



STUDENT REWARDS AND BEHAVIOUR POLICY

Spring Term 2015

Version 3

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework:

DfE guidance, 'Behaviour and Discipline in academies' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for poor behaviour which occurs in academy and, in certain circumstances, outside of College.
- The power to discipline also applies to all paid staff (unless the Head of academy says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained academies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent academy Standards) (England) Regulations 2010. 'They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Aims:

St Michael's Catholic Academy is a Catholic learning community.

As a Catholic community, we should all endeavour to adhere to the following core Catholic Values of the Academy by demonstrating respect, tolerance, forgiveness and justice in all our relationships with students, parents and staff. As staff, we should endeavour to model excellent behaviour and attitudes in order to ensure a safe, calm and caring environment where everyone is recognised as being made in the image of God and can thrive.

The Core Values of the Academy are:

PROMOTING Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

ACHIEVING Quality in Teaching and Learning

We believe everyone should gain dignity and self worth through quality teaching and learning which allow all in our academy community to excel.

SHOWING Respect for Every Person

We believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person.

CREATING Community

We believe our academy is a faith community where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for those most in need.

BEING Just and Responsible

We seek to act justly, fairly and responsibly in all our relationships to ensure 'The Common Good' is upheld.

As a learning community, we recognise that our aim is to ensure that our focus is on serving our students to the best of our ability so that they can excel in learning in accordance with their own ability. By treating others as Christ would treat them, and by ensuring that learning is at the centre of all our work, we can strive to reach our overarching ambition which is to ensure that each individual can reach their full potential, play a vital part in our community and fulfil their role in the wider world. Our desire should be that each individual gains self worth and value because they belong to a community who cares about their needs.

Core Principles:

- Students have a right to attend academy in safety and to learn without disruption.
- Teachers have a right to work in an environment that empowers them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable and are the responsibility of all staff.
- Staff and students should be courteous and respectful to each other at all

times.

- ❑ Achievement and endeavour should be recognised and rewarded - these are effective methods of motivating students to strive to be the best they can be, both in terms of behaviour and academia.
- ❑ High expectations of behaviour must be set and met. If high standards are not achieved, it is the responsibility of all staff to deal with problems that arise quickly and effectively - expectations should be met in the classroom or referrals made to CLs/PLMs/SLT.
- ❑ Expectations and standards must be consistently maintained by all members of staff. Codes of conduct and behaviour policies must be applied justly. All staff to ensure that students are aware of the rules and aware of interventions that will be implemented if students do not meet expectations.
- ❑ Parental engagement is crucial and the support of parents is essential for the maintenance of excellent behaviour and standards.
- ❑ Students experiencing difficulties should be supported in developing the necessary skills to succeed at academy. Restorative justice is the principle underpinning interactions with students who have behavioural issues and students will be encouraged to reflect on their actions with support from the Emmaus Centre.
- ❑ Our aim in dealing with challenging behaviour should be to avoid either provoking confrontations or placing students into scenarios which make further poor behaviour inevitable. This does not mean that teachers should tolerate misbehaviour but it is essential to deal with incidents calmly and in a constructive manner to avoid the escalation of the problem and ensure as little interruption to the learning as possible.

Teachers should:

- ❑ Be at the classroom door to greet students as they enter.
- ❑ Check uniform on entry to the classroom.
- ❑ Require students to stand behind desks until invited to sit down.
- ❑ Register the class.
- ❑ Unless there are exceptional circumstances, students should not be allowed to leave the room to go to the toilet/see another member of staff/etc unless the student has the relevant pass. If a student complains of feeling unwell, as far as possible, the student should remain in the lesson until an appropriate time to speak to their PLM (break/lunchtime)
- ❑ Either record achievements and behaviour on SIMS or note achievements and behaviour to be recorded on SIMS at the end of the academy day.

Expected Behaviour:

It is up to ALL staff to ensure that standards are maintained consistently. When standards are not met, it is the responsibility of the teacher to deal with incidents that occur. This is not intended to be an exhaustive list.

- RESPECT is at the heart of all that we do at St Michael's - therefore, students will treat other people, their work, their equipment and the academy environment with respect. The behaviours we expect are fundamental to effective relationships and create a positive and effective learning environment. (See appendix 1 for Golden Rules).
- Students will wear uniform appropriately and smartly. They will also not wear non-uniform items of clothing or jewellery - one pair of simple gold or silver stud earrings are permitted. No other piercings are allowed.
- Students will be allowed to wear a discreet amount of make-up. Students will be asked to remove excessive amounts of make-up. False nails and coloured nail varnish are not permitted. Students may wear clear nail varnish.
- Students will arrive to lessons on time.
- Students will enter the room quietly upon request.
- Students will stand when another adult enters the room and will greet them politely.
- Students will come to lessons prepared and equipped for the lesson with planner, pen, pencil, etc and any additional equipment required for that subject. Students are expected to work hard in lessons to make as much progress as they can in order to reach their targets and fulfil their true potential.
- Students will not leave lessons unless under exceptional circumstances and only if they have a note or a pass. Staff will be issued with an up to date list of students with medical passes and time-out cards for reference.

Expected behaviour at break and lunchtime:

- Every member of our community, staff and students alike, have the right to be safe and happy at academy. Therefore, students will conduct themselves in an orderly and sensible manner at all times.
- Students should treat all areas of the academy with respect and take pride in them.
- Food should be eaten in the dining hall and not outside.
- If a student is found to have wilfully damaged a piece of equipment within the academy, it may be deemed an appropriate sanction to ask he/she to make a financial contribution to the repair of the relevant item.
- All members of staff are expected to challenge unacceptable behaviour. If a member of staff observes a student behaving in a poor or disrespectful manner at social times, they must first challenge the student and then refer the matter

to the Leader of that particular Duty Team. A suitable sanction will then be imposed.

The role of the form tutor

Form tutors are arguably the most important people in the academy life of students and are vitally important in monitoring student behaviour and celebrating student success. In this role, they should strive to develop positive and pastoral relationships with students in order to ensure that the needs of the whole child are met. Their role includes:

- Registering students correctly on SIMS during AM registration.
- Promoting and exemplifying the Catholic ethos of the academy through their behaviour and the use of morning prayer in registration,
- Attending assemblies with their class
- Checking uniform and appearance, including make-up and nail varnish.
- Checking students have the correct equipment.
- Communicate regularly and effectively with their PLM and with SLT.
- Record issues/concerns on SIMS
- Record achievement on SIMS
- Monitor SIMS for behaviour issues.
- Set detentions as necessary. (See appendix for exemplar behaviours which would result in a detention)
- Contact parents in a timely manner to discuss any concerns that arise in the academy, preferably on the day that the issue arises. Form tutors can consult with their PLM to discuss home/academy contact if they feel it is necessary.
- Ensure persistent concerns or more serious concerns are referred to PLMs
- Maintain high expectation with students by discussing progress, behaviour and achievement with individual students on a regular basis.
- Monitor, check and sign planners.

The role of the PLM

PLMs are responsible for the day to day management of their individual year group and play an important role in promoting the values that we hold as a Catholic academy.

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour and the use of prayers in assemblies.
- Monitoring of prayer in tutor time
- Delivering celebration assemblies and assemblies that have our Catholic ethos at their heart.
- Manage their team of tutors to ensure high expectations are set and met.
- Communicate regularly and effectively with their tutor team and with SLT.
- Deal with issues that are referred to them by their tutor team in a timely

manner, preferably on the day of the referral.

- Contact parents in a timely manner to discuss any concerns that arise in academy, preferably on the day that the issue arises.
- Record achievement and behaviour issues on SIMS
- Monitor SIMS for behaviour issues.
- Maintain high expectation with students by discussing progress, behaviour and achievement with individual students on a regular basis.
- Monitor the checking and signing of planners by form tutors.

The role of the Curriculum Leader

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour within their departments..
- Maintain a presence around classrooms in their departments throughout the course of the academy day.
- Drop into identified classes with students who have behaviour issues on a regular basis.
- Act in a timely manner to deal with issues referred to them and more serious issues that arise, preferably on the day the issue arises.
- Communicate regularly and effectively with PLMs and teachers to manage behaviour issues, identify appropriate strategies and discuss policies.
- Identify staff who are struggling to follow procedures and discuss concerns with those members of staff.
- Ensure that break or lunch detentions are supervised appropriately and record any students who do not attend. Refer those who do not attend to Academy detention.
- Be on call to deal with behaviour issues within the department when required. Provide support and remove students from lessons should it become necessary to do so. Students will then be either reinstated in their lessons or directed to work elsewhere within the department.

The role of the SLT

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour and the use of prayers in assemblies.
- Maintain a presence around academy in corridors and classrooms through the course of the academy day.
- Develop staff training with regard to behaviour, restorative justice and the use of SIMS
- Drop into identified classes with students who have behaviour issues on a regular basis.
- Develop and support the Head Boy/Girl and prefect systems to ensure student leadership is recognised as an important part of academy life.

- ❑ Act in a timely manner to deal with issues referred to them and more serious issues that arise, preferably on the day the issue arises.
- ❑ Communicate regularly and effectively with PLMs and CLs to manage behaviour issues, identify appropriate strategies and discuss policies.
- ❑ Identify staff who are struggling to follow procedures and discuss concerns with those members of staff. Identify relevant training suitable for individual staff, and suggest and model behaviour management strategies if necessary.
- ❑ Ensure consistency amongst all staff and across the whole academy.
- ❑ Ensure that whole-academy detentions are supervised appropriately and record any students who do not attend. Refer those who do not attend to Head of academy detention.
- ❑ Be on call when required. Provide support and remove students from lessons should it become necessary to do so.
- ❑ Deliver assemblies to whole academy which inform students of new procedures and reflect the Catholic ethos of the Academy.

Role of Parents/Carers

- ❑ Parents have been consulted during April 2014 about the behaviour policy and have given comprehensive feedback on areas within the whole academy document.
- ❑ Parents are also vital stakeholders in the whole process and must familiarise themselves with the Student Rewards and Behaviour Policy.
- ❑ By signing the parent contract within the student planner at the beginning of the academy, parents are agreeing to the processes in academy to ensure excellent attainment and behaviour.
- ❑ Parents also have a responsibility to monitor the online behaviour of their child and ensure that they do not misuse technology.
- ❑ Parents must ensure that their child is wearing the correct academy uniform and inform the academy if there is a reason why they are not wearing an item of uniform at any time
- ❑ Parents are responsible for giving the academy updates on their child's absence

Rewards:

It is important to remember the behavioural standards at St Michael's are generally good and the vast majority of students meet our high expectations and achieve success. This should be celebrated and rewarded. Our rewards system is intended to recognise progress and achievement, promote positive behaviour and motivate students to achieve success. It is important that all staff are responsible for monitoring achievement and celebrating success by recording details on SIMS. This will ensure that we establish and maintain a culture in which praise and recognition are the foundations on which we build a successful learning community.

Level	Exemplar behaviours	Rewards
1	<p>Excellent classwork/homework</p> <p>Hard work, resilience, effort, perseverance, etc</p> <p>Demonstrating 5 core values/ positive attitude</p> <p>Being helpful.</p>	<p>Verbal praise.</p> <p>Positive written feedback in ex. books.</p> <p>Achievement points awarded on SIMS.</p> <p>Postcard home from subject teacher.</p>
2	<p>Consistently good classwork across a number of subjects.</p> <p>Consistently demonstrating 5 core values across a number of subjects</p> <p>Participation in extra-curricular activities e.g. clubs</p> <p>Helping with displays or assemblies.</p> <p>20 achievement points</p>	<p>Phone call home by form tutor</p> <p>Certificate of commendation</p> <p>Achievement points awarded on SIMS.</p>
3	<p>Consistently demonstrating 5 core values around academy</p> <p>Representing the academy in sporting or other activities.</p> <p>Reading or participating in Year group Masses</p> <p>Helping out at parents evenings/options evenings/etc</p> <p>30 achievement points</p> <p>100% attendance per half term</p>	<p>Phone call by PLM</p> <p>Letter of commendation</p> <p>Bronze Award</p> <p>Pupil of the week award in year group assembly.</p> <p>Achievement points awarded on SIMS.</p> <p>1 Golden Ticket</p>
4	<p>Sustained demonstration of 5 core values throughout the academy.</p> <p>Consistently representing the academy as part to of a academy team/choir/orchestra.</p> <p>Carrying out duties of Junior prefect responsibly</p> <p>40 achievement points</p> <p>100% attendance per term</p>	<p>Phone call by SLT</p> <p>Letter of commendation from SLT</p> <p>Silver Award</p> <p>Recognition in end of term assemblies</p> <p>Achievement points awarded on SIMS.</p> <p>2 Golden Tickets</p>
5	<p>Sustained and outstanding demonstration of the 5 core values.</p> <p>Carrying out the duties of Head Boy / Head Girl responsibly.</p> <p>External recognition of sporting success/involvement in national competitions such as Bar Mock Trial</p> <p>50 achievement points</p> <p>100% attendance per year</p>	<p>Letter of commendation by Head of academy</p> <p>Gold Award</p> <p>Lunch with Head of academy</p> <p>Recognition in end of Year assemblies</p> <p>Achievement points awarded on SIMS.</p> <p>3 Golden Tickets</p>

Golden Ticket - Raffle tickets

- All staff should carry raffle ticket books with them.
- Students can be given a raffle ticket for any example of expected behaviour - from good work, extra effort, outstanding homework in lessons to excellent attendance, holding open a door, picking up a piece of rubbish as they pass, being helpful to their peers, **waiting patiently and politely in the dinner queue**, etc.
- Students write their names on the reverse of the raffle ticket and post it to the 'Golden Ticket' box for each year group which will be held by each PLM.
- A draw will be held at the end of each half term and a prize awarded - these could range from Amazon vouchers, book token, cinema ticket, etc.

Additional Rewards

- At the end of the term, students from each year group will be selected to attend an end of term trip.
- 2 students from each year group who have achieved the most achievement points will automatically be given a place on the trip.
- The **menu of options for the trip will be put to students who can vote for the option they prefer.**

Attendance Rewards

- At the end of each term, all students from each year group with 100% will receive a Certificate of Commendation
- Each student with 100% attendance will automatically be entitled to 10 Golden Tickets to entered into their specific year group's box ahead of the end of term draw during achievement assemblies.

Praise board/ Praise wall:

This is an idea that would run in addition to other reward schemes and is intended to be a whole-academy approach to building a positive atmosphere and positive relationships between staff and students. This strategy would be an attempt to ensure that even the smallest achievements are acknowledged by many members of staff.

1. We would assign an area of wall in the staffroom for the praise board/ praise wall. It should be an area which staff will see whenever they enter the staffroom but would not be seen by students.

2. Each week/fortnight, students are nominated for a place on the praise board - students would not be made aware of this process. Students could be nominated by form tutors, subject teachers, dinner ladies, office staff, site staff, etc. who would put forward a student and give reasons for their nomination, based on the five St Michael's core values. The PLMs of each year group would then decide which one of the nominated students is placed on the praise board/praise wall. The photo of each

chosen student is put on the board together with a brief summary of who nominated them and why they have been chosen. This could also be included on the weekly bulletin.

3. The idea is that every member of staff will see this board regularly throughout the course of the week. When they next see one of the students from the board - either in the classroom, in assembly, or around the corridors, etc - they can mention how impressed they are with the student's achievement. Over the space of a week, individual students will receive a huge amount of positive, and often much-needed, reinforcement with several members of staff acknowledging the same achievement.

Intervention Strategies:

Intervention strategies should be used to promote positive behaviour. They must also be fair and just. Staff should make it clear that:

- They are dealing with behaviour not stigmatising the student
- Intervene fairly and consistently
- Use of intervention strategies is to help the student and others to learn from mistakes and recognise how they can improve their behaviour
- Avoid whole group sanctions which punish the innocent as well as the guilty
- Never issue a sanction which is humiliating or degrading

Strategies may include:

- One to one discussion with the student
- Verbal Warning
- Removal from the classroom
- Break, lunch and after-academy detentions
- Internal exclusion
- Fixed term or permanent exclusion
- Referral to a mentor or counsellor
- Students may be placed on a Learning Contract which will be tailored to individual pupils and tracked through SIMS.

Procedures for dealing with poor behaviour:

Level	Exemplar behaviours	Intervention strategies	
1	<p>Lack of work in lesson.</p> <p>Lack of homework.</p> <p>Poor attitude.</p> <p>Sub-standard work.</p> <p>Mobile phone in lesson</p> <p>Poor organisation/punctuality</p> <p>Distracting others</p>	<p>Discussion between subject teacher and student.</p> <p>Break/lunch detention</p> <p>Involvement of CL</p> <p>Phone call home</p> <p>Incident recorded on SIMS</p>	<p>Responsibility of:</p> <p>Subject teacher</p>
2	<p>Sub-standard classwork across a number of subjects.</p> <p>Lack of homework/effort in a number of subjects.</p> <p>Poor attitude across a number of subjects.</p> <p>20 behaviour points</p> <p>Anti-social behaviour around academy (spitting, swearing, etc)</p> <p>Persistent low level disruption.</p>	<p>Phone call home by form tutor</p> <p>Target set by form tutor</p> <p>Discussions with students.</p> <p>Break/lunch detentions</p> <p>SIMS report</p>	<p>Responsibility of:</p> <p>Form tutor</p>
3	<p>Fighting</p> <p>Truancy</p> <p>Poor behaviour around academy at break / lunch</p> <p>Selling confectionary/drinks</p> <p>Verbal abuse</p> <p>Lack of respect for academy property / staff</p>	<p>Phone call by PLM</p> <p>academy Detention</p> <p>Meeting with parents</p> <p>SIMS Report / Learning Contract</p> <p>SLT Call out</p>	<p>Responsibility of:</p> <p>PLM</p>
4	<p>Refusal to follow instructions</p> <p>Targeted verbal abuse</p> <p>Smoking</p> <p>Bullying</p> <p>Poor (attendance)</p> <p>Damage to academy property</p>	<p>Phone call by SLT</p> <p>Meeting with parents.</p> <p>Internal Exclusion</p> <p>SIMS Report / Learning Contract</p>	<p>Responsibility of:</p> <p>SLT</p>
5	<p>Criminal actions (serious vandalism)</p> <p>Uncontrollable physical aggression</p> <p>Setting off fire alarm</p> <p>Physical threat to staff or students</p> <p>Possession of illegal substances</p> <p>Possession of a potentially threatening weapon</p>	<p>Phone call by Head of academy</p> <p>Meeting with parents</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p>	<p>Responsibility of:</p> <p>Head of academy</p>

The Emmaus Centre

As a community we need to show empathy towards those in need and we should provide support for those who need extra support. The Emmaus Centre is intended to be a refuge for those students who are unable to attend lessons for any reason and who need some help or someone to talk to during lessons and throughout the academy day. It is an area of calmness and tranquility within the hustle and bustle of an academy day and is intended as a sanctuary for students who:

- cannot attend lessons for medical reasons such as needing to use crutches
- have specific emotional needs and feel that they need some time out of lessons for reflection
- have specific social issues that need to be addressed before they return to lessons such as incidents with friends or bullying
- are having difficulties at home and who need time to process those issues without having to explain them to friends.
- Is experiencing a combination of the above factors which are causing a barrier to their behaviour for learning.
- Has been directly referred by the named person(s) in the academy.

The Emmaus Centre is sometimes simply a place for pupils to think and reflect. However, it is also a place that can provide or arrange extra services such as mentoring, parental discussion, strategies to support pupils through difficult times. The underpinning Core Value for this aspect of academy vision is 'Creating.' It is paramount that The Emmaus Centre is a consistent and caring environment "where there is special care for those most in need."

Members of staff must refer to SLT and Mrs McClure for guidance before placing a child in the Emmaus Centre.

The role of Pastoral Learning Assistant:

- To oversee the day to day management of behaviour data.
- To maintain and share all relevant information to staff.
- To collate work for removed students.
- To provide restorative work for students as directed by PLMS.
- To report directly to PLL.
- To manage electronic reports and learning contracts
- To log all interventions, meetings and referrals

Inclusion Forum

Aims:

- To share information about pupils who are causing concern and recommend necessary action
- To share information about academy's strategic plans for inclusion and to plan and implement these in line with the academy development plan
- To clarify roles and responsibilities
- To plan continuing professional development needs of inclusion staff
- To share and take action on current government strategy (e.g. troubled family agenda)
- To discuss and update information on students that are logged on the Risk Factor Checklist
- To discuss waves of intervention dependent on the individual needs of the student

Named members of staff can refer pupils to the Inclusion Forum (PLA, PLMs, SLT, SENCO). Referrals will be discussed by relevant staff including form tutors, PLMs, SENCo, SLT, attendance officer, etc. A named person will be responsible for dealing with the issues discussed and taking the case forward. The named person will then feed-back on actions taken and progress made at the next meeting of the Inclusion Forum.

Dealing with incidents of poor behaviour within the class:

As far as possible, this is the responsibility of the subject teacher. Teachers should aim to use a variety of classroom management strategies in order to ensure a calm environment in which students feel safe, secure and can enjoy learning. There are occasions however, when this may not be possible. In these more extreme circumstances, the procedure is as follows:

- A reminder of classroom expectations should be given to the student.
- If the student fails to comply, a warning about potential consequences should be given to the student. (Students are not expected to move at this point)
- If the student still does not comply, he/she should be removed temporarily from the lesson. This should only happen for the purpose of the teacher having a brief one-to-one conversation with the student in private. The removal should be for as short a period of time as possible and should under no circumstances be any longer than 5 mins. Once the teacher has had the conversation with them, the student should immediately be allowed to return to the lesson. If it gets to this point, teachers should ensure the incident is recorded on SIMS and an appropriate sanction is put in place. (Students are expected to return to class at this point).

- ❑ If the problem behaviour persists, a subject teacher detention is set with a behaviour point logged on SIMS. CL is notified and, if possible, the student is removed to another class within the department/area to continue with work set.
- ❑ If the problem behaviour persists and there is a persistent lack of cooperation from the student, the member of staff can use their 'call-out card' to ask for the support of the member of SLT is on 'Call Out' at the time. A responsible, reliable class member should be sent, with the card, to the Office. If possible, a phone call to the office should also be made. A member of the 'Call Out' team will then come to the relevant place to remove the student.
- ❑ The duty SLT will then remove the student, and he/she will remain with them for the rest of the lesson and work on a piece of reflection work. This will be recorded in SIMS and a departmental sanction is now required through CL.
- ❑ It is essential that a restorative meeting between the teacher and the student takes place as soon as possible after the student has been removed from the lesson, ideally break or lunchtime of the same day. The purpose of the meeting is to repair the relationship between teacher/student and the focus of the discussion will be the reflection work that the student did. It is the responsibility of the subject teacher to ensure that this meeting takes place and the meeting will be led by the subject teacher, although they can request a member of the SLT to be in the meeting if they wish for another member of staff to be present.
- ❑ If the meeting is satisfactory and the teacher is happy with the outcome, the student will return to future lessons. There may be occasions, however, when the relationship takes longer to repair and it may be necessary for the student to spend one or two more of that teacher's (and/or other lessons) working with the CL of that department.

Detention System:

- ❑ The academy detention will combine and replace both department and whole academy after academy detentions.
- ❑ This detention will be issued when subject teachers or form tutors have set break/lunch time detentions but there are still concerns / failure to attend detentions. All students to take detention in the hall on a Wednesday.
- ❑ Teachers who have placed students on detention are advised to go to the hall for 3.15 to ensure their pupils have turned up.
- ❑ They should leave appropriate work for the student to do.
- ❑ A member of SLT will also be there.
- ❑ Once students have been accounted for, there will be no need for all staff to be there.
- ❑ Miss K. Stobie will be responsible for the administration of the system.
- ❑ Staff must send their request for a pupil to be put on detention in good time.
- ❑ Friday lunchtime the previous week will be the latest a detention can be processed.

- ❑ Students who fail to attend the detention will receive a 2 hour Head of academy detention on Thursday - this will be supervised by SLT.

Procedure for Lateness:

Student and staff punctuality are paramount to learning in this Academy. It is integral to our whole academy ethos of RESPECT.

- Students are expected to arrive in academy before 8.50am.
- Tutors will register Students at 8.55am.
- Tutors will record any student late during registration - tutors need to demonstrate professional judgement and take extenuating circumstances (like a late bus)
- SLT will record students who are 'late at the gate' and details of this will be logged on SIMs.
- Students who are late more than once in one week will receive a whole academy detention on Wednesday evening.
- Persistent concerns regarding punctuality may result in further sanctions or intervention (e.g. Meeting with PLM, KS, LA or referral to an external agency)
- It is the responsibility of the subject teacher to put in place the necessary sanctions for students who arrive late for lessons.

Incidents off-site:

Under the Education and Inspections Act (2006), the Academy has the right to exercise discipline beyond the Academy gates. This includes behaviour on Academy activities such as Retreats, educational and sporting events. This also includes behaviour to and from academy, behaviour on the buses and behaviour when wearing the Academy uniform in a public place.

Incidents involving technology:

Mobile phones are allowed in academy but MUST be switched off at the start of the academy day and MUST NOT be switched on again until the end of the academy day. The use of defamatory or intimidating messages or images inside or outside of the Academy will not be tolerated. This includes message, images or incidents that take place over Facebook, Twitter, Instagram and all other social media platforms.

Bullying:

'We believe that God has created each person to celebrate life to the full'

Bullying can take many forms including verbal, physical, psychological and cyber. All of which are not tolerated in or outside academy. Every member of staff has a responsibility to play a role in the safety and well-being of every student in the

community. There many examples of bullying:

Bullying can be (in no particular order):

Being unfriendly, name-calling, use of violence, racial or sexual comments, homophobic comments, spreading rumours, teasing. web-based (such as email, social network sites such as facebook, internet, chat room), text messaging & calls, socio-economic background, educational ability (G&T, SEN)

All instances will be reported to PLMs and logged on a Academy bullying log. Students found to involved in bullying will be given internal exclusion. In extreme cases, the Head of academy may choose to judge a fixed term exclusion more appropriate. Further detail is given in the academy Anti-harassment and Bullying Policy.

All racist or homophobic incidents are also logged by PLL. This document is shared with the governing body and local authority.

Confiscation of inappropriate items:

The academy follows the DfE guidelines on legal provision for academies when dealing with confiscation of items from students:

"1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully confiscated item and the academy behaviour policy may set this out; and

2) Power to search without consent for "prohibited items.". The legislation does not describe what must be done with the 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; and any item banned by the academy rules which has been identified in the rules as an item which may be searched for."

(Behaviour and discipline in academies: Advice for headteachers and academy staff, February 2014)

SLT may search students and confiscate any items under the above guidelines. A log will be made of incidents and details provided of any items retained.