the absence.

Where necessary, staff from the year teams, multiagency teams and support staff will work to support parents.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the Academy and, if invited, to attend a reintegration interview at the Academy with their child.¹

Student Leadership of Positive behaviour

Students are regularly encouraged to have a positive impact on the behaviour of others. Student leaders are encouraged to model good behavior and to work in support of others.

3.4 The Inclusion Team

The Inclusion Team is a group of staff with specific responsibility to support students whose behavior is placing their own or other students' learning at risk. They identify students at risk and decide the most appropriate course of action for support. This may involve referral to an external agency. Team members provide mentoring and tailored programs for individuals who have difficulties with behavior, such as anger management.

Staff work to advise on appropriate alternative educational arrangements while liaising with parents and other agencies. The team act on information and referrals from other staff through Progress Leads and will act as 'gatekeepers' to monitor all referrals being made.

The team work with staff regularly to advise on areas of tricky behaviour or provide advice when behaviour difficulties are due to diagnosed conditions of family circumstances.

Outside Agencies

The Academy has a duty of care to ensure the safety and wellbeing of all its students and acts as a part of a wider community of support. Some students will benefit from referral to another agency for:

- Alternative educational provision as part of a clear plan. For set periods of time to our Inclusion Centre for offsite provision.
- Assessment leading to a planned programme of support from additional agencies.
- The Academy is part of the Isle of Wight Behaviour Partnership Agreement and may seek support from the team as an option for alternative educational provision in extreme cases.

Please refer to **Appendix B** which details the other roles of key academy staff in promoting and maintaining behaviour.

¹ Please see the Academy exclusion policy for details.

4 Academy behaviour

High standards of behaviour are expected at all times from all at the academy. This includes when travelling to and from the Academy or when wearing the Academy uniform.

4.1 There are certain behaviours that the academy will always regard as extremely serious. These include (but are not limited to):

- Use/supply/possession of Illegal Substances
- Use/supply/possession of Alcohol and drugs
- Smoking
- Carrying cigarettes, matches, and lighters
- Chewing gum
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones in lessons unless under explicit direction and permission from the class teacher
- Racism
- Physical assault
- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse / attack on staff
- Physical abuse / attack on students
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour
- Truancy – which includes students who truant onsite from lessons
- Refusal to cooperate with reasonable requests from members of staff
- Setting off the fire alarm

Weapons and Dangerous Items

Students are not allowed to bring guns, knives, laser pens, other weapons and dangerous items into the Academy. Any illegal substances or items or articles that cannot be purchased by a student of their age must also not be brought onto the Academy site. Where students break this rule, it will be dealt with extremely seriously and is likely to involve at least a fixed-term exclusion.

The Police will normally be informed in all cases where a dangerous weapon is brought onto the school site.

Aggression, Intimidation and Violence

This is never allowed at the Academy and is dealt with seriously. An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary the perpetrator(s) will be sanctioned and counselled. Serious incidents of the

above may result in permanent exclusion from the Academy in order to protect the safety and wellbeing of other students. Incidents involving any physical harm to another student will normally lead to a period of exclusion.

4.2 Drugs

The Academy does not allow smoking or recreational drug use of any sort on Academy property or during off-site Academy activities. The use of alcohol by students is never allowed, but may be made available appropriately at adult events in the Academy. Legal 'highs', solvents, e-cigarettes and other substances are all treated in the same way. Possession or use is likely to result in a period of exclusion, but supply of illegal or dangerous substances to other students may result in a permanent exclusion.²

Prescription drugs

Prescription drugs may be used by students if required by their doctor or medical condition. Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Medication

We are aware that it may be necessary for some students to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. The Academy may request medical evidence prior to administering any medication.³

Police Involvement

We aim to work closely with our colleagues from the Police. However, the decision to involve the Police in any incident should not be taken without reference to the Principal, Head of School or Vice Principal.

There are times when unacceptable behaviours will result in possible exclusion from the Academy on a fixed-term or permanent basis. For more information on exclusions, see our Academy **Exclusion policy**.

4.3 School Transport

If a student behaves in unacceptable ways on home to school transport, the Academy will discuss with parents and the transport provider whether their conduct places other users of the transport at risk. In serious cases, the right to use the transport may be withdrawn.

4.4 Attendance

Regular attendance at the Academy is required by law. Strategies for promoting good attendance are included in the attendance policy.⁴

² Please see the Academy policy on Drugs, Alcohol and Tobacco.

³ Please see the Academy policy on Supporting Students with Medical Conditions.

⁴ Please see the Academy Attendance policy.

4.5 Uniform and appearance

Academy uniform should be worn by all students in year 7 through to year 11. Sixth Form students are required to attend in smart Business Dress.

Make-up must not be overly visible and nail varnish is not permitted for students. Hair should be of natural colour with no extreme style.⁵

4.6 Bullying

The Academy will do all it can to reduce bullying to the absolute minimum and will take whatever measures necessary to do this. Further details are in the Academy anti-bullying policy.⁶

5 Rewards policy

The Academy will promote and support good behavior by recognizing it through a rewards system. This will aim to recognize students who consistently behave as they should.

The rewards system includes:

- Verbal Praise
- Written feedback on work
- Achievement points
- Praise Postcards, sent to parents
- Telephone call/text/emails home
- Certificates
- Publicise in assembly
- Celebration assemblies and evenings
- Reward Trips
- Recognition by the Senior team, Principal and Governors

It is detailed in Appendix C.

6. Sanctions

The Academy will use an appropriate range of sanctions to promote good behavior and encourage students to reflect on their conduct. The sanctions used include:

- Warnings
- Reprimands
- Confiscation
- Change in seating in a classroom (teachers always decide where students should sit)
- Contacting parents by phone, email, text or via a note in the student's planner

⁵ The detailed list of Academy uniform is published on the Academy website and included in Student Planners.

⁶ Please see the Academy Anti-Bullying Policy

- Detention – either during break or lunchtime or after school (parents will be given 24 hours notice of after school detentions longer than 10 minutes)
- Removal from lesson to another classroom
- Internal isolation for part or all of a day
- Fixed-term exclusion
- Permanent exclusion

A full list is contained in Appendix C.

In cases where a student's behaviour is causing significant issues for other members of the Academy community, arrangements may be made for temporary part-time schooling, twilight attendance or referral to an alternative provision.

7. Safety

The Academy is dedicated to the safety and well-being of its community and has certain procedures that must be carried out to keep student safe.⁷

7.1 Searching and Confiscation

Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. Items that are dangerous, illegal or against Academy rules may be confiscated. In some cases, the items will only be returned to parents.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Principals and / or members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm

Staff can also seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes or drugs confiscated in Academy will be destroyed or passed to the police.

Following searching and confiscation of items the Academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the Academy.

⁷ Please see the Academy Child Protection and Safeguarding Policy.

7.2 Use of Force

There are certain exceptional circumstances where staff may need to use physical restraint on a student. Only staff specifically authorised by the Principal may use force as authorized in law, outlined in government guidance⁸ and in the Staff Handbook⁹. These circumstances might include:

- Preventing a student injuring himself or another student
- Preventing a serious breach of the law
- Removing a student from a situation where their behavior is creating a threat to the good order and discipline of the Academy.

Following significant incidents involving the use of physical restraint, the Academy will speak to the parents concerned. It is up to the Academy to decide whether it is an appropriate occasion to report the use of force to parents.

Minor contact between staff and students (such as guiding a student by the arm, or contact that might occur during movement of students around the Academy) will not be reported.

8. Other Considerations

The Academy will implement its behaviour policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

⁸ 'The Use of Reasonable Force' DFE (Reference: DFE-00295-2013)

⁹ Cowes Enterprise College Staff Handbook

APPENDIX A: The Home-Academy Agreement

Effective education is a three-way partnership between the Academy, parents and the student. This agreement sets out the ways that the Academy and parents can work together.

Cowes Enterprise College (the Academy) will do its best to:

- Provide a safe and healthy environment
- Praise and reward learner achievement and success
- Work with parents and learners to help ensure every learner achieves their full potential
- Encourage and insist on the highest standards of behaviour
- Make lessons engaging and interesting
- Report regularly to parents and learners on progress and explain what they need to do to improve
- Keep parents and learners informed about Academy activities
- Develop mutually beneficial partnerships with employers and the community
- Welcome parents as partners in the work of the Academy and treat parents and learners with respect
- Regularly seek the views of parents and learners on their experiences in the Academy and feedback on how we have acted on recommendations

Students will:

- Aim for 100% attendance and always be on time
- Wear the full Academy uniform and be aware that they represent the Academy at all times when in uniform
- Bring all the equipment needed for each day
- Not use mobile phones or MP3 players during Learning Time unless specifically directed by a member of staff
- Do all classwork and homework to a high standard and achieve their personal best
- Be proud of their achievements and work with their teachers to set targets for improvement
- Welcome any visitors to the Academy if seen around the site
- Be polite and helpful to others and be a good team member
- Keep the Academy free from litter and respect Academy property
- Take pride in being a valued member of the Ormiston family
- Respect others and their right to learn

Parents/Carers will:

- Ensure that their child attends Academy regularly, on time, properly equipped and wearing Academy uniform
- Make the Academy aware of any concerns or problems that might affect their child's work or behaviour
- Encourage their child to behave well and respect others rights to learn and their property
- Ensure their child always completes their homework
- Attend Parents' Evenings, Information Evenings and discussions about their child's progress
- Praise their child's effort, successes and achievements and take an interest in her/his life in the Academy
- Work in partnership with the Academy to promote the best interests of their child's education
- Adhere to and support the Academy's Behaviour for Learning Policy

APPENDIX B:

Staff Responsibilities

1) Classroom Teacher

Behaviour in lessons is the responsibility of the teacher taking the lesson and should be supported through Academy policies and procedures. Teachers should own the behaviour of their classes by making every effort to solve any discipline problems themselves as they arise. Situations should not be referred too quickly without following the Academy consequence ladder and making contact home. However, it is recognised that in certain extreme situations it may be necessary for staff to make a referral and all staff should not hesitate to ask for guidance and support from senior colleagues if this is required.

Below are some examples of behaviour that are monitored through the classroom teaching staff:

- Attendance and punctuality to lessons – meeting and greeting and dismissing from class
- Equipment and uniform in class
- Work issues
- Monitoring of effort and achievement
- Manners
- Litter and care for the environment
- Bad language
- Homework issues
- Other general behaviour that does not meet the high expectations of the Academy

2) Subject Leader

The Subject leader will support teachers in their subjects to deal with incidents of poor and unacceptable behaviour after all initial classroom strategies have been exhausted. If these strategies are not effective, the Director of Learning will intervene.

3) Director of Learning

The Director of Learning can be called to support following the implementation of the above. Directors are responsible for liaising with heads of year and dealing with sanctions within the faculty in addition to contributing to the support of the Academy wide detention systems. DOLs have the first responsibility to work with staff to address the following:

- Persistent low level disruption in lessons
- Lack of homework
- Punctuality
- No equipment
- Underachieving/de-motivated students
- Support for teachers in their departments who are struggling with key groups/students
- Removal of students within their faculty

Principles:

- In the event of problems with students the DOL should be consulted.
- DOLs which adopt a team approach can more effectively share the load with difficult students/classes, anticipate problems and share strategies for dealing with them.

- The DOL is responsible for discipline in lessons in their department. He/she has the authority to withdraw students from lessons into a withdrawal system and to contact parents, arrange detentions, put students on report in liaison with teachers etc. It is important for the DOL to liaise with the Progress Leaders and the Inclusion Team when doing this.
- Support for supply teachers should be clear and involve close liaison with departmental staff during the day.

Specific actions:

- Discuss/track/support behaviour incidents (each DOL will receive daily a record of on-calls from their department).
- See students who are not meeting your expectations in terms of behaviour and/or effort and commitment.
- Keep the Progress Leader informed of all incidents/actions.

4) Tutor

Tutors will monitor attendance and patterns of attendance alongside trends in achievement and behaviour points for their students.

The tutor will provide a contact for parents and maintain a regular dialogue regarding positive and unacceptable behaviour incidents.

5) Progress Leads in charge of Years

Progress Leads will take an active role in contributing to the consistent application of Academy expectations, policies and procedures while providing support for tutors and colleagues when requested. In cases where a student's behaviour is causing concern, the Progress lead will compile a behaviour plan for the individual student. Parents, staff and students will be consulted on this and informed.

6) Vice Principal

The Vice Principal should be informed of incidents and involved in investigations which may lead to exclusion or alternative educational provision strategies.

7) Principal

The Principal will be kept informed about exclusions and instances of extreme behaviour occurring at the Academy.

The Principal has the power to exclude students, alongside those he has delegated the responsibility to:

Vice Principal and Head of School.

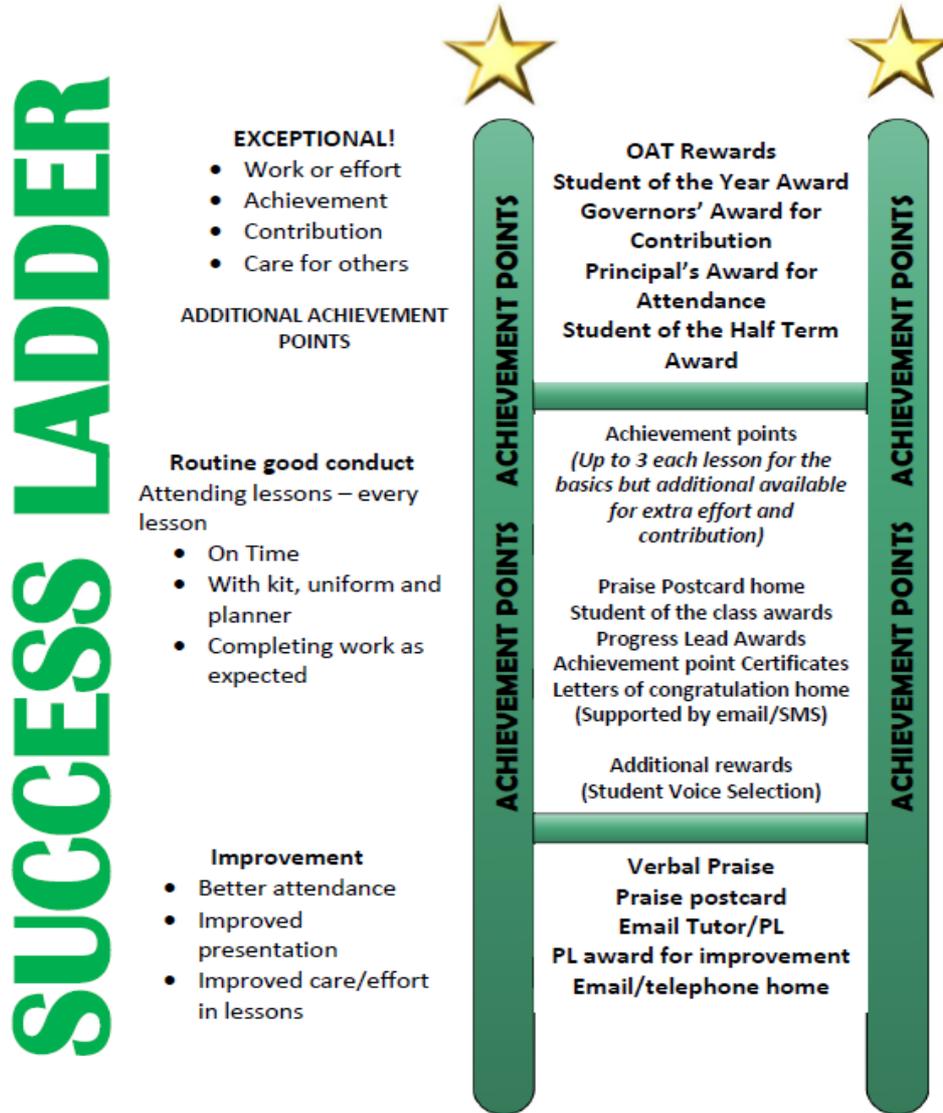
*Please see the Academy **Exclusion Policy** for further details.*

8) Governors

It is the responsibility of the Governors to monitor the effectiveness of the Behaviour for Learning Policy by receiving regular reports of its impact from the Vice Principal.

APPENDIX C: Rewards and Sanctions

The academy has a ladder of rewards and sanctions.



It is important that students understand and are therefore able to respond to our expectations of appropriate behaviour. The Academy believes in rewarding students who consistently turn up fully equipped and ready to learn and trying their best while making regular contributions to the lives of all who are part of the Academy. Praise and rewards should far outweigh sanctions.

5.1 Achievement Points

Achievement points are rewarded consistently across the Academy via an achievement point system and can be collected according to the details below.

Up to 3 Points awarded each lesson for the following:

Description of reward	Point value
Arriving to lesson ON TIME	1
With KIT and in CORRECT UNIFORM	1
TRYING HARD	1

- These Achievement points are added at the end of **each lesson** via SIMs registers by class teachers – via the ‘right click function. These at the latest must be added by 4pm of each working day.
- Further bonus achievement points can be added via the achievement tab for extra things – effort, contribution to Academy life, care for others, attendance – any member of staff can add these via individual student profiles on SIMs.
- Parents are also able to view the accreditation of achievement points via the Academy’s Learning Gateway APP and can request a login and password from the main reception to access this function. The APP will also give you updated attendance information.
- We operate an internal system where negative behaviour points counteract positive achievement points in order to promote the value of positive behaviour and reward.
- Progress Heads of Year monitor points weekly in order to continuously celebrate success.

The real value of points

- Each week, the Year teams will publish their ‘Stars of the Week’ in terms of the two students in their year group with the most achievement points.
- Students with high levels of achievement points are rewarded. Below are some of the examples:
 - A ‘Golden Ticket’ which entitles them to be in the VIP lunch queue for that week.
 - An invitation to a break time ‘Cream of the Crop - Tiffin at the Top’ with the Principal.
 - Certificates and badges—awarded for hitting the following milestones. The award of a certificate or badge of honour to wear is in recognition of their achievements.
 - Bronze – 300 - Tutor
 - Silver – 500 – Progress Head of Year
 - Gold – 1,000 – Principal
 - Celebration Assemblies –Year group and Crew Assemblies
 - Whole Academy awards
 - The Crew Cup award for the most achievement points in each crew

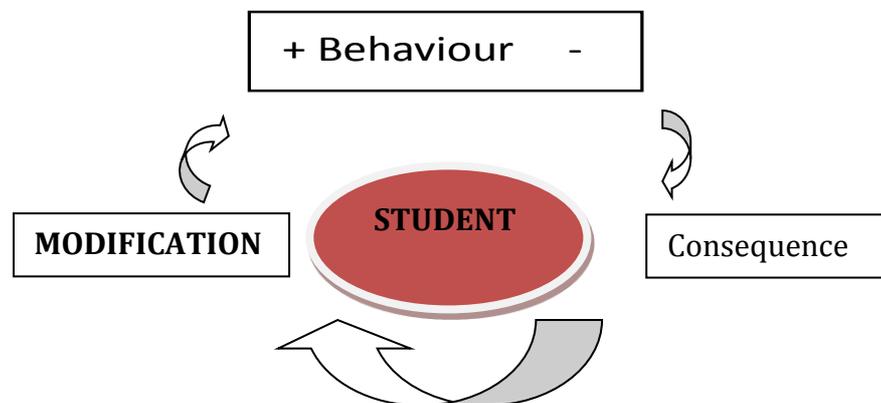
- Celebration Evenings – Throughout the year there are special Key Stage ‘Celebration Evenings’. These are a further opportunity to praise noteworthy performances through the year. This will include awards from the Principal and Governors.
- Invitation to the annual Rewards Trip- Every year we will run a rewards trip which will be invitation only related to achievement point/behaviour point totals. This will take place in October and be on the main Academy calendar. Parents will be notified of cost implications ahead of time.
- Governor’s Award. This will be rewarded via Celebration events throughout the year to recognise dedication, effort and achievement.
- OAT Awards - Top achieving students are nominated annually to receive a special Ormiston Academy award.
- End of Year Awards- These are awarded based on the totals of achievement points via end of year assemblies.

The type of awards is decided by the Student body.

Sanctions for inappropriate Behaviour

In order to address any behaviour that will prevent a student making the required progress, the Academy operates a Consequences Ladder. This categorises behaviour types so there is clarity for all concerned.

When responding to inappropriate behaviour the Academy follows a BCM model of response in the aim of ultimately modifying a student’s poor behaviour choices so they can learn and achieve. A key principle relies on the model of restorative justice between all concerned.



For the purpose of bringing about improved behaviour, the Governors have approved the following sanctions:

- Behaviour points (which deduct from achievement points) *In the event that a student receives 20 behaviour points in one half term or has been exited from a lesson during a half term period, the Academy reserves the right to refuse them participation on external Academy events for which Academy off site trips are included.*
- Reports – Tutor, Year Head, Senior Team
- Communication, letters and meetings with parents
- Detentions – break, lunchtime and after school
- Senior On call

- Good Neighbouring
- Reflection sessions – after school
- Isolation – internal
- Referrals to Capstan House – on site inclusion centre

BEING ON THIS LADDER damages your chances of SUCCESS

CONSEQUENCES LADDER

SERIOUS refusal to cooperate or serious breach of safety/respect rules

- Refusing to be 'good neighboured'
- Aggression/offensive language
- Smoking/physical

PERSISTENT Serious Distraction

- Affecting the work of others
- Rudeness or refusal to cooperate with classroom consequence
- Failure to attend Detention

PERSISTENT Minor Shortcomings

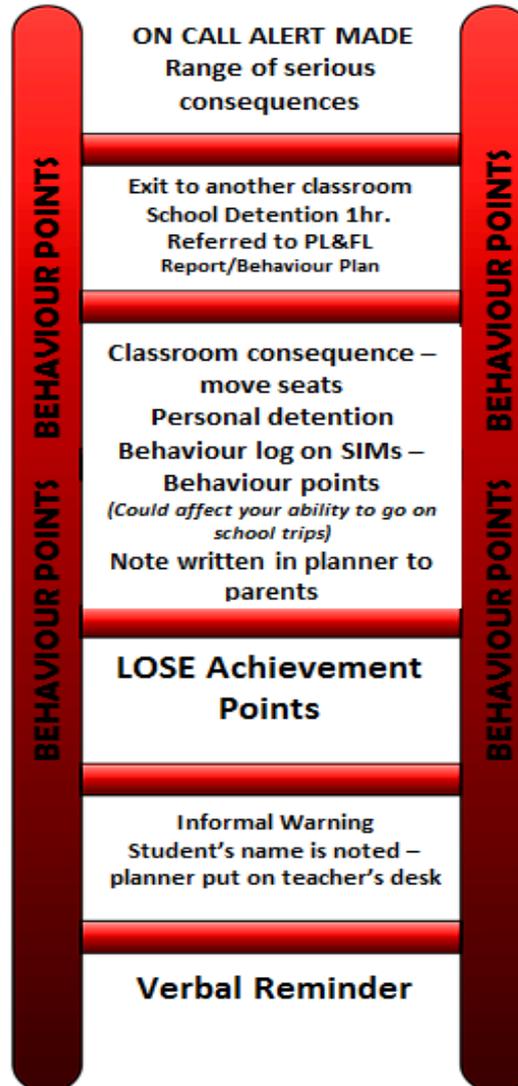
- Behaviour repeated after informal warnings
- More serious distraction
- Rudeness
- Failure to complete Homework

Minor Shortcomings with an impact on Learning

- Uniform missing/incorrect
- Forgotten Planner/book/kit
- Reluctance to engage in learning
- Homework not completed

Off-task behaviour
Minor distracting behaviour

Minor Off-task behaviour
Uniform needs correction



For serious and/or persistent negative behaviours, sanctions can include:

- Disciplinary Panel
- Fixed Term Exclusion
- Permanent Exclusion

Poor behaviour choices may at times lead to an exclusion from the Academy. The decision to exclude is never taken lightly and takes into consideration a variety of factors. Please refer to the Academy's **Exclusion Policy** for guidance.

The Academy will review the support available to individual students who may be at risk of exclusion, including:

- Academic and/or Behavioural mentoring
- Family engagement
- PSPs – Personal Support Plans
- Academy reports
- Input from external agencies
- Referral to the onsite Inclusion Centre for a fixed period of time
- Work with the IOW Behaviour Partnership

Isolation

Students may be placed in the Academy isolation suite to work for a fixed period either following an incident in order to reflect and modify behaviour or following an exclusion. Students are always given clear explanations by Progress Mentors as to the reason for them being placed in isolation and parents are notified with a reason by telephone.

The Isolation suite is a resource base which is used to internally exclude students who have breached the Behaviour for learning policy. Students placed in the suite are expected to follow strict rules and regulations and complete work. Please see **Appendix C** for the rules and expectations of the Isolation suite. Staff set work from their normal lessons for students placed in isolation and send through the Academy Isolation email address by 8.15am each morning.

The Inclusion team uses a variety of strategies in order to try to remove barriers to learning and that students don't continue to breach Academy expectations.

These strategies include:

- The use of restorative justice techniques
- Mentoring
- Mediation
- Self-management techniques
- Periods on behaviour reports
- Behaviour plans
- Referrals to other agencies
- Direct placement in our Inclusion Centre

If a student's behaviour is unacceptable in the Isolation suite, they will either repeat the day or an external exclusion may follow. Home will be contacted, advised of the situation and if necessary students will be collected immediately pending further action according to the behaviour policy.

Whilst in isolation, students are supervised for break and lunch times. Students who have access to a free lunch or those who purchase lunch from school will be accompanied to collect it and return to a supervised lunch time. Students have their lunch separately from the rest of the Academy.

Protocols for staff following notification of a student placed in isolation are available on the Academy network.

Senior ON CALL- For serious behaviours only.

On-call is in place to ensure students are not prevented from learning by others. It is to be used after initial teacher and department sanctions that have been tried first from the Academy Consequence ladder and where Good Neighbouring to another environment has been unsuccessful. The reasons for on-call referrals:

- Racist or homophobic incidents
- Bullying of another student
- Swearing at a teacher/threatening behaviour towards a teacher
- Fighting
- Major disruption – teacher unable to continue teaching due to disruption from student.

On call sanctions:

- Following an on call, parents are notified and students required remaining behind afterschool for a Reflection session which will include restorative justice practices with the purpose of bringing about a change in behaviour.

Good Neighbouring

- The Academy operates a good neighbour policy (an identified member of staff who can offer support to another classroom teacher). This is the stage prior to a senior staff call out 'On Call'. Students who have been good neighboured should receive a personal detention from the class teacher who has exited the student and the incident must be swiftly recorded on SIMs.

Reflection

Students who are 'on called' from a lesson for serious behaviours are put into an hour Reflection session afterschool that day 3-4pm. All Academy staff supervise this on a rota with one duty per half term out of their directed time allocation.

The first half of the session is spent reflecting on their behaviour and completing some modification work to address behavioural issues. They will also be involved in an R&R (Restoration and Reparation) meeting facilitated by the Progress Mentor and the member of staff who made the On Call with the aim of repairing the relationship following the unacceptable behaviour. The second half is spent working on academic subjects/key skills. Parents will be notified of this sanction by the Academy admin team when the phone call is made regarding an on call incident.

Students who live outside the local area will be provided with an out of hours bus pass to make their way home. Students who refuse this will be put into alternative supervision arrangements the following day to ensure the appropriate work has been done to address the unacceptable behaviour and the R&R meeting will take place that morning between 8-8.30am. Parents are of course welcome to attend these meetings should they wish to and should notify the reception team member during the on call phone call if this is the case.

Progress Mentors will record the R&R meetings on a student's electronic record under 'Restorative Justice'.

Welfare Panel

The Student Welfare Panel is made up of members of staff from the leadership, pastoral and Inclusion teams. Student Welfare meetings take place every day after college to discuss student issues and positives for that day and to decide on what consequences or outcomes are to be put in place for that student. Minutes of this meeting are then sent out which will notify staff of any extra positive actions but also any consequences for any negative behaviours that have presented. This will also allow staff the opportunity to set appropriate work for that student should the consequence be isolation and pass onto the relevant staff to ensure that this work is completed whilst student is either fixed term excluded or internally excluded.

Investigations Regarding Breaches of the Behaviour for Learning Policy

Before any decision on an appropriate consequence is reached a thorough investigation should take place. Investigations will be conducted by the pastoral team under the guidance of the Assistant Principal responsible or any other SLT member. All those involved in the incident should write a statement and teachers should complete a behaviour log in SIMS. Statements should also be gathered from witnesses where appropriate.

All statements and evidence regarding breaches of the Behaviour for Learning Policy must be collated by a member of the investigating team, with recommended action and background information by the end of the day wherever possible (or, if the incident occurs at the end of the Academy day by the end of the following day). Documentation should then be passed to the Progress Mentors / SLT member for consideration and recommended consequence.

Pastoral Support Programmes

Students who are excluded as a result of poor behaviour will be placed on a Pastoral Support Programme. This will be drawn up in partnership with parents and the student at a Re-admission Interview. Re-admission interviews will be conducted by the Assistant Principal or a member of the SLT. A member of the inclusion team may also be present at the Re-admission Interview.

ISOLATION

The expectations

- When in isolation, you will have a discussion as to why you are there and what behaviour has led to this consequence. You have the opportunity to talk through how and why your behaviour can be different in the future.

THE RULES:

- **Mobile Phones/Tablets/Other Devices** – are to be turned off in bags.
- **No Talking** – There is no conversation with other students who are in isolation. Do not join in or interrupt conversations between other students and staff.
- **No Swearing** – bad language is not tolerated. It is unacceptable for other students and staff to have to hear it.
- **Follow instructions first time** – Follow instructions from the Isolation staff. If you are really not sure always ask for help.
- **Respect each other** – We want everyone to do well. Do not make negative or unpleasant comments about others.
- **Be Safe** – It is not acceptable to hurt someone else, on purpose or by accident.
- **Respect your space** – Look after BSU equipment and keep your workspace tidy. *Your workspace will be inspected before and after you have used it.*
- **Academy uniform** – Academy rules apply alongside the expectation that you have **your own equipment.**

I understand and agree to meet the expectations outlined above. I understand that failure to abide by any of the above may lead to a further consequence.

Name: _____
Signature: _____
Date: _____
Witnessed by: _____