



Behaviour Management Policy

Adoption/Review	Committee	Lead Personnel	Review Date
January 2016		Senior Vice Principal	January 2017
January 2016		Vice Principal Pastoral	July 2017



Charter Academy Behaviour Management Policy

Introduction

The Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

Aim

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Overall, the policy will:

- Promote self-discipline and proper regard for authority among students.
- Encourage good behaviour and respect for others and prevent all forms of bullying among students.
- Ensure students' standard of behaviour is acceptable.
- Regulate students' conduct.

Students should be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality.
- Respect for themselves; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times.
- Respect for the environment; their own, the Academy and other people's property and the community in which we live.
- Respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

Expectations

Student responsibilities:

To follow the Code of Conduct by:

- Wearing the correct academy uniform, including House badge.
- Being prepared to work in lesson with the correct equipment and student planner.
- Being prepared for lesson with the appropriate attitude.
- Behaving appropriately and showing respect for your teachers and other students.
- Listening to the teacher and working to the best of your ability, making the most of all learning opportunities.
- Taking care of your environment.
- Showing respect for others when moving around the building.
- Completing all classwork and homework to a high standard.
- Attending school every day and being punctual for school and lessons.
- Working cooperatively as part of a group.
- Letting a member of staff know if you have a problem at the appropriate time.
- Taking home all letters and completing all sanctions (such as detentions).

Staff Responsibilities:

All staff will:

- Expect and encourage the highest standards of behaviour in the classroom and around the Academy.
- Reward and confirm positive behaviour at every opportunity.
- Make expectations clear when asking students to follow instructions.
- Use the behaviour management procedures to ensure consistency of approach when challenging and managing student behaviour.
- Remain calm and avoid confrontational behaviour with students.
- Set and mark appropriate work which is challenging and stimulating.
- Monitor uniform standards and ensure the correct equipment is brought to school.
- Encourage a sense of pace by being at the appropriate place to ensure students move quickly to lessons.
- Offer effective means of communicating with home.
- Monitor attendance and punctuality.
- Provide appropriate study support when students are working below expectation.

Parent Responsibilities

Parents/guardians play a key role in encouraging good behaviour by supporting the school with the Code of Conduct.

Parent responsibilities are to:

- Encourage your child to behave appropriately at all times, both in school and in the wider community.
- Ensure the Home School Agreement (HSA) is rigorously followed. The HSA is an agreement that the Academy will reserve the right to amend to suit the changing circumstances of the school and to ensure that the highest standards and expectations are maintained. However, Newsletters and the school website will have the most recent HSA which must be followed.
- Ensure your child attends school every day and is on time.
- Make sure your child wears the full Academy uniform (including House badge) and has the correct equipment identified in the planner.
- Check your child's homework is completed to a high standard every evening.
- Sign the planner every week and check for messages from staff each evening.
- Use the planner to communicate with staff where necessary.
- Read and respond to all letters and telephone calls from the Academy.
- Attend all parents' events to support your child.
- Actively support the Academy's sanctions e.g. Detentions, Reports etc.
- Establish and maintain good relationships with staff at the Academy.
- Ensure that the personal details kept on record for your child are updated as and when necessary e.g. move addresses, change telephone numbers.

Governors Responsibilities

- To agree a written policy on behaviour management.
- To support the Principal and staff in maintaining high standards of discipline.
- To offer advice and guidance and, where appropriate, to meet with parent/guardians to discuss strategies.

Responses to Misbehaviour

Sanctions are only effective if used rarely, appropriately and consistently. If rewards are normally given, the withdrawal of these rewards is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

Teachers are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons.
- Uniform (including House badge) and equipment expectations.
- Organisation of work.
- Monitoring of effort and achievement.
- Monitoring of homework.
- Chewing in class.
- Removal of outdoor clothing.
- Manners.
- Litter/care for the environment.
- Bad language (not directed at member of staff).
- Mobile telephones and other electronic devices (these must be out of sight and silent at all times).

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances HoD referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of weakness to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not.

Behaviour Needing a Referral

Teachers are expected to refer students to a Head of Department (HoD) for displaying poor behaviour which:

- Disrupts the education of peers.
- Does not allow the teacher to teach.
- Undermines the calm respectful ethos of the Academy.

General Procedure: Teacher – HoD – PSW – YLM – SLT

All staff should refer students to the Senior Leadership Team (SLT) for the following behaviour:

- Use of obscene/offensive language directed at a member of staff.
- An assault on a member of staff.
- An assault on another student.
- Fights between students.
- Horseplay (unacceptable play) between students.
- Theft.
- Vandalism.
- Truancy.
- Wilful disobedience.
- Smoking/drug/alcohol abuse.
- Behaviour which necessitates the use of restraint (refer to the Restraint Policy).

Behaviour not listed above may be serious enough to refer to SLT. If an inappropriate referral is made, the SLT member of staff will explain why it is inappropriate to the member of staff who made the referral.

Sanctions and support include:

- Detention at break or lunchtime (max. 10mins or 15mins respectively).
- Detention after school (15mins-teacher, 30mins-HoD, 45/60mins-YLM/SLT).
- SLT Detention (5pm-6pm Monday-Thursday, 4pm-5pm on Friday)
- Community Service.
- Report to Form Tutor.
- Report to Year Learning Manager (YLM).
- Report to SLT.
- Behaviour/Achievement/Attendance Contract
- Individual Behaviour Plan (IBP).
- Pastoral Support Plan (PSP).
- Internal Exclusion (Reflection Room or Incident Room) for a specified period.
- School Placed Exclusion.
- Fixed Term Exclusion.
- Permanent Exclusion.

Bullying

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (hitting, kicking, theft).
- Verbal (name calling, racist remarks).
- Indirect (spreading rumours, graffiti about the person, excluding someone from social groups).
- Cyber (any form of bullying that takes place online or through smartphones or tablets. It can include, but is not limited to, harassment, denigration and exclusion)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in schools.

All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Responses to bullying

Teachers must take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with **immediately** by the member of staff who has been approached.
- The YLM will interview all concerned and will record the incident.
- The recorded incident will be given to the DSL (Designated Safeguarding Lead) who will inform the Vice Principal of the findings. If proven, it is reported to ARK/Governors via a Local Governing Body Report.
- Form Tutors will be kept informed and if it persists the Form Tutor will advise the appropriate YLM.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or member of staff of their choice.
- Reassuring the student.
- Offering continuous support.
- Restoring self-esteem and confidence.

Students who have bullied will be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing the wrong doing and need to change.
- Informing parents to help change the attitude of the student.
- Restorative next steps.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Detention.
- Internal Exclusion – The Reflection Room.
- Exclusion from certain areas of the Academy premises.
- School Placed Exclusion.
- Fixed Term Exclusion.
- Permanent Exclusion.

Attendance

The Academy seeks to encourage students to attend the Academy regularly so that they will be able to take full advantage of the educational opportunities available.

The Academy is responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session. An entry must be made in the attendance register for all students.

It is essential that:

- Students are registered accurately and efficiently in registration within 10 minutes of each period of the school day commencing.
- Attendance targets are set for individual students and year groups.
- Parents are contacted when reasons for absence are unknown or unauthorised.
- Student attendance and lateness is monitored regularly.
- Academy attendance statistics are reported.
- Only the Attendance Office may issue a "C" Code (Authorised Absence).
- A Teacher may **only register** a "/" Code (Present), "L" Code (Late) or an "N" Code (Absent).

Students are expected to:

- Attend the Academy unless it is impossible to do so.
- Inform their Form Tutor if there is a problem that may lead to absences.

Parents are expected to:

- Ensure good attendance.
- Inform the academy on the first day of non-attendance.
- Discuss planned absences with the school in advance (e.g. religious observances).
- Provide written evidence (includes Doctor/Dentist/Hospital Appointment letters) of any child absence the following day of the absence.
- Arrange all medical appointments before or after the school day or during the holiday periods where ever possible

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

Charter Academy Behaviour Management System

Charter Academy has high expectations of all students. Poor behaviour will not be tolerated and staff are expected to use the following system rigidly and consistently to ensure high standards.

Expectations

At the Start of the Day

Students are expected to:

- Be in the Academy no earlier than 8.00am (Breakfast Club), but ready for start of day procedures at 8.50am (Form Tutor time).
- Abide by the Academy Code of Conduct.
- Be in full Academy uniform and have all the non-negotiable equipment from the beginning of the day.
- Line up at registration point with their Form Tutor.
- Breakfast Club (0800 - 0845) will be available for those students who wish to use it.

Entry to Lessons

Students are expected to:

- Transit through the school without delay and quietly, keeping to the left on walkways.
- When entering a building move directly to the classroom and await instruction to enter the classroom.
- Make sure uniforms are correct before entering the classroom.
- Move quickly to the seat assigned (seating plan) by the teacher.
- Get books, equipment and planners out of bags ready for lesson.

Teachers are expected to:

- Be at the door to greet students and challenge/apply sanctions to students who demonstrate inappropriate behaviour.
- Prepare starter activity aimed at settling students to work.
- Address any students who have not got or wearing the correct uniform/equipment.
- Ask students to sit down and begin first activity.
- Take the register within 10 minutes of each period of the school day commencing.
- Ask for any homework due.
- Ensure students have their planners out on the desk with their most recent assessment data card on display.

During Lessons

Students are expected to (S.L.A.N.T):

Sit Up, Listen, Attitude, Nod, Track

- Show they are listening to staff by:
 - Sitting up straight.
 - Tracking the speaker.
 - Making notes on what is being said.
 - Waiting to ask questions until the speaker is finished.
- Focus on tasks set by:
 - Avoiding distracting others or allowing others to be a distraction.
 - Completing tasks set to the best of your ability.
 - Asking for extension work if finished before the others.
 - Asking for help when needed.
 - Looking after the environment around you.
 - Continuing to listen for the next instruction.
- Show respect for others by:
 - Raising your hand when you want to ask a question or make a comment.
 - Speaking politely to the teacher when asked.
 - Avoiding physical contact with classmates.
 - Allowing others to get on with their work without interference.

Teachers are expected to:

- Prepare lessons to allow for all abilities in the class.
- Plan engaging lessons with a variety of activities.
- Ensure the work is at the appropriate level and there is an appropriate pace.
- Challenge students' misdemeanors according to the Behaviour Management System.
- Communicate clearly, specifically and calmly at all times to students.
- Call for a HoD/Pastoral Support Worker (PSW) if the lesson is being unnecessarily disrupted by poor behavior.

At the end of the lesson

Students are expected to:

- Wait patiently until told to clear up by the teacher.
- Calmly and quietly pack away all possessions without interfering with others.

Teachers are expected to:

- Allow students enough time to pack away before the bell.
- Wait to dismiss students until all are standing quietly behind their desks.
- Check uniforms before giving the instruction to students to leave.
- Dismiss students in groups allowing a small space between groups to ensure a calm and orderly exit.

Moving around the Building

Students are expected to:

- Keep to the left, walk calmly, to lessons without delay.
- Keep noise of transition to a low level.
- Avoid physical contact with others.
- Avoid trips to the toilet. Go to lesson first and get a toilet pass if absolutely necessary.
- Use the shortest route to the next lesson.

Staff are expected to:

- Be available in the stairwells and outside classrooms.
- Ensure students walk quickly and calmly to lessons without delay by encouraging them to move on.
- Challenge/apply sanctions to students that demonstrate inappropriate behaviour.
- Apply sanctions to students found at the toilet or socialising with others during transition.

During break and Lunch time

Students are expected to:

- Stay in the Academy.
- Follow staff instructions immediately without argument.
- Avoid physical contact with others.
- Eat canteen food before leaving the canteen.
- Put all rubbish in the bins provided.
- Look after younger students.
- Remain in allocated areas for play and avoid wandering out of bounds.

Staff are expected to:

- Be on time for duty at break time and for the early year 7/8 lunches.
- Ensure students avoid physical contact.
- Apply appropriate sanctions for failure to comply with the Academy Code of Conduct and follow up on any issues promptly.

Charter Academy Departmental Behaviour Systems

Student Code of Conduct

A laminated copy of the Academy Code of Conduct **must** be displayed in **every** classroom.

Student Code of Conduct

In the Academy, I will:

- Act calmly and sensibly at all times (never running or shouting).
- Treat all people as I would like to be treated.
- Be respectful to all adults in the Academy.
- Be polite to my fellow pupils and any visitor to the Academy.
- Take great care not to interfere with other people's property and treat it with respect.
- Respect other people's privacy and family life, so that they are not offended by what I say or do.
- Follow the Uniform Code.
- Follow established school routines; start and the end of the school day including all lessons, break, lunch and movement around the school.
- Take pride in the Academy environment, keeping it clean and tidy.
- Never use bad language.
- Not take part in any gambling or "money up" games at any time.
- I will observe the same code when on school trips.

In class, I will:

- Arrive on time, in full uniform, with all the necessary materials and line-up quietly before class.
- Sit where the teacher asks (seating plan), take out the necessary materials immediately and be ready to learn.
- Sit up straight and pay full attention to the teacher.
- Listen carefully and raise my hand when I want to ask or answer a question.
- Take pride in my work and do it as well as I possibly can.
- Hand in homework on time.
- Not talk to my classmates.
- Not eat or chew gum, or comb or brush my hair in class.
- Never argue with the teacher.

Outside of the Academy, I will:

- Act like a responsible member of the local community.
- Be a good representative of the Academy and under no circumstances do something that brings the school into disrepute.
- Be polite and respectful to all adults.
- Show respect to others.
- Use appropriate language in public.

- Care for the local environment (no littering, graffiti).
- Show good manners at bus stops and on public transportation.
- Walk away from arguments with pupils from the Academy, or any other school.*

* Fighting with another pupil from the school or with pupils from another school before or after school will be treated as a fight in school. If you have a repeated problem with any other pupils, report it to your Form Tutor.

If I have a detention, I will:

- Go to the appropriate detention room without questioning the teacher escorting me.
- Sit quietly in detention (no talking or inappropriate behaviour) and engage in an appropriate task e.g. copying the Code of Conduct, reading or completing homework.

Some Departments may wish for students to stick a copy of the Academy Code of Conduct in the front of their exercise books.

Non-negotiable Equipment

- Students are expected to bring their planner, a reading book, a pencil case (containing pen, pencil, ruler and rubber) and their PE kit on the days when they have this lesson.
- Each Department is to determine any additional non-negotiable equipment which is relevant to their subject.
- A copy of this should be given to the main office, and this can be collated into a full student equipment list.
- Students who do not have expected equipment should be given a chance to put it right. If this is not done the teacher and/or Department must impose sanctions.
- Each classroom teacher will do an equipment check every period specific to the lesson.
- Equipment must be placed on desks in front of students at the beginning of lesson.
- Form Tutors will carry out a daily equipment

Seating Plan

All staff will design a seating plan for each class and this will be available within the class pack. Students must comply with the seating plan however the teacher will make changes as appropriate.

Lateness

Staff must record lateness to lessons on e-portal. Students should receive a Department sanction for lateness.

Homework

Homework must be set in accordance with the academy homework timetable. Each Department will have their own policy and expectations surrounding the issuing and collection of homework. Non completion of homework is a Departmental issue for resolution.

Sanctions

- See the classroom flowchart.
- 1st instance: Verbal warning from teacher.
- 2nd instance: Internal class movement and department detention with class teacher of **up to 15mins** – each classroom should develop a ‘time out’ space.
- 3rd instance: Movement within department (or HOD) and a subject detention of **up to 30mins (place on e-portal)**. The class teacher will notify parents and YLM. Students must not be sent out of the classroom to wait alone at any time.
- At any point a PSW may be called (radio) to support/de-conflict and reintegrate the student.

- **Detention protocols**
 - If possible detentions should be held at break or lunch
 - After school detentions must be logged on e-portal by 3pm and an email sent to reception so that parents can be notified by text message.
 - If a detention is logged after 3pm, it is the teacher’s responsibility to notify parents or the detention will be served the following day
 - Teachers must ensure a restorative conversation takes place with a student following a detention being set

Support:

- See the classroom flowchart.
- The member of staff should transfer the student into a designated colleague’s class.
- The HoD will develop, through consultation, a Department Rota.
- If a student displays extreme behaviour i.e. swearing directly at a member of staff, assault etc. the member of staff must call directly for PSW/YLM assistance.

Rewards

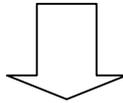
Specific Departmental systems may include:

- Postcards being sent home detailing the area in which the student has achieved; effort, attainment and so on.
- Slips/emails to Tutors/YLM’s commending students for their behavior.
- Merit stickers/stamps in planners and exercise books.
- Trips.
- Celebration Assemblies.

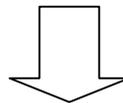
Classroom Behaviour Flow Chart

Verbal Warning

Discussion about what was wrong, how it must be corrected and future expectation



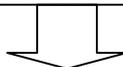
Student misbehaves



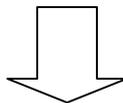
Teacher Sanction

Internal classroom movement; 5-15min detention (break/lunch with classroom teacher, or after school)

Reminder of expectation and ensure incident is logged on e-portal.



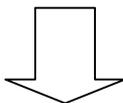
Student misbehaves



Department Sanction

External classroom movement; 30min detention (requires HoD approval).

Reminder of expectation and ensure incident is logged on e-portal.



YLM/SLT Sanction

Should a student exhibit any poor behavior after relocation they will be relocated to the incident room. 45-60min detention (requires YLM/SLT approval).
Reminder of expectation and ensure incident is logged on e-portal.

At any point a PSW can be called to support with deescalating the situation.

Guidance on use of Reasonable Force (Restraint) – Please see the named policy on the school intranet.

All staff should refer students for the following behaviour:

- Use of obscene/offensive language directed at a member of staff.
- Any threatening or intimidating behavior

The following to be reported, in the first instance, to SLT:

- An assault on a member of staff.
- An assault on another student.
- Fights between students.
- Spitting at a student or a member of staff.
- Theft.
- Vandalism.
- Truancy.
- Smoking/drug/alcohol abuse.
- Carrying a weapon or an item likely to be used as a weapon.
- Anything of an extreme nature not mentioned above.

Staff will be given feedback regarding the outcome of the referral. Should an inappropriate referral be made, staff will receive support from their HoD/Line Manager regarding the Academy policy.

Detention System

Poor behaviour will be dealt with initially through detentions.

- Academy detentions will be held, once a day.
- Sanctions will occur daily for lateness.
- Parents will be informed by reception (Text home).
- The Lead YLM will ensure the YLM's confirm staff setting detentions attend the detention to engage in the important restorative conversations with students.
- Students accruing more than 2hours of detention in any one day will complete 2hours and then will be internally excluded the following day (Reflection Room)
- If necessary students may be supported in detention by their parents/carers.

Students who fail to attend a detention, or fail to rectify behaviour may face the following:

- Report System.
- Internal exclusion/isolation (Reflection Room).
- School Placed Exclusion
- Fixed Term External Exclusion.
- Permanent Exclusion.

Reasons for a Student Serving an After School Detention

- Breach of the code of conduct.
- Failure to attend break/lunch detention.
- Anti-social behavior of any nature outside of lesson time i.e. before school, break times, movement in between lessons (Transition).

Punctuality

- Any student arriving late for school will have a sanction ranging from 15mins-60mins detention depending on the length of time they are absent
- Lateness must be supported with evidence i.e. letter, appointment etc. to be released from the automatic sanction.
- Late detention will be issued by the Attendance team.

Reports

There are several types of Report:

- **Departmental:** Issued and monitored by the HoD.
- **Tutor:** These reports are the first stage of the Pastoral Report System and are monitored by the Form Tutor.
- **YLM:** Students who fail to make progress on a Tutor Report are referred to the YLM who implements a YLM Report.
- **SLT:** Students who fail to make progress on a YLM Report are referred to the SLT Key Stage Link who implements an SLT Report.

Reports should be sighted and signed by the member of staff monitoring the report at the end of each day and also by the parent each evening.

Rewards System

A reward system of merits will be accredited to students by staff for a variety of positive actions around or on behalf of the school including progress/attainment. The merits will contribute to the students respective "House" and a whole House reward at the end of the academic year will be coordinated.

Each merit is worth 10p and students may use their merits to order items from the reward catalogue. Items include equipment, footballs, vouchers and money off school trips. Additionally, individual students will be celebrated and rewarded for Progress, Attendance and Merits.

Progress – Autumn, Spring and Summer rewards for the top ten students of each Year Group plus additional merit points will be applied to the House they represent. Students will be able to choose from a selection of reward options provided.

Attendance – Autumn, Spring and Summer term rewards for over 95%, plus additional merit points will be applied to the House they represent. Students with 100% attendance for the entire year will be able to choose from a selection of reward options provided at the end of the academic year.

Merits - Autumn, Spring and Summer term rewards as detailed below. At the end of the academic year, there will be a reward for the winning House.

Award	Merits required	Merits given as reward
Bronze	50	5
Silver	100	10
Gold	200	20
Platinum	300	30
Emerald	500	50
Ruby	750	75
Sapphire	1000	100
Diamond	1500	150

Staff will apply merits/sanctions on e-portal when issued to students to identify positive and negative behavior within Charter Academy.

Uniform

The Academy has a rigorous policy on uniform. All students must attend in full uniform (including House Badge) every day. The duty staff will check the uniform of students at the gate. If students have incorrect uniform they will be sent to Pupil Services Uniform Room and parents will be informed. In extreme occasions, a student may be sent home to change. Students will be expected to trade for the part of the uniform missing in the Uniform Room. Repeated visits to the Uniform Room will result in the parents being contacted to ask why the student has been out of uniform persistently and sanctions (Detentions) applied where appropriate.

YLM's, Tutors, Teachers, PSW's and Support Staff must ensure they check full school uniform every morning and in every lesson. All staff will be expected to check uniform at all times and all persistent uniform issues, sanctions are to be applied and communicated to the home via phone (logged on e-portal), a letter if appropriate and a copy placed on the student file.

Phone Calls

All phone calls to parents and carers **must be logged** on e-portal by staff making the call. Staff must check with the appropriate YLM before phoning home in case of Child Protection (CP) issues.

Community Service

Appropriate sanctions for graffiti; clean off or paint over, litter picking or working with the member of staff who logged the incident. This could mean working in the kitchen or assisting maintenance staff after school. Only SLT/YLM's will issue Community Service sanctions.

Protocol for Student Behaviour around School

- Students should address staff in a polite manner by name ("Mr Rogers", "Miss Rogers"), "Sir" or "Miss".
- Staff addressing students should address them in a polite manner using their first name, "young man" or "young lady".
- Students should walk on the left, calmly and quietly to all lessons.
- All staff **must challenge** behaviour issues if seen and then ensure that it is referred to the relevant YLM/Pastoral Team.

Patrol:

- All SLT have radios and a school zone of responsibility. SLT will complete a whole school **daily** Management Walkabout, keeping a record (MWAB Book), of behaviour and teaching and learning taking place in Departments for scrutiny and future staff training opportunities.
- All YLM's have radios and will complete a **daily** Year Group Walkabout, keeping a record (YLMWAB Book), of behaviour and student attitude to learning taking place in Departments for scrutiny, student sanctions applied and future staff training opportunities.

- All PSW's have a radio and actively walk the whole Academy, keeping a record of behaviour and Department "Call-outs" for scrutiny and future staff training opportunities. Note - All Departments (HoD's) have been allocated radios.
- Staff who require assistance do so by radioing for a PSW in the first instance. Any student who displays poor behaviour will receive a sanction which will be monitored by the YLM.
- All teachers and support staff will be **expected to supervise transition** between lessons, unless they are unavoidably prevented from doing so.

Other Systems

- Any student out of class during lessons must have a note in their planner or a time out or toilet pass which has been provided by the relevant YLM or Pupil Services.
- No student may leave the classroom, to see another member of staff, without a valid appointment note or the express permission of the classroom teacher.
- Open door policy – Middle and Senior Leaders will be roving during lesson times to add assistance and support. If a Middle or Senior Leader enters your room, feel free to engage this person should you require support, and do not be concerned, it is not a formal lesson observation.

INTERNAL EXCLUSION ROOM – Day to Day Behaviour

Procedures for Internal Exclusion (Reflection Room/Incident Room) Usage:

When a student has exhibited extreme behaviour and/or has been moved internally within the Department and still displays poor behaviour the teacher should request “PSW/YLM” support. The PSW/YLM may make the decision to internally exclude for a specified period of time with additional support from the allocated SLT Year Group link, or in more serious cases the Vice Principal (Pastoral).

Procedures for Internal Exclusion - Incident Room Protocols for Duty Staff

- Teacher to talk to student to discuss behaviour.
- PSW called over the radio
- Student spoken to outside class by PSW to see if they are prepared to settle then they can be returned to class (if necessary the PSW can remain) or parked in another classroom to complete their work. If unsuccessful then the student is to be taken to the relevant HoD and a detention will be put on to the system by the teacher.
- If the HoD or alternative classroom within the department is unavailable, the student will be parked with another HoD.
- If the situation still cannot be resolved the student is to be taken to the Incident Room with a further detention put on to the system by the HoD.
- Work **MUST** be given by the teacher to the PSW in all events of relocation, including the Incident Room. The HoD is responsible for the Department process being applied.
- Two relocations to the Incident Room on the same day will result in the student being internally excluded for the remainder of the day.
- If the student’s behaviour continues to cause concern in the Reflection Room, the student will be placed in an SLT detention for 2 hours that same day.
- Behaviour Contracts between School, parents and student will also be considered and sanctioned by the Vice Principal (Pastoral).
- The Reflection/Incident Room will be able to facilitate a maximum of 8 students at any given time.
- The YLM will be asked to attend the Incident Room at any point through the sanction process, including the Incident Room to discuss with the student the reasons why they have been relocated.
- All teachers relocating a student **must ensure** restorative conversations take place with the student on the same day.
- If more than 8 students are relocated to the Reflection/Incident Room, YLMs will operate an overflow room in the Assessment Centre.

Procedures for Internal Exclusion - Reflection Room Usage:

- When a student has exhibited extreme behaviour and/or has been moved internally within the Department and still displays poor behaviour the teacher should request “PSW/YLM” support. The PSW/YLM may make the decision to internally exclude for a specified period of time in the Reflection Room.
- In order to fully support the needs of the student and Academy, it is vital that a detailed report of the circumstances leading to a referral are recorded and discussed by a YLM or SLT with the student prior to them beginning their allocated time in the Reflection Room.
- The Referral Form also supports the Mediation and Restorative Enquiry process carried out in the Reflection Room.
- The conversation held with the student by either SLT/YLM/Teacher or HoD will be to ascertain exactly what incident has occurred and the student’s part in it.
- The staff member and student must both sign the Referral Form prior to the student being placed in the Reflection Room, except in extenuating circumstances.
- The opportunity for staff and students to provide their views/opinions on the matter may be ascertained and more importantly provides evidence for the individual’s behaviour log which is completed when the Referral Forms are handed into the Reflection Room Coordinator.
- The referral is then used as part of the further Restorative Enquiry/Mediation process; these are then placed on the individual’s file (by the Year Group YLM) and a main file in the Reflection Room (by the Reflection Room Coordinator)

Process

- Incident has occurred.
- PSW/YLM discuss the incident with the individual and record full details of incident and of individual’s views.
- Staff member and student to sign The Referral Form.
- The Referral Forms handed to Reflection Room Coordinator.
- Individual booked in for an agreed period of time (within a 24 hour timeframe).
- The Referral Forms are used as a wider part of Restorative Enquiry process or Mediation.
- Incident recorded on individual’s Behaviour Log.
- Forms filed on individual’s file and main file in the Reflection Room.
- Reflection Room coordinator requests work prior to student attending.

Expectations of Students in the Reflection Room

- Successfully complete Restorative Enquiry and Mediation.
- Students must complete all work set by Teachers and work in line with the rules in the Reflection Room.
- Students must remain isolated at break and lunchtimes.
- If a student fails to successfully complete a Restorative Enquiry, Mediation or Behave outside of school rules, they will be re-booked until satisfactory completion.

At the end of each week, SLT and YLM's will receive an e-mail of the Reflection Room Data.

Note:

It is the HoD's responsibility to ensure that every classroom within their Department has the following A3 laminated copies displayed on the notice boards at the front of each classroom:

- Hands Up
- Behaviour Flow Charts
- Reward/Consequence Pyramid
- Student Code of Conduct Expectation Chart.

Students should feel a part of the school community where staff build positive academic relationships with students. Consistent application of expected protocols by staff will ensure a safe learning environment for all, to allow a student to reach full potential and raise attainment. Therefore, **staff must consistently:**

- Ensure students know that they are worthwhile and wanted.
- Model expected behaviour.
- Teach students the skills they need to achieve expected behaviour.
- Help students to identify their strengths to de-conflict situations.
- Be clear about boundaries and consequences.
- Praise and reward positive behaviour.