

Behaviour for Learning Policy

Version 5

‘Child centred, progress focused allowing our young people to grow and thrive’

This policy applies only to 11-18 New Collaborative Learning Trust institutions.

**DINNINGTON
HIGH SCHOOL**



Wingfield Academy

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References in this document to “academy” means school academies. The words academy and school have the same meaning.

References to ‘Headteacher’ have the same meaning as ‘Principal’.

In relation to Dinnington High School’s Sixth Form, the NCLT Policy ‘*DHS Sixth Form Behaviour and Attendance Policy*’ addresses behaviour for Y12&Y13 at the school.

1.0 Trust Guiding Principles

- 1.1 We are fully committed to ensuring that all pupils access their full entitlement to a high-quality education, enabling them to thrive and succeed. To achieve this, all children have the right to learn in safe, orderly, and positive environments where their individual needs are met.
- 1.2 We will endeavour to provide a broad and balanced curriculum which meets the needs of all pupils, enables them to progress and be successful in their future.
- 1.3 Our inclusive approach ensures reasonable adjustments are made in recognition that each child is unique. In all cases we make decisions that are in the best interests of the individual child. We will work in partnership with other agencies to ensure that every child is supported in the right way.

2.0 Core Purpose and Principles

- 2.1 Our academies demand a calm, purposeful learning environment in all lessons. The teacher is the expert in the room and is central to the learning. We expect high standards so that all teachers can teach to the best of their ability ensuring all pupils can learn to the best of theirs.
- 2.2 In everything we do, we will always remain 'child centred, progress focused' which enables all our young people to grow and thrive.
- 2.3 We believe that in order for our young people to grow and thrive, they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our student values of respect, responsibility and resilience.
- 2.4 These are underpinned by our core principles of:
 - **Child centred** –The child comes first. Nothing is more important than a child's safety, wellbeing and their ability to make exceptional progress in order to improve life chances.
 - **Positive relationships** – Our culture of care and mutual respect amongst staff and students is driven by unrivalled levels of 'Botheredness'.
 - **High standards** – A shared commitment to upholding the highest standards, begins with ensuring the smallest detail matters.
 - **Certainty over severity** – We believe in the certainty of consequences rather than necessarily the severity.
 - **Recognition Focussed** – Achievements of all young people are routinely recognised and celebrated, forging a culture where everyone is proud of one another
 - **Routines make good habit** – Routines are scripted so that all staff and students receive appropriate training and good habits can be formed for life.
- 2.5 Our students will be taught how to behave through a bespoke behaviour curriculum, so that they understand what behaviour is expected and encouraged and what is prohibited. This will be supported by positive reinforcement when expectations are

met and sanctions where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

- 2.6 Any aspect of behaviour expected from pupils will be made into commonly understood routines. These routines have been made simple for everyone to understand and follow.
- 2.7 All pupils attending the Academy will undertake an induction programme, which clearly outlines and models the behaviour expectations for students within the Academy.
- 2.8 Parents and students will sign a home / school agreement at the start of their journey, which outlines the rules and expectations for behaviour.

3.0 Our Student Values

- 3.1 Our student values are embodied in our daily practice and routines.
- 3.2 From the first day at the Academy, students are expected to adopt and develop our student values in everything they do. We expect that our students are:

Respectful

- Be polite and well mannered
- Be kind and considerate
- Listen to others without interruption
- Respond quickly and positively Keep yourself and others safe

Responsible

- Look smart (Adhere to our School uniform expectations)
- Attend, be punctual and equipped
- Accept responsibility for the choices you make
- Take pride in your work and the environment
- Be independent, conscientious learners

Resilient

- Work hard
- Approach learning with a positive 'can do' attitude
- Persevere when learning is challenging
- Absorb yourself in learning
- Accept that failure is necessary for success

- 3.3 We have high expectations of our students and will not accept excuses. We will however always listen and support the individual needs of every student in a 'child centred, progress focused' way. Although meeting our expectations for some students maybe challenging, we do expect all students, to live by our values consistently. This includes when students are:

- In lesson time
- Out of class during unstructured time (Corridor movement, break and lunchtime)

- Taking part in any Academy-organised or Academy-related activity.
- Travelling to and from the Academy.
- Whilst wearing School uniform in public.
- In some other way identifiable as a student at the Academy. (Including on social media)

3.4 The Academy will not hesitate to challenge, correct and sanction individual students who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our students and no one individual should be allowed to jeopardise that for others without consequence.

4.0 Student Conduct During Lesson Time

4.1 Our system in lesson time is designed to give students choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and undermines the authority of the teacher.

4.2 Teachers will insist on one voice in the classroom for instructions, explanations, discussions, silence for reading, writing and deliberate practice.

4.3 Where teachers feel that the flow of learning is being continually disrupted by an individual or group of individuals, **a series of warnings (maximum of 3) will be issued**, providing an opportunity for students to 'correct their actions and get it right'. Where students do not respond positively, despite these warnings, students will be removed from the lessons and a series of sanctions will follow.

5.0 Student Conduct During Unstructured Time

5.1 Students at the Academy are expected to demonstrate the highest standards of behaviour at all times. This includes when they move around the building and during break and lunch time. Students should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.

5.1.1 Student conduct on the corridors

- Always walk on the left.
- Avoid socialising and moving in large groups
- Avoid physical contact and respect other people's space
- Use inside voices, and use appropriate language
- Follow the instructions and requests of adults at all times
- Be prompt to learning, moving along corridors with purpose

5.1.2 Students conduct at break and lunchtime

- Only accessing permitted areas
- Respect dining spaces and ensure any litter is placed in the bins provided
- Remain on academy site at all times (unless otherwise authorised)
- Use the designated toilets allocated to the year group

- Ball games are only permitted in the designated areas
- Maintain standards of uniform and appearance at all times

Should the expectations outlined in 5.1.1 and 5.1.2 not be met consistently, students will be issued with a detention.

6.0 Students Conduct Beyond the School Gate

6.1 At the Academy we recognise our position at the heart of the community and want to ensure all members of the Academy contribute positively to the local area, upholding our values and beliefs. As such we reserve the right to sanction students (where appropriate) students for behaviour incidents outside core school hours if:

- They are taking part in a Academy organised or Academy related activity
- They are travelling to or from the Academy
- They are wearing School uniform or are in some other way identifiable as a student of the School
- They are engaging in behaviour which could be considered peer on peer abuse, including online bullying and misuse of social media

6.2 In addition, we deal with students' misconduct at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy, or
- Poses a threat or causes harm to another student or member of the public, or
- Could adversely affect the reputation of the academy

7.0 Academy Responses to Breaches of Our Expectations

7.1 To support students with positive behaviour choices the Academy has in place the following measures:

General Interventions	Targeted Interventions - Examples
<ul style="list-style-type: none"> ● Initial verbal reminder using positive praise ● C1 – C3 system to provide students with opportunities to 'get it right' ● ½ termly re-induction – live modelling ● Frequent and regular engagement with parents ● Adaptive teaching strategies ● Report cards ● LSA support, where required. 	<ul style="list-style-type: none"> ● Key worker 1:1 time ● Short / planned rest breaks ● Adjustments of seating plans ● Uniform adjustments for those students with sensory needs / skin conditions ● Mentoring ● Adjusted timetables which may include therapeutic work

The examples shown in the tables above are not exhaustive and other interventions will be considered by Academy staff from time to time on an individual student basis.

8.0 Academy Responses to Misbehaviour (Sanctions)

8.1 The following strategies will be used by the Academy when student conduct does not meet the expectations as set out within this policy and where all positive and proactive strategies have been exhausted.

8.2 Detentions

8.2.1 The expectation at the Academy is that no student will disrupt the learning and progress of themselves or others and where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

8.2.2 It is stated in the Education Act of 1997 that the Academy does not require permission from parents/carers to keep students for a detention. "Detentions outside academy hours are lawful despite absence of parental consent". However, The Academy will notify parents / carers in advance.

8.2.3 Detentions will run as 'next day detentions' and will vary in length depending upon the reason and academy/ Academy setting. See appendix 3a-b for individual academy provision.

8.2.4 Parents/Carers must ensure they have logged on to the relevant academy-based app account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via this account.

8.2.5 If the detention conflicts with a medical appointment, parents/carers will need to inform the Academy so that the detention can be rescheduled.

8.2.6 If a student catches a bus, alternative travel arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the Academy to an alternative day.

8.2.7 If the detention conflicts with collection of younger siblings, alternative arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the Academy to an alternative day.

8.3 Report

8.3.1 Where there is a persistent breach of the Academy behaviour policy, form tutors, Heads of departments, Pastoral Leaders and Senior Leaders will, alongside parents, use a report to closely monitor student behaviour. This will be supported by a range of interventions.

8.4 Consequence Room

8.4.1 The Consequence room is used for more serious incidents or for persistent low-level disruption. Students can spend from 1 to 2 days in the Consequence room. Students must enter the Academy via the attendance entrance. The learning set will be appropriate for each student. The use of the Consequence room as a sanction is a last resort before a fixed term suspension is issued. Where students refuse to enter the Consequence room, a suspension will be sanctioned.

8.4.2 If an immediate removal from the classroom and time in the Consequence room is required, parents will be informed the same day via the academy parental communication app. The finish time of the consequence day will also be communicated.

8.4.3 Following time spent in our Consequence room, students, with the support of their Pastoral Leader, will be given an opportunity to have a restorative conversation with the member of staff who issued their behaviour log which resulted in time spent in the Consequence room.

8.4.4 If a child has a social worker, including if they are a CIN, child protection plan or LAC key professionals will be notified.

8.5 Internal Suspension

8.5.1 Students will serve between 1-2 days within our Consequence room. A readmission meeting will be held between parents, the pastoral leader and/or a member of the senior leadership team upon the students' return to their usual timetabled lessons.

8.5.2 Following an internal suspension, the Academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a academy leader. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

8.6 Managed Moves

8.6.1 Students at the risk of suspension can sometimes benefit from a managed move to an alternative secondary academy for an allocated period of time. Managed move documentation is completed alongside a pre-visit for the student and parents/carers as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family. A managed move is always undertaken with a view to a full transfer.

8.7 Alternative provision

8.7.1 For some students, securing an alternative provision is an option. The Academy delivers its own bespoke alternative provision package to support the needs of individual learners. Where appropriate to meet the needs of individuals, external alternative provision providers will be sourced. A decision around alternative provision will be made in consultation with parents.

8.8 Off-site direction

8.8.1 Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream setting. During the off-site direction to another setting, pupils must be dual registered. Code B

should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other setting.

8.8.2 When possible, in-school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

8.8.3 Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream setting) upon review of the time-limited placement.

8.8.4 The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section legally applies to maintained schools, trusts are also encouraged to follow this guidance for their academies.

8.8.5 The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.

8.8.6 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

8.8.7 The length of time a pupil spends in another mainstream setting or alternative provision and the reintegration plan must be kept under review by the Advisory Group, or its delegated panel/committee, that must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, the Advisory Group, or its delegated panel/committee, must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The Advisory Group or its delegated panel/committee, must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

8.8.8 The Advisory Group, or its delegated panel/committee, must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

8.8.9 For example, review meetings should take place between the academy, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

8.8.10 The Advisory Group, or its delegated panel/committee, must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

8.8.11 To support a pupil with reintegration into their referring academy, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8.8.12 The length of time a pupil spends in another mainstream setting or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

8.8.13 Following a period of re-direction, the Academy will take reasonable steps to meet with parents and students to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration, including any reasonable adjustments that need to be made that will ensure an improvement of the student's behaviour.

Note: Suspensions: Guidance can be located in the Trust's *Behaviour and Attendance Policy*

9.0 Roles & Responsibilities

9.1 The Academy sets out clear and explicit expectations of all stakeholders, based on our values of Respect, Responsibility & Resilience. Promoting positive behaviour and good attendance is the responsibility of the Academy community as a whole. Specific roles and responsibilities include:

9.2 School Leadership and Staff

9.2.1 The Headteacher and senior team will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Within school variability will be addressed with urgency.

9.2.2 Staff will implement the behaviour policy consistently and fairly.

9.3 Parents' responsibilities

- 9.3.1 To accept and support the Academy's behaviour policy and the disciplinary authority of Academy staff.
- 9.3.2 To ensure that their child follows the reasonable instructions by Academy staff and adheres to School rules
- 9.3.3 To send their child to the Academy each day punctually, fully equipped and ready to learn
- 9.3.4 To ensure Academy staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within Academy
- 9.3.5 To work with the Academy to support their child's positive behaviour
- 9.3.6 To model expected and positive behaviours when on Academy site
- 9.3.7 To attend meetings with the Headteacher or other Academy staff, if requested, to discuss their child's behaviour
- 9.3.8 If their child is suspended from the Academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during School hours in the first five days of suspension and to attend a reintegration interview with the Academy at the end of a fixed period suspension
- 9.3.9 To be contactable and to ensure that the Academy holds the correct contact information
- 9.3.10 To sign and adhere to the terms set out in the Home Academy agreement (Appendix 7)

9.4 Students are expected to;

- 9.4.1 Attend Academy every day and on time, arriving at the allocated time for the setting.
- 9.4.2 Wear the School uniform correctly and bring all equipment needed every day.
- 9.4.3 Never to use a mobile phone whilst in the Academy grounds. We operate a 'see it lose it' policy.
- 9.4.4 Follow Academy rules and instructions of academy staff, at all times.
- 9.4.5 Act as positive ambassadors for the Academy when off Academy premises
- 9.4.6 Not bring any inappropriate items including chewing gum or unlawful items to Academy.
- 9.4.7 Show respect to Academy staff, fellow students, Academy property and the Academy environment.
- 9.4.8 Never denigrate, harm or bully other students or staff including the use of social media.
- 9.4.9 Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences without argument.

10.0 Uniform, Equipment and Mobile Phone Expectations

- 10.1 At our academies we will uphold the highest standards of uniform and insist that students come fully equipped. To 'look smart' is the first step towards demonstrating the Academy Values.
- 10.2 Individual school's uniform policy, can be found in appendix 2a / 2b / 2c.

11.0 Smoking and/or Vaping

- 11.1 It is illegal to purchase cigarettes, E cigarettes and vaping products if you are under the age of 18 in the UK. Therefore, the Academy does not permit smoking and/or the

use of any E-Cigarette/Vapes on Academy site. If students are caught in the possession of any smoking/vaping paraphernalia (cigarettes/E-Cigarettes/vapes) and/or caught smoking/vaping on the Academy site, this will result in appropriate sanctions be issued (including the use of suspension).

11.2 Where there is evidence to suggest that illegal substances are being consumed on site this will result in a suspension or potential permanent exclusion.

11.3 Anyone found to bring illegal substances on site will be considered for permanent exclusion.

11.4 The Academy reserves the right to undertake random searches (see appendix 4b: searching, screening and confiscated record) to ensure the health and safety of all members of the Academy community. Any smoking/vaping paraphernalia (for example, cigarettes/E-Cigarettes, vapes, lighters) will be confiscated and either destroyed or handed over to police for testing and destroying. Confiscated items will not be returned.

11.5 Any student who refuses to hand over any smoking related paraphernalia this could result in a suspension of up to 5 days.

12.0 Prohibited items

12.1 The Academy does not allow the following items on site (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/vapes
- Lighters
- Chewing gum
- Pornographic images
- Laser pens
- Fireworks
- Any article that is likely to cause / commit any offence, cause personal injury or damage

If there are suspicions that pupils have any of these items, searches may be undertaken to ensure the safety and well-being of all students and staff.

Appendix 4a “Supplementary guidance to aid the implementation of policy” and Appendix 4b: “Searching, screening and confiscation record” provide further detail.

13.0 Bullying and Child on Child Abuse

13.1 Bullying

13.1.1 The Trust takes a strong and consistent approach to bullying of all forms. Further details of this can be found in our ‘Anti Bullying policy’, which outlines the approach the Academy will take to safeguard students from exposure to bullying. Within this

policy the consequences for students who are identified as exhibiting bullying behaviours can be found.

13.2 Child on child abuse

13.2.1 The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, and discriminatory language, physical or sexual abuse. More details are provided in the Academy's safeguarding and child protection policy. The Trust takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations.

13.2.2 It is important to be clear that the Trust will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero-tolerance approach to it. Where an incident of this nature is observed or suspected, Senior Leaders and the academy's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child-on-child abuse will be recorded on CPOMS to ensure that key staff are aware, and the associated actions are clearly documented and retained by the Academy.

14.0 Attendance & Punctuality

14.1 Punctuality is a core life skill. Something we value a great deal within the Trust. When students are not punctual, vital information is missed and will be detrimental to progress. Learning is disrupted when students arrive late and therefore affecting others too.

14.2 Guidance on lateness to academy can be located in the Trust's Student Attendance and Punctuality Policy

14.3 Lateness to lessons - All students are expected to take the shortest route possible in order to attend learning on time. Where a student is unreasonably late for learning (such that all other students have arrived and the student arriving late does not have a valid reason for doing so), Arrival late to lessons in a day will result in a sanction being set. Appendix 3 refers to the individual academy process.

15.0 Recognition and Reward

15.1 The Trust encourages and celebrates the success of all its students in all areas of Academy life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our student values of:

- Respect
- Responsibility
- Resilience

15.2 We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling,

and can inspire and motivate those who may be disengaged. Finding ways to reward our young people is at the heart of our teaching. We will reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently

15.3 We ensure that students in all Year groups across the Academy can benefit from our rewards processes and that there is consistent application of policy across departments, year groups and from teacher to teacher.

15.4 Rewards in our Academy are linked to:

- Approach to learning
- Attainment and progress
- Student who demonstrate the core student values consistently
- Good attendance (At least 95%)

15.5 The rewards highlighted in this document have been developed together with students and staff from the Academy. The strategy will:

- Support the vision and ethos of the Academy
- All students making at least good progress
- All students respectful, responsible and resilient
- Promote good behaviour and a positive attitude to the Academy
- Support the Academy's Attendance and Behaviour for Learning policies by valuing the achievements of all students and recognising the widest range of student success
- Support learning by enabling students to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding flexibly with students' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others
- Motivate students through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across the Academy by all staff

15.6 Within this strategy, 'Achievement Points' will be used as the Academy's currency for rewarding students. There are to be two areas of performance that will be recognised:

- Attendance
- 3 R's (Behaviour)

15.7 Rewards will be earned through a student's own positive behaviour choices and their attendance to the Academy.

15.8 The Academy has a rewards strategy in place for both attendance and positive behaviour. An overview of this strategy can be found within Appendix 6.

Appendix 1: Guidelines for Escalating Misbehaviour

The following table provides a framework for the consistent application of the behaviour for learning policy.

Types of consequence given	Verbal & Non-verbal cues (See staff scripts for guidance on 'how to')	C1-C2 Warnings given in learning for Low level disruption	C3 Removed from learning to CTL classroom Students receive only 2 warnings or one of the following incidences occur Sanction: 30-min detention (KS3) 60-min detention (KS4)	Site Defiance For failure to follow the 3 R's whilst outside of learning time including on their way to and from the Academy Sanction: 30-min detention	2 hour detention	Consequence Room (1 day)	Internal Suspension (Investigation required and reintegration following sanction served)	Suspension (Investigation required and reintegration following sanction served)
List of incidents (This list is not exhaustive)	<p>First instance of:</p> <ul style="list-style-type: none"> Uniform correction Students off task Not starting classwork in a timely manner Not following instructions Not following classroom systems and routines e.g. SET, tracking Chewing gum, eating or drinking Reluctant to engage in learning e.g. looking out of window 	<ul style="list-style-type: none"> No response to non/verbal cues (See left) Student disturbing other children Talking over others including the teacher Talking during silent periods Calling out without permission Leaving seat without permission Showing disrespect to others including negativity 	<ul style="list-style-type: none"> Continued low level disruption following C1 & C2 <p>Immediate C3</p> <ul style="list-style-type: none"> Any behaviour that could breach the health and safety of others. Refusal to follow staff instruction Swearing in conversation Using Inappropriate language in conversation * 	<ul style="list-style-type: none"> Incorrect uniform 'Hands on' with other students Swearing in conversation Using Inappropriate language in conversation * Running on corridors Present in 'no go' areas of the building Being loud and disruptive on corridors Lateness to the Academy or to lessons (Within 5 minutes) Failure to attend P6 	<ul style="list-style-type: none"> Failure to attend 60 minute detention Internal truancy 	<ul style="list-style-type: none"> Persistent non-compliance when following staff reasonable requests Failure in C3 room Non-attendance to a 2-hour detention Failure to wear School uniform which has been provided or to correct uniform once a pass has expired First instance of smoking/ vaping or in possession of smoking paraphernalia * Behaviour which calls into question the good name of the Academy in or beyond academy time 	<ul style="list-style-type: none"> Persistent failure to comply with reasonable requests Making a false allegation against a member of staff * Theft * Wilful damage to property * Bullying/ discrimination including homophobia and racism * Second instance of smoking/ vaping or in possession of smoking paraphernalia * First instance of attempting to hide or conceal vaping/smoking paraphernalia * Perpetrator of verbal sexual harassment * Inappropriate intentional physical contact of a sexual nature * Swearing about a member of staff * 	<ul style="list-style-type: none"> Persistent failure to comply with reasonable requests False activation of the fire alarm Failure in the consequence. Persistent or repeated instances of bullying/ discrimination including homophobia and racism * Aggressive/ intimidatory behaviour towards a student * Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting* Third instance of smoking/ vaping or in possession of smoking paraphernalia * Second instance of attempting to hide or conceal vaping/smoking paraphernalia * Threatening sexual violence towards a student or member of staff *

							<ul style="list-style-type: none"> ● Aggressive/ intimidating behaviour towards a student * ● Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting * ● Mobile phone seen or heard or Yondr pouch deliberately damaged 	<ul style="list-style-type: none"> ● Directed use of foul, derogatory /or abusive language towards a member of staff ● Possession and /or consumption of alcohol ● Consumption of illegal substances ● Refusal to enter consequence room when refusing to hand over items which are prohibited in the Academy (i.e. E-Cigarettes) ● Repeated failure to access a safe space as directed by any member of staff following behaviour that breaches behaviour for learning policy. <p>Consideration of off-site direction to avoid suspension:</p> <ul style="list-style-type: none"> ● Behaviour that endangers or may endanger the student's own safety ● Behaviour that endangers or may endanger the safety of others ● Persistent breaches of the academy behaviour policy <p>Consideration of PX</p> <ul style="list-style-type: none"> ● Possession of illegal substances on Academy site with or without the intention to supply. ● Carrying an offensive weapon. ● Potentially placing members of the public in significant danger
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									<p>or at risk of significant harm.</p> <ul style="list-style-type: none"> ● Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network. ● Persistent disruption and breaches of the Academy behaviour policy despite Academy interventions including Advisory Group disciplinary meeting ● Violence against a member of staff ● Sustained pattern of harmful sexual behaviour (HSB) ● Sexual violence against pupil/ staff ● Physical contact of a violent, aggressive or intimidating nature including peer to peer fighting *
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* Pending investigation – further sanction may follow

Appendix 2a (Uniform, Equipment, Mobile Phone Policy: Wingfield Academy)

1. Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- School tie
- Academy lanyard, including the plastic card holder and timetable card
- Plain black tailored trousers, with no ankles showing
- School Jumper/Cardigan with logo (During half term 6, this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn
- Backpack (must be large enough to carry equipment and other items such as an A4 folder)
- All students must have a Yonder pouch if they bring a mobile phone into Academy premises

2. The only items of jewellery permitted to be worn are one pair of plain earrings that are no bigger than a 5p coin, one signet ring (not oversized) and a watch (if this is a smart watch, this must be placed into a Yonder pouch).

3. Items that should not be worn

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, high heeled shoes, shoes with fashion logos on, or metal / glitter embellishments or boots. (Examples of shoes which are not permitted under this policy can be seen below).



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Headscarves that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats
- Denim Jackets
- Coats and outdoor clothing in the Academy building
- Jumpers/Cardigan/ hoodies with designer logo or non-Academy motifs

- Body, facial or tongue piercings including plastic retainers
- Bracelets
- Ankle/trainer socks/ coloured socks

4. Makeup

4.1 Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

5. Being Equipped

5.1 We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- 1 Backpack large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Clear pencil case
- Calculator (Casio fx-85GT X Classwiz)
- Year 7/8: Day book (Reading book of their choice)

6. Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who arrive without uniform.

7. School bags

7.1 Clutch bags/man bags/over the shoulder tote bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.



8. Tattoos (Under 18s)

8.1 It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by the academy, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior contact Rotherham Social Care and pass on parental/carer details and share concerns.

9. Mobile Phones / Earphones

9.2 The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. All phones will be placed in a Yonder pouch before entering the site. This will be checked at entry points. Students seen with a mobile phone or wearing earphones will have such items confiscated. Confiscated items will result in:

- First occasion: confiscated
- Second occasion: confiscated + 30-minute detention
- Third occasion: confiscated + 1-hour detention

Following the third occasion when items are confiscated, parents will be notified and asked to collect on a student's behalf. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our consequence room.

10. Supporting the Uniform Policy

10.1 As a parent, you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.

10.2 Students in breach of the Academy uniform expectations will have items confiscated and placed in the Academy safe. Students will be able to collect the items at the end of the week from the Academy's reception from 3.00pm. Where items of non-Academy uniform cannot be removed, parents will be contacted in order to rectify. Where this is not possible, students will be placed in the consequence room until resolved.

Appendix 2b Uniform, Equipment, Mobile Phone Policy: Dinnington High School

1.0 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- School tie
- School lanyard, including the plastic card holder and timetable card
- Plain black tailored trousers, with no ankles showing
- School Blazer (During half term 6, this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn
- Bag large enough to carry equipment and other items such as an A4 folder (Year 7 must have a plain black rucksack)
- All students must have a Yonder pouch if they bring a mobile phone into school premises

2.0 The only items of jewellery permitted to be worn are one pair of plain earrings that are no bigger than a 5p coin, one signet ring (not oversized) and a watch (if this is a smart watch, this must be placed into a Yonder pouch).

3.0 Items that should not be worn.

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, high heeled shoes, shoes with fashion logos on, or metal / glitter embellishments or boots (boots will be permitted; however, these must be appropriate and not UGG style, heeled or knee high). (Examples of shoes which are not permitted under this policy can be seen below).



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats
- Coats and outdoor clothing in the School building
- Jumpers/Cardigan/ hoodies with designer logo or non-School motifs
- Body, facial or tongue piercings including plastic retainers

- Bracelets
- Ankle/trainer socks/ coloured socks

4.0 Makeup

4.1 Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

5.0 Being Equipped

5.1 We expect every student to arrive every day to the School fully equipped. This means they must have:

- 1 Bag or Backpack (Year 7 only) large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Clear pencil case
- Calculator (Casio fx-85GT X Classwiz)
- Year 7/8: Day book (Reading book of their choice)

6.0 Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who arrive without uniform.

7.0 School Bags

7.1 Clutch bags/man bags/over the shoulder tote bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.



8.0 Tattoos (Under 18s)

8.1 It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by

the school, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior contact Rotherham Social Care and pass on parental/carer details and share concerns.

9.0 Mobile Phones / Earphones

9.1 The School does not permit the use of mobile phones or earphones whilst on the School site unless directed by staff in learning. All phones will be placed in a Yonder pouch before entering the site. This will be checked at entry points. Students seen with a mobile phone or wearing earphones will have such items confiscated. Confiscated items will result in:

- First occasion: confiscated
- Second occasion: confiscated + 30-minute detention
- Third occasion: confiscated + 1-hour detention

Following the third occasion when items are confiscated, parents will be notified and asked to collect on a student's behalf. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our consequence room.

10.0 Supporting the Uniform Policy

10.1 As a parent, you are encouraged to contact the School before buying/sending your child to the with anything you feel may be deemed unacceptable due to the expectations stated above.

10.2 Students in breach of the School uniform expectations will have items confiscated and placed in the School safe. Students will be able to collect the items at the end of the week from the School's reception from 3.00pm. Where items of non-School uniform cannot be removed, parents will be contacted in order to rectify. Where this is not possible, students will be placed in the consequence room until resolved.

Appendix 2c Uniform, equipment, mobile phone policy: Brinsworth Academy

1.0 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- School tie
- Academy blazer
- Plain black tailored trousers or tailored shorts or a black knee-length skirt
- A grey academy jumper with the academy logo is optional & may be worn under the blazer (not instead of the blazer)
- Formal plain black leather/suede shoes or boots
- Plain black tights or black or white socks
- Head scarves can be worn in plain navy or black with plain hijab pins
- A school bag (must be large enough to carry equipment and other items such as an A4 folder)

2.0 The only items of jewellery permitted are small and discreet earrings – for example a hooped earring should skim the bottom of the earlobe. A discreet nose stud may be worn (removed for PE)

3.0 Items that should not be worn are listed below;

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style



- Trainers, trainer-style shoes or shoes with embellishments (see examples below)



- Hats (unless the Academy informs you during periods of inclement weather)
- Extreme hairstyles or unnatural colours
- Nails should be a suitable length for health & safety reasons (no longer than the thickness of a £1 coin past the end of the finger)

- Necklaces, bracelets and rings are not permitted. A wrist watch can be worn but this should not be a Smart/Apple watch

4.0 Makeup

4.1 Make-up must be kept to a minimum. Excessive make-up is not permitted - this includes thick and heavy false eyelashes.

5.0 Being Equipped

5.1 We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- Black pen
- Green pen
- Ruler
- Pencil
- Scientific calculator
- Student planner

6.0 Mobile Phones / Earphones

6.1 The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. All phones/earphones will be placed in reception until the end of the day. We operate a SILI (See it Lose it) policy. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our consequence room. Persistent breaches of the policy will result in further sanctions being issued and a parent meeting will be scheduled.

7.0 Supporting the Uniform Policy

7.1 As a parent, you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.

7.2 Where students fail to attend with correct uniform, they will be provided with replacement uniform items where possible.

Appendix 3a: Detention provision at Wingfield Academy and Dinnington High School

1. A minimum of 30-minute detentions may be issued for the following reasons:
 - lateness to the School and learning
 - C3 in learning
 - Site Defiance (Issued outside of the classroom)
 - Incomplete ILT or Incorrect Uniform (including missing equipment)
 - 2nd incident of use of prohibited items such as electronic devices
2. 60-minute detentions may be issued for the following reasons:
 - Non-attendance to a 30-minute detention, failing a 30-minute detention or receiving two C3 logs in one day
 - Non-attendance of a 60-minute detention, failure in a 60-minute detention or more than 2 C3 logs issued in one day will result in an escalation of the sanction to a Consequence Room day, finishing at 4pm.
 - Refusal to borrow correct uniform from the School
 - 2nd incident of missing equipment
 - 2nd incident of lateness to the School and/or learning
 - 3rd incident of use of prohibited items such as electronic devices
3. 120- minute detentions may be issued for the following reasons;
 - Truancing learning
 - 3rd incident of missing equipment
 - 3rd incident of lateness to the School
 - 4th incident of lateness to learning
 - Multiple incidents of students not demonstrating the School values
 - Refusal to hand over prohibited items such as electronic devices
4. If a student has been placed into detention after receiving a C3 from a lesson / subject area the expectation is that the member of staff who issued the C3 will attend the detention to undertake a restorative conversation.
5. If a student has been C3'd from learning, the expectation is that teachers will make a phone call home to inform parents of the reason for the C3 being issued.
6. Late detentions will consist of:
 - 1 lesson late: 30-minute after school detention (3.00pm - 3.30pm)
 - 2nd lesson late: 1-hour after school detention (3.00pm - 4.00pm)
 - 3rd lesson late: 1-hour 30-minutes after school detention (3.00pm - 4.30pm)
 - 4th lesson late: 2-hour after school detention (3.00pm – 5.00pm)
 - 5th lesson late: Next day consequence room referral (9.00am – 5.00pm)
7. All detentions will be set for the following day, unless there is already a pre-planned detention, in which case this will be rolled over to the following day
8. Failure to attend the 30-minute detention will result in an escalation to a 60-minute detention the following day.

9. Failure to attend the 60-minute detention will result in an escalation to a 2-hour detention the following day
10. Failure to attend the 2-hour detention will result in being placed in the consequence room for one full day.

Appendix 3b: Detention provision at Brinsworth Academy

1. Detentions should be restorative so that relationships are re-built before the next lesson & students are clear about expectations before they re-enter the classroom.
2. A 20-minute detention may be issued for the following reasons;
 - Defiance in a subject area
 - Defiance around the Academy
3. A 40-minute detention may be issued for the following reasons;
 - Non-attendance to a 20-minute detention
 - Failing a 20-minute detention
4. A 60-minute SLT detentions may be issued for the following reasons;
 - Non-attendance to a 40-minute detention
 - Failing a 40-minute detention
5. If a student has been removed from a lesson and received an 'on-call', a subsequent OCR (on-call resolution) will be scheduled to ensure that a restorative conversation takes place to resolve the issue
6. Sanctions for lateness to the academy detentions consist of;
 - A warning in the first instance
 - A 20-minute detention for subsequent lates
 - Clocking-in-Cards, Targeted Reports & Parental Meetings will be implemented for persistent concerns

Appendix 4a: Supplementary Guidance to Aid the Implementation of Policy

1.0 The Academy's Guidance on Offensive Weapons

1.1 The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

2.0 Screening, Searching and Confiscation

2.1 The Trust follows closely the guidance from the DfE:

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'.

2.2 Where there are serious concerns that a student may have on their possession a contraband item, the Headteacher, or other designated member of staff may search a student, following the guidance below from the DfE:

"School staff can search a pupil for any item banned under the academy rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline."

2.3 In addition to the practice identified in the DfE guidance, any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice will be confiscated.

2.4 Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to Academy discipline.

2.5 Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

2.6 Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

2.7 Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.

- 2.8 Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- 2.9 Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- 2.10 Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- 2.11 Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the student.
- 2.12 Staff will also confiscate the following items if they are seen or heard anywhere on the Academy site:
- Mobile phones, MP3s, headphones, personal game players/cameras, hats/bandanas (except a plain woolly hat in very cold weather), non-regulation jewellery e.g. body, nose and tongue studs (including retainers).
 - Mobile phones will be confiscated for the day, unless this has been directed by staff) and maybe collected by students from the Academy reception at 14:45pm on the same day.
 - All other items including MP3 players, earphones or any other items listed above will be confiscated until Friday of that week.
- 2.13 If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- 2.14 The Academy is not responsible if any of the above items are lost or stolen whilst in the possession of students.

3.0 Peer on peer sexual harassment and violence

- 3.1 Academy will respond to all concerns and reports of child on child sexual harassment, including those which have happened outside of academy and / or on-line. Victims of sexual harassment or violence will be supported via the Academy and their accounts will be taken seriously. When necessary multi-agency support will be sought and all incidents will be managed on a case-by-case basis with the DSL taking a leading role using their professional judgement, supported by other agencies such as children's social care and police as required.

4.0 Use of CCTV

- 4.1 CCTV is in operation within the Academy for the purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence regarding an incident are identified and to consider / review the allegations made before the application of a suitable consequence

5.0 Use of Reasonable Force

- 5.1 Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies'.
- 5.2 All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a Academy organised visit.

6.0 Malicious or unfounded allegations against staff

- 6.1 The Trust will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the Academy.

Appendix 4b: Searching, Screening and Confiscation Record

Searching, screening and confiscation record

Date		Time		
Student name		Year group	Ethnicity	
Staff present				
Location of search				
Outline reason for search			Category of search (please tick)	
			Prohibited items	
			Illegal substances	
			Weapons	
		Other: (please state)		
Outcome				
Parents informed	Yes/No	Informed by:		

Appendix 5: Department for Education (DFE) References

Please note that the Trust Secondary Behaviour Policy has been developed using information from the following DfE documents:

1. https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
2. https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
3. https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
4. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
5. **DfE and ACPO Drug Advice for Schools;**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf
6. **Use of Reasonable Force;**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
7. https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screeening_and_Confiscation_guidance_July_2022.pdf
8. https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf#page=92

All documents should be read in conjunction with this policy. The Trust has the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Appendix 6: What the Law Allows

1.0 Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

2.0 Staff can issue sanctions any time pupils are in academy or elsewhere under the charge of a member of staff, including on academy visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of academy including online conduct, other examples are:

- when taking part in any academy-organised or academy-related activity;
- when travelling to or from academy;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the academy;
- that could have repercussions for the orderly running of the academy;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the academy

3.0 A sanction will be lawful if it satisfies the following three conditions:

- a. The decision to sanction a pupil is made by a paid member of academy staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b. The decision to sanction the pupil and the sanction itself are made on the academy premises or while the pupil is under the lawful charge of the member of staff; and
- c. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

4.0 In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

5.0 The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Appendix 7: School Contract of Expectations

The academy will:	Parents will:	Students will:
<ul style="list-style-type: none"> • Make sure that all staff, students and parents know what is expected of them • Implement the academy’s behaviour for learning policy with fairness and consistency • Make sure we listen to parents’ concerns and do our best to support • Contact parents of students who: <ul style="list-style-type: none"> • Regularly arrive late to the Academy • Disrupt learning • Have concerning attendance levels • Display positive attitudes • Have positive attendance • Set appropriate sanctions for students who do not behave responsibly towards their learning or others as per the behaviour for learning policy • Ensure that each student has the opportunities, support and guidance to achieve their full potential 	<ul style="list-style-type: none"> • Support and reinforce the Academy expectations by agreeing to the implementation of the academy’s consequence and reward system as laid out in the academy’s behaviour for learning policy • Engage positively with Academy staff in a respectful manner at all times, even when you may not be in agreement with Academy decisions • Make sure my child attends academy every day <ul style="list-style-type: none"> • With fully correct uniform • Fully equipped • On time • Ensure the Academy is notified of any reason for absence <ul style="list-style-type: none"> • Avoiding holidays during term time • Scheduling appointments outside of academy hours • Promote the importance of education as a foundation for success 	<ul style="list-style-type: none"> • Demonstrate the academy’s 3 R’s – being responsible, respectful and resilient at all times • Respond immediately and positively to any instruction from any adult within the Academy • Behave in a way that keeps themselves and others safe • Be respectful of the academy environment i.e. place all litter in the bins provided, tidy up after themselves • Attend every day <ul style="list-style-type: none"> • With fully correct uniform • Fully equipped • On time • Give 100% effort to learning at all times, both within the classroom and through completion of independent learning tasks (ILT)
<p>Signed by Academy:</p> <p>Print Name:</p> <p>Date:</p>	<p>Signed by Parent:</p> <p>Print Name:</p> <p>Date:</p>	<p>Signed by Student:</p> <p>Print Name:</p> <p>Date:</p>

****Please note: Parents who don’t support any of the above throughout their child’s time at Wingfield may be asked to reconsider their placement at the Academy****

Appendix 8: Behaviour Rewards Strategy

Ss charts will be used to promote positive behaviour points and staff shout outs

Weekly Recognition		
Shout Outs/Appreciations		
<p>Each week staff will nominate students for having a positive ATL. These nominations will be shared every week on social media channels and in assemblies.</p> <p>2 students per year group will be drawn from the 'shout outs/appreciations' and they will receive a queue jump (to include 1 friend)</p> <p>Staff will nominate 1 student per week per class for 'star of the week'. Students will receive a 'star of the week' postcode home</p> <p>Staff will make a minimum of 3 positive contacts home per week (Phone call, text, email)</p> <p>Each ½ term those students who have received no behaviour logs will receive a positive letter from the headteacher</p> <p>Recognition boards and assembly slides will display the following;</p> <ul style="list-style-type: none"> • Top 10 students in the year group for Achievement Points accumulative for the current academic year. • Top 10 students in the year group for Achievement Points accumulative for the current term. • Top 10 students in the year group for Achievement Points accumulative for the current week. 		
Termly - Reset figure at the start of each term		
Top 20% Achievement Points	Top 10% Achievement Points	Top 5% Achievement Points
Certificate & entry into a £5 draw (x 2)	Certificate & entry into a £10 draw (x 2)	Certificate & entry into a £20 draw (x 3)
End of Year		
Top 20% ATL scores	Top 10% ATL scores	Top 5% ATL scores
Certificate, parental letter home & admission to Summer Celebration	Certificate, parental letter home & admission to Summer Celebration	Certificate, parental letter home & admission to Summer Celebration

- Rewards will be issued to individual students each week, term and at the end of the academic year for each year group.
- There will be three categories of rewards/recognition for individual Achievement Points for each term as well as at the end of the academic year.
- Staff will issue positive behaviour points using the School AtL descriptor 1: Has an Excellent attitude to learning
- Resilient - They are working as hard as they can, both in every lesson and in all ILT activities.
- Resilient - They strive for excellence in everything they do.
- Resilient - Classwork and ILT are always completed to the highest standard, demonstrating excellent effort and resilience in all activities.
- Resilient - They show high levels of motivation and enthusiasm in learning and maximise every opportunity on offer to further their progress.
- Responsible - They are always on time, fully equipped and prepared to learn.
- Respectful – Always respond quickly and positively to staff requests.
- Respectful – Always polite, kind and considerate towards others.
- Students can receive a maximum of two achievement points per lesson.
 - 1 point for positive behaviour for learning
 - 1 point for exceptional contribution
- Heads of Year to update year group notice board weekly by listing:
 - Top 10 students in the year group for Achievement Points accumulative for the Academic year
 - Top 10 students in the year group for Achievement Points for the term
 - Top 10 students in the year group for Achievement Points accumulative for the week
 - An additional 25 points will be added at each progress update for students who achieve a 1 for ATL across all subject areas.
 - ½ termly praise letters along with headteacher pen will be awarded to top 10 students within each year group

Policy Status

Policy Lead (Title)	Assistant Headteacher	Review Period	Annually
Reviewed By	Trust Executive Team	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version since WFA joined NCLT	TET 08/07/2021			WFA Staff, students and parents	Uploaded onto NCLT website
Version 2 Updated by Lee Hill	TET 26/04/2022	Pg. 8, para 8.5.1	Updated start time for consequence room	WFA Staff, students and parents	Uploaded onto NCLT website
Version 3 Updated by Lee Hill & Adam Pyott	TET (via RF and PD) 04/10/2022 BoD 06/02/2023	Throughout the policy	Throughout the policy	WFA Staff, students and parents	Uploaded onto NCLT website
Version 4 Updated by Claire Wilkins & Adam Pyott	C Suite (RF and PD) 27/02/2024	Throughout the policy	Throughout the policy	WFA Staff, students and parents	Uploaded onto NCLT website
Version 5 Updated by EP and Principals	TET 17/09/24 via FR and AW) BoD 24/09/24	Throughout the policy	Throughout the policy	Staff, students and parents	Uploaded onto NCLT website