Behaviour and Learning Policy
Reviewed July 2018

Approved by Curriculum and Standards Committee

Date:
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**Behaviour for Learning Policy**

1. **The Academy Vision and Principles**

At Ormiston Ilkeston Enterprise Academy we strongly believe we have a responsibility to transform lives through outstanding education. We are an Attachment Aware School and are committed to supporting young people to reach their full potential whatever their starting point and whatever their individual need. Our staff are trained to understand and facilitate the needs of all of our students in a respectful and positive learning environment.

The climate for learning is driven by positive behaviour and mutual respect and it is underpinned by the Academy’s Respect Agenda (Attachment 1).

**Ormiston Ilkeston Enterprise Academy Expectations**

The Academy has learning and achieving at the heart of everything we do. We create a safe, secure and stimulating environment where young people are challenged and supported to be the best that they can be. This leads to a set of specific expectations.

**Expectations of Staff:**

Staff will:

- Take time to build positive relationships within the Academy
- Celebrate and value success, both inside and outside the classroom
- Provide good role models and model positive behaviour
- Instill a sense of pride in positive achievements
- Challenge students not living up to the high expectations we have of them
- It is the duty of every class teacher to be responsible for discipline in their own classroom using the ‘Consequences’ system to support their relationship with the class.

More specifically:

- Meet students at classroom doors and manage entry into the classroom
- Make an upbeat, positive start to all lessons
- Be positive, assertive and cheerful with students
- Create a personalised learning environment to facilitate the individual needs of all of our students
- Be mindful of the importance of routines and organisation of the classroom -
- Acknowledge good effort, behaviour and achievement
- Use the established Academy procedures to challenge poor behaviour

**Expectations of students:**
Students will:

- Have a positive attitude to their learning, and help themselves and others to learn
- Take responsibility for their learning, and take opportunities to learn independently
- Take advantage of extra-curricular learning opportunities
- Be prepared to try, even if they fail occasionally
- Be open minded and receptive to the views of others
- Recognise that everyone has the right to learn

More specifically:

- Arrive on time for lessons
- Wear the Academy uniform correctly
- Be equipped with at least a black pen, red pen, pencil, ruler and a rubber plus other items that may be required e.g. PE kit
- Ensure all mobile phones and music devices are switched off during the academy day and put securely away
- Be polite and reasonable in their dealing with others showing respect to all
- Not chew or eat in lessons

**Teaching Good Behaviour:**

Our expectations of students will be taught and reinforced regularly by all staff. There are clear Academy expectations regarding:

- Punctuality
- Uniform
- Equipment
- Mobile phones and music devices
- General politeness and good manners

The Academy has a clear code of conduct for staff and students:
# Academy Code of Conduct

## Rights and Responsibilities in Academy

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated fairly and with respect.</td>
<td>To show respect for others and treat them as you would like to be treated</td>
</tr>
<tr>
<td>To be able to teach without being distracted.</td>
<td>To allow others to learn without distraction</td>
</tr>
<tr>
<td>To receive praise and encouragement.</td>
<td>To try hard and do our best</td>
</tr>
<tr>
<td>To feel safe.</td>
<td>To consider the feelings of others and report those who are causing problems</td>
</tr>
<tr>
<td>To receive support when needed.</td>
<td>To co-operate with others to enable learning.</td>
</tr>
<tr>
<td>To have a clean, safe and tidy environment.</td>
<td>Respect all property and the whole academy environment.</td>
</tr>
</tbody>
</table>

## Responsibilities around academy

- Move directly to your next lesson in an orderly way and behave sensibly
- Speak politely and calmly
- No chewing gum
- Wear the correct uniform
- Keep to the mobile phones rules at all times
- Dispose of rubbish in bins
- No smoking or e-lites

## Responsibilities in the classroom

- Arrive on time and attend all lessons.
- Bring the right equipment.
- Enter and leave the classroom in an orderly way.
- Take out your equipment, planner and homework folder.
- Follow instructions given by staff. Do not shout out.
- Speak quietly, calmly and politely at all times.
- Stay on task and complete all work.
- Try hard and always do your best.
- Do not eat or chew.
2. Teaching Strategies and Classroom Management

Where children are learning and testing the boundaries of acceptable behaviour problems are normal. We judge our success not by the absence of problems but by the way we deal with them. The following advice and guidance is for teachers (and teaching assistants / cover supervisors as appropriate).

Base your overall strategy for the management of classroom discipline on the following:

1. **Encourage pride in the academy by your persistent actions and attitude:**
   - leave desks in place and the board clean after lessons
   - clear graffiti immediately from desks
   - do not allow graffiti of any kind on books or folders
   - remove/repair all damage, if you cannot, inform the Site Team
   - enforce the ban on chewing gum
   - keep displays fresh and attractive
   - keep your desk, shelves and cupboards tidy

2. **Build positive relationships with students:**
   - enjoy relating to students
   - greet and be greeted
   - speak and be spoken to
   - smile and relate
   - set high standards of speech, manner and dress for yourself and students

3. **Do all you can to avoid:**
   - confrontation ………………….. it can quickly escalate minor problems
   - humiliation ………………….. it breeds resentment
   - shouting ……………………… it diminishes you
   - over-reacting ………………… the problems will grow
   - blanket punishments …………. the innocent will resent them
   - over-punishment ………………. never punish what you can’t prove
   - sarcasm ………………………. it damages you!
   - public challenge ………………. it impacts on the learning of others
4. **And do all you can to:**
   - understand a child’s behaviour…… it helps you to de-escalate incidents
   - use humour ……………………… it builds bridges
   - keep calm ……………………… it reduces tension
   - listen ………………………………… it earns respect
   - be positive and build relationships
   - carry out any threats you have to make
   - use ‘Consequences’ sparingly

**Classroom Expectations at OIEA**

**Lesson Protocol Check List:**

**To be applied at the start of every lesson**
- Welcome students at the door
- Check uniform as they enter
- Direct students to their place (no negotiation)
- Planner, equipment on the desk
- Coats off, bags on floor
- All personal devices away (confiscate and take to reception to be returned after school)
- Starter underway
- Register in silence

**To be applied during the lesson**
- Students sit where you say
- When you talk to the class, Students remain silent
- Shouting out is not permitted
- Students do not leave their seat without permission
- Chewing gum, eating and drinking are not allowed
- Mobile phones or other personal devices are not permitted
- Students should refer to staff as Sir / Miss or Mr / Mrs/ Miss …

**To be applied at the end of the lesson**
- Summarise the learning that has taken place using a well-planned plenary
- Confirm homework
- Students pack away when told to do so and do not put on outdoor wear until told
- All personal devices remain away (confiscate if out)
- When told, Students stand behind chairs and push them in or put them up; pick up litter
- Students leave when instructed in correct uniform
Work hard to establish good relationships with students. They will appreciate being treated with fairness, dignity and kindness. Most will respond positively.

Students with specific learning, emotional, behavioural or medical needs should be treated with care, understanding and tolerance.

3. **Rewards and Sanctions**

The shared ethos and values of the academy promote an atmosphere of trust where everyone is treated fairly and with respect. Our aim is to help all students to become independent learners. It is therefore very important that everyone is clear and consistent about the rewards and sanctions used in the academy. In this way a student will be given continual feedback on choosing the right behaviour and will be supported by staff if an incident arises.

Students, parents and teachers should see the following sanctions as fair and applied in accordance with academy policy. It is equally important that the rewards are seen as approval and encouragement from the whole academy community. These rewards and sanctions, properly and consistently applied, will help students to make the right choice.

(i) **Rewards**

Rewards enable the academy to celebrate achievement and recognise that most students show positive attitudes to school most of the time. We should actively promote an achievement culture at every opportunity.

**What will happen if I choose work hard and contribute to school life? (guidance for Students)**

<table>
<thead>
<tr>
<th>If You:</th>
<th>The following will happen:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all you can to support the academy’s ethos and culture.</td>
<td>We will listen with care to your views and opinions and ensure that they are taken into consideration when shaping academy policy. You will be asked to represent the school on whole school occasions. You will be clearly demonstrating that OIEA is your academy.</td>
</tr>
<tr>
<td>Work hard and produce the best you are capable of.</td>
<td>You will gain achievement points for yourself and your form. The academy will support you in your efforts and give you encouragement and opportunity to improve on your previous best.</td>
</tr>
<tr>
<td>Make friends and build good relationships with other students.</td>
<td>You will be happy and will enjoy your time in school. You may even make some friends for life.</td>
</tr>
<tr>
<td>Build good relationships with other students.</td>
<td>You will be valued as a mature member of the academy community. As you move into life beyond school you will find that you are confident and able to communicate ideas and opinions.</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Play for school sports teams.</td>
<td>You will really enjoy yourself. As a member of a team you will gain important social skills and make valuable contributions to the success of the whole academy. You will take pride in the success and teamwork of your team. You will have the honour of representing your academy and playing your sport to a high level.</td>
</tr>
<tr>
<td>Wear proper school uniform.</td>
<td>As well as looking smart and ready for work you will be supporting the academy’s ethos and culture. You will set the tone around the academy and be focussed on learning. You will be showing that you can take a pride in your appearance and are able to project a positive image of the academy. You will gain a strong sense of belonging.</td>
</tr>
<tr>
<td>Assist teaching and other staff at key events through the year.</td>
<td>You will have the opportunity to become a form representative and be part of ‘Student Voice’. This post comes with responsibility for representing the academy at special events. References relate to these attributes and are written about in Form Tutor Reports. In year 10 and 11 you will have the opportunity to become a prefect and two students each year become Head Boy or Head Girl.</td>
</tr>
<tr>
<td>Show that you care about the environment of the academy by being intolerant of those who graffiti, drop litter and cause other damage.</td>
<td>You will truly understand that this is your academy and that its success depends upon you. Think about joining the Eco Group to demonstrate you care. You really do get the kind of academy you want.</td>
</tr>
<tr>
<td>Keep your parents informed about what you do in school.</td>
<td>Parents ask questions about school because they care about you and want you to be happy in school and do well. Take time to talk about school with them.</td>
</tr>
<tr>
<td>Care for and support fellow students by not being afraid to expose bullies.</td>
<td>The academy will be a happier and safer place. Do not tolerate bullying, you have a right to report it. You may want to consider becoming an Anti-bullying ambassador.</td>
</tr>
<tr>
<td>Behave in such a way that you and other students can learn and teachers can teach.</td>
<td>Standards of achievement for everyone will rise and the whole academy will continue to improve. Behaviour which affects learning will not be tolerated.</td>
</tr>
</tbody>
</table>

**Achievement Points**
The rewards system operates for students in all years. An achievement point is awarded by a teacher for an outstanding piece of work or work of a consistently high standard or consistent effort. Achievement points are accumulated for the individual, form and year group and are recorded on student smart cards and transferred to SIMS in the achievement section. Individuals can gain Bronze, Silver, Gold or Platinum certificates which are awarded throughout the year. The Form and Year Group Competition works through the academy. Weekly updates appear on the screens around the academy site. Boy and Girl ‘Student of the Year’ awards are also presented.

**Governors’ Awards**

Students are nominated to receive a Governors’ Award. Outstanding personal achievement, outstanding attendance and progress in any area of Student success is recognised in this way. Students receive a certificate signed by the Chair of Governors at a special celebration.

**Celebration of Achievement Evening**

Subject awards are given for outstanding achievement in year 11 in all subjects. This Academy Celebration Evening is held annually.

**Attendance Certificates**

Those Students with 100% attendance for the year receive a certificate of excellence in attendance. Form and year group attendance is monitored weekly and celebrated on the screens around the academy site.

**Assemblies**

Each week assemblies are held for year groups. These are used to celebrate success of particular students, groups of students and teams.

**Student Voice**

Each form nominates two students who are role models to the rest of the academy and participate in student voice conferences, rewards and trips. They will represent the academy at whole school events.

**Prefects**

In Year 11 students have the opportunity to become an Academy Prefect. They are required to be a positive role model to younger students at all times. This includes consistently meeting the high standards set by the academy such as wearing uniform correctly, demonstrating appropriate behaviour and having outstanding attendance and punctuality. Prefects will be expected to take part in duties at break and lunchtime and give up some of their free time to attend meetings at lunchtime and after school. In year 11 a Head Boy and Head Girl are also elected. Their role is to lead student voice.
ii) Sanctions

We aim to ensure that learning time is not lost. Occasionally students will fail to live up to our expectations of them. We operate a consequence system which is displayed in every classroom and around the academy. This system incorporates a range of actions from verbal warnings to the unlikely and exceptional use of permanent exclusion. All incidents are recorded on SIMS. We recognise that all students learn differently and we are committed to supporting our students to learn from mistakes and help them to make the right choices.

What will happen if I choose to misbehave? (Guidance for Students)

The following are examples and not intended to cover every eventuality. Sanctions get even more serious when referred to the Head of Subject or Head of Year. We expect all students to respect their teacher and other students and work hard at achieving good relationships.

<table>
<thead>
<tr>
<th>If You:</th>
<th>Your teacher will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forget your homework/other materials</td>
<td>Warn you and give you a Teacher Detention or if necessary a Subject Detention. These detentions are always work related.</td>
</tr>
<tr>
<td>If you do not follow instructions</td>
<td>Staff will discuss this with you and your parents will be informed. If you continue to refuse you to do as you have been asked you could end up in the Reflection room on a C3.</td>
</tr>
<tr>
<td>Swear at a teacher (verbal abuse of staff)</td>
<td>This is very serious and will result in immediate exclusion from the lesson via a C3 On Call. A period in the ‘Reflection Room’ would be very likely. You may be issued with a fixed term exclusion. Your parents will be informed.</td>
</tr>
<tr>
<td>Swear at a Student (verbal abuse of a student)</td>
<td>This is also serious. In class it is often interpreted as swearing in the presence of a teacher and will result in C2 and possibly a C3. A period in the ‘Reflection Room’ would be very likely. You may be issued with a fixed term exclusion if this verbal abuse is extreme. Your parents will be informed.</td>
</tr>
<tr>
<td>Misbehave at lunchtime and prevent Midday Supervisors from doing their job</td>
<td>You will eat your lunch alone and not be allowed to associate with friends for a period of time.</td>
</tr>
<tr>
<td>Steal (including food from the canteen)</td>
<td>You will be made to repay the cost. We often involve the police. Parents will certainly be involved. You would almost certainly serve time in the ‘Reflection Room’.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Consequences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bully</td>
<td>This is very serious and will always be treated as such. Parents will certainly be involved and we contact the police in some cases. For a period of time you will lose break and lunchtimes and any free association with other students. There will be time in the ‘Reflection room’, Fixed term exclusion or a Permanent Exclusion. You will be given the support and opportunity to change. A Senior Leadership Detention would be automatic.</td>
</tr>
<tr>
<td>Fail to attend a Teacher Detention (given because of poor work or missed work or homework).</td>
<td>You will be placed in Subject Detention and collected from last lesson. You may also be placed in Head of Year and Senior Leadership Detention of you are a repeat offender.</td>
</tr>
<tr>
<td>Damage school or other students' property</td>
<td>You will be required to pay compensation. You will also be issued with detentions or time in the ‘Reflection Room’. Parents will be informed.</td>
</tr>
<tr>
<td>Wear incorrect uniform</td>
<td>You will be given the chance to put it right by borrowing appropriate items or home will be contacted so you can collect correct uniform. If the issue cannot be resolved you will be placed in isolation with your form tutor.</td>
</tr>
<tr>
<td>Misbehave on a school journey</td>
<td>You may be barred from all subsequent trips including end of year activities off site.</td>
</tr>
<tr>
<td>Truant</td>
<td>Parents are always informed and you will be punished by making up the time missed after school. You will be placed on attendance report. Repeat truancy will result in Principal’s, or Chair of Governors Disciplinary meeting.</td>
</tr>
<tr>
<td>Arrive late</td>
<td>You will be warned and marked late. You will make up the time after school in a detention. If you are late to a lesson you may be required to make up the time. If you are persistently late you will be placed on report and parents contacted. If there is no improvement the use of punishments such as HOY Detention and loss of breaks will begin. If you are late twice in a week you will be issued with a HoY detention after school.</td>
</tr>
<tr>
<td>Fight and or physical assault of a student or member of staff.</td>
<td>You will be escorted to a safe place. If it is a serious attack or bullying it could well result in police action as well as the ‘Reflection Room’, fixed term or permanent exclusion.</td>
</tr>
<tr>
<td>Disrupt a lesson with inappropriate behaviour</td>
<td>This is very serious. You will be warned then action taken against you. C1 or C2 at first then moving through C3 then time in the ‘Reflection room’, fixed term exclusion or permanent exclusion.</td>
</tr>
<tr>
<td>If you stop yourself from learning</td>
<td>You will need to make up learning time lost in your own free time. A detention will be issued.</td>
</tr>
</tbody>
</table>
The ‘Consequences’ and ‘On Call’ system is intended to be supportive to staff and is not in any way judgmental. It is meant to support you in effectively challenging poor behaviour in your classroom. If it is used properly it should enable you to feel confident in teaching and reinforce to students the message that any poor behaviour will be dealt with promptly, thoroughly and in the same way by every teacher. The same standards and the same actions will apply lesson after lesson. As an academy we need to be consistent in the message we give young people.

It is important that we are consistent in our dealing with students; keep strictly to the consequence system when dealing with poor behaviour in your lesson. CW, C1, C2 and C3 will be effective and consistent sanctions for you because students will be subject to these consequences lesson after lesson throughout the day. Most will quickly learn that they must choose the behaviour you expect or they will be caught out by the ‘consequences’ of not doing so; those who don’t choose to behave well will be sanctioned accordingly up to and including permanent exclusion.

| Smoke | You will be made aware of the dangers of smoking. You will be told to hand in your cigarettes. You will be issued with a Senior Leadership Detention. Persistent offenders will be given time in the ‘Reflection room’ and risk a fixed term exclusion. |
| Bring alcohol or drugs into school | Your parents will be informed, police will almost certainly be involved and you will face exclusion from school. You may be referred to an outside agency. |
| Spit/drop litter/graffiti | You will be asked to clean it up and you will also be punished with a HOY or Senior Leadership Detention. Your smart card will be signed. |
| Chew gum | You will be asked to remove it and your smart card will be signed. If you are a persistent offender you will be punished with the usual sanctions. |
| Get out of your seat and walk about the class without permission | You will be asked to return to your seat. If you object you will be given a C1 or C2 by the teacher. If you persist in refusing to comply with a reasonable request you will receive a C3 On Call which will lead to more serious punishment. |
| Receive a C3 for disrupting learning | You will appear before your HOY and / or a member of the Senior Leadership team. Your parents will be required to attend a meeting in school with you. |
| Misuse of technology in school | Confiscation of the device and a temporary ban from the schools network. Parental involvement and possible police involvement. |
Procedure

1. The 'Consequences' and 'On-call' system should be used when a student’s behaviour is interfering with the learning of others and the student has not responded to the usual behaviour correction prompts using from you ('come on now', 'settle down', 'that will do thank you', 'James stop talking please', 'Emma move to the front row please' and so on). A central feature of the Academy’s Behaviour Policy is that a member of staff must get to know their classes and be aware of difficulties a young person may be facing. They should know strategies that are successful in calming a young person and the ‘I’ messages which have been shared to help you to understand behaviours. By personalising strategies you are able to support our most vulnerable students and de-escalate any incidents which occur.

Once you take the decision to embark on 'Consequences' with a student who is misbehaving in your lesson they should be in no doubt that a serious process is starting. Your warnings should be delivered calmly and without raising your voice. It is important that you do not shout or show loss of temper.

**Consequence Warning (CW):** If the behaviour of a student is affecting the learning of others embark on the consequences system. Issue a consequence warning verbally. This should not be done in the first 10 minutes of a lesson.

**Consequence C1 (C1):** If the behaviour persists or reappears at some time in the lesson issue a C1 verbally and then record the incident on SIMS by 3pm the same day.

**Consequence C2 (C2):** If the behaviour persists or reappears at some time in the lesson issue a C2. Give the student a Blue Sheet C2 Task at this point (Appendix 2). Fill in the top first so the student fully understands where to return the C2 sheet to the next day. Remove to subject isolation. Record the incident on SIMS by 3pm the same day. (Appendix 2).

**Consequence C3 (C3):** If the behaviour persists or reappears at some time in faculty isolation give the student a final warning before you issue a C3.
The warning of C1, C2 and the 'get out' provided before you say ‘C3’ would not be offered to a serious incident. In the case of a serious incident request On Call immediately, Priority 1 (emergency) C3.

If the student does not address their behaviour at this point or for the remainder of the lesson issue a C3.
Send an ‘Assistance Required’ e mail, say where you are and who the student is. On Call will attend.
Record the incident on SIMS by 3pm the same day.

**Consequences System: Additional Information**

1. The warning of C1, C2 and the 'get out' provided before you say ‘C3’ would not be offered to a serious incident. In the case of a serious incident request On Call immediately, Priority 1 (emergency) C3.

2. When you issue a C3 immediately alert ‘Assistance Required'. Allow absolutely no back pedaling from the student; once you have said ‘C3’ you must follow it through and send for ‘On Call’.

3. A Student who has not responded to C1, C2 and final C3 should not be sent out of the classroom to ‘wait’ for On Call. If there is a clear health and safety issue which means that the student cannot remain in the room, summon the assistance of a colleague from an adjacent classroom. If it is an emergency make this clear to ‘Assistance Required’. On Call will arrive immediately.

5. When the class teacher calls for the member of staff On Call they are effectively handing over the situation. On Call will take the lead in deciding how the situation should be resolved. The class teacher will be directly involved in the outcome by ensuring that there is a structured, restorative conversation before the next lesson. The Student who received the C3 will be escorted to the ‘Reflection room’ and spend the rest of the school day there until 3:45 pm. Parents will be notified by student reception (Appendix 5).

The class teacher must make every effort to speak with the student concerned before the next lesson. This should be a restorative meeting led by the HoY or HoS using the shared positive language so that the student is given the opportunity and responsibility to resolve the situation.

OIEA is an Attachment Aware school. SLT, Heads of Subject, Heads of Year and Form Tutors will be alert to patterns of individual student behaviour and teacher responses. They will have strategies in place to provide active support for both student and teacher and arrange for further support as necessary. Parents will be involved at an early stage.
6. Failure to complete the C2 Blue Sheet Task on time triggers an automatic day in the ‘Reflection Room’ until 4pm.

7. Senior Leadership Team Detention will be a Friday evening, two hour detention conducted in absolute silence as a clear punishment detention. A Student can only be placed in Senior Leadership Team Detention at the discretion of the senior leadership team.

Students should be delivered from class at 2:45 pm and escorted to the detention room K13.

8. Teachers will still be able to detain Students to ‘have a word’ at break, lunch or after school for a maximum of ten minutes. Lateness will also lead to a ten minute detention at the end of the academy day.

9. Responsibility for behaviour in departments will still be there in the way a teacher uses ‘Consequences’ and in the way the department supports colleagues in the use of ‘Consequences’. This will also engage the Head of Subject more closely with colleagues in exploring effective teaching, learning and behaviour management strategies rather than simply ‘dealing with’ the poor behaviour of the student(s).

10. Form Tutors should regularly (daily for the first few weeks of term then weekly thereafter) make the process and progression of Consequences (C1, C2, Blue Sheet Task, C3, entry on their school record detention, apology, further sanctions and reports, isolation and ultimately the ‘Reflection Room’ then permanent exclusion), absolutely clear to students in their form.

Reports (Appendix 5)

A series of reports concerning attitude and behaviour are issued to students who are repeatedly not following the expectations set out in this behaviour policy. The aim is to help students identify their problems and concentrate lesson by lesson on improving that aspect of school life. They will be given targets to work towards.

Reports will be used to inform meetings with parents, referrals to The Hub, Governors’ Disciplinary meetings and ultimately fixed term and permanent exclusion of a student who persistently rejects the values and culture of the school.

1. Yellow – HOY Monitoring Report
   Criteria tick box and comment. Staff comment on these criteria and note any C1’s, C2’s and C3’s. Sanctions in place for lost, forgotten or poor reports.
Used to:

- Ascertain nature of student problem, frequency of problem – lessons of most occurrences.
- Check attendance and / or punctuality – uniform, relationships, effort and homework.
- Student behaviour after spell in the ‘Reflection Room’.
- Involve parents.

Used by: Heads of Year

Criteria tick box and comment. Staff comment on these criteria and note any C1’s, C2’s and C3’. Sanctions in place for lost, forgotten or poor reports.

Used to:

- Identify any problem areas for the student, frequency of problem – lessons of most occurrences.
- Check attendance +/-punctuality – uniform, relationships, effort and homework.
- Involve parents.

Used by: Tutors.

3. Green – Positive Report
Targets for improvement towards two targets.

- Targets are scored out of 5.
- Sanctions in place for lost, forgotten or poor reports.
- Rewards for good reports.
- Maximum 4 weeks.
- Involve parents.

Used by: Heads of Year and SENCo.

Issued to Students of serious concerns after Yellow/Green reports have not recorded improvement. Stepping stone to the ‘Reflection Room’ or Governors’ Disciplinary, Special Needs Referrals. Criteria tick box and comment. Staff comment on these criteria and note any C1’s, C2’s and C3’. Sanctions in place for lost, forgotten or poor reports. Targets are set.

Used to:
- Used to closely monitor students at risk of exclusion.
- Involve parents
5. Red – SLT Post Exclusion Report
   Issued to any student who has returned from a fixed term exclusion

   Used to:
   - Set targets following readmission
   - Closely monitor a student when they return from exclusion
   - Involve parents.

   Used by:   Assistant Principal Inclusion, SLT only.

**Smart Card (Appendix 6)**
All students will be issued with a Smart Card at the beginning of each term. This is to track uniform and equipment and ensure all students are prepared for their learning. Students will carry their Smart Card in their blazer pocket and any ongoing issue related to basic uniform expectations or equipment will result in a detention. Persistent issues will be dealt with by individual Heads of Year. Failure to present a Smart Card to a member of staff will result in an automatic HoY detention. Lost Smart Cards will be replaced once without sanction however any further loses will result in a pastoral detention.

From September 2018 achievement points are also recorded on Smart Cards. These points are recorded by tutors each Monday in form time.

**Head of Year Detention**
HoY detentions are set for a one hour run by the Heads of Year on a Monday –Friday after school in K13. Typically students may be placed in this for poor punctuality, bullying, poor reports, rudeness to staff or persistent disruptive behavior. Students have written or numeracy tasks to complete at this detention.

**The ‘Reflection Room’**
The ‘Reflection Room’ is located in a modified classroom in the King George Building.

1. Students who consistently reject the values of the academy and the expectations set out in the behaviour policy or show other persistent patterns of poor behaviour, will quickly come to the attention of Form Tutors, Heads of Year, Heads of Subject and Senior Staff.
A persistently disruptive student will already have received extensive mentoring, monitoring and support from the Pastoral Team, Senior Staff and external professionals. Sanctions, in the form of detentions and withdrawal of certain privileges will have been applied. Parents will have been involved with the Pastoral Team in tracking their child’s behaviour from an early stage through the use of reports and consultation meetings.

If all of the above has been tried with little or no success HoY, SENCo and the AP Inclusion will discuss the student’s placement in the Reflection Room. This is a big step and should under no circumstances come as a surprise to the child or parent. If a student does not make progress in the ‘Reflection Room’, clearly demonstrating by their attitude that they do not want to be an OIEA Student, it is highly likely that they will be at risk of fixed term exclusion or in serious cases permanent exclusion.

Additionally pastoral staff and the SLT will also discuss the placement in the ‘Reflection Room’ of a student who has been involved in a ‘one-off’ act of such poor behaviour or attitude e.g. swearing at a member of staff, assaulting another student that it is decided that a short, sharp shock of the academy’s disapproval is required and a day in the ‘Reflection Room’ might be appropriate. An ‘at risk’ student swearing at staff or assaulting another student will inevitably lead to a lengthy period in the Reflection Room as it will be part of a pattern of poor behaviour.

Their days in the ‘Reflection Room’ will constitute their very real ‘last chance’ to conform to expectations. The Principal reserves the right to issue a fixed term exclusion or to permanently exclude any student or a student who persistently rejects the ethos and culture of the Academy.

2. Students placed in the ‘Reflection Room’ will be ‘mentored’ during their time in the Reflection Room so they appreciate the importance of good behaviour and relationships in the academy. Once they are returned to normal school it is expected this learning is put into practice.

3. The whole point of a Student’s time in the ‘Reflection Room’ is to educate them to avoid further incidents. We want these students to be well behaved members of the academy community. The experience is designed to modify behaviour by confronting the student with the consequences of their actions and encouraging them to reflect. A very important aspect will be the restorative justice of guided and supported discussion with the teacher(s) and students whose classes have been disrupted or with individuals who have been attacked, bullied, abused or have been in any other way a victim of the students’ repeated poor behaviour.
4. There will be no upper limit on the number of days a student might be assigned to the ‘Reflection Room’ at any one time. A student who is showing resistance to this strategy is likely to face a managed move or permanent exclusion.

5. The ‘Reflection Room’ has very simple, very strict, non-negotiable rules which must be scrupulously observed by Students. The day will be 8:30 a.m. to 3:45 pm and there will be no contact with other students. Basic literacy and numeracy tasks will be carried out in silence. There will be close supervision and accompanied toilet breaks at set intervals. Work may be sent from subject staff to KS4 students on external examination subjects. Students will have to hand in their phones on arrival.

6. At the end of the period in the ‘Reflection Room’ a decision is made whether the student is ready for mainstream school.

   If the discussion goes well the student will be monitored for a period of reporting for no less than a week. This report constitutes a probationary period where the student is tracked very closely. Any breaks in good conduct during this period would mean a further period in the Reflection Room.

7. A typical day is set out below.

   8:30 am Report to HoY
   9:00 am – 10:00 am English
   10:00 am – 11:00 am Maths
   11:00 am – 12:00 pm Science
   12:00 pm – 1:05 pm Humanities
   1:05 pm – 1:45 pm Student Code of Conduct
   1:45 pm – 2:45 pm PSHE
   2:45 pm – 3:45 pm Reflection Time
   3:45 pm – 4:00 pm Arrangements for next day
   4:00 pm Leave

8. A list of Students in the ‘Reflection Room’ will be emailed to all staff on a daily basis following the HoY meeting each day.
Principal’s Disciplinary Interview

If there are continuing causes for concern following ‘Consequences’ and ‘Reflection Room’, parents will be invited into school to discuss the situation at a Principal’s Disciplinary Interview. Following the interview the Principal will closely monitor the Student. The next step would normally be Governor’s Disciplinary Interview. This is a very serious disciplinary measure.

Governors Disciplinary Interview

This is a disciplinary measure at the highest level and is a step taken before consideration of permanent exclusion (unless the offence requires immediate exclusion). The Principal will invite Student and parents before the Chair of Governors to issue what is in effect the final warning.

Exclusions

There are three levels of exclusions:

- Short fixed term, usually between 1 and 5 days
- Fixed term of up to 45 days in a school year
- Permanent

Fixed term exclusions will be issued where Internal Exclusions are not seen to be appropriate, as decided by the Principal. The short fixed term may be used either in cases of serious misbehaviour (violence to other students, abuse to a member of staff) or persistent poor behaviour which doesn’t respond to any other sanction. Exclusion is a serious sanction and should have a positive effect on other students as well as the offender. The decision to exclude can only be taken by the Principal (or Vice Principal / Assistant Principal Inclusion in her absence). No student will be sent home during the day unless parents have been contacted. A formal letter setting out reasons, length of exclusion, arrangements for re-admission and the right to appeal will quickly follow. Work will be sent to complete during the excluded period. Returning to school after an exclusion is an opportunity for a student to make a fresh start but not to work their way through levels of sanctions again. A report with targets will accompany re-admission. Exclusions for violence, bullying or verbal abuse will result in longer or permanent exclusion if repeated.

Permanent Exclusion

Permanent exclusion will be a last resort after a range of measures have been tried, both by the Academy and with external agencies to improve behaviour. The Academy will aim to have no permanent exclusions, but serious incidents involving violence, weapons or prohibited substances may mean a student being unable to continue attend the Academy.

Confiscations and Searching
The Principal, SLT and pastoral staff can search a student for any item if the student agrees. They may also search without consent where there are reasonable grounds for suspecting that a student may have a prohibited item. The Academy is not required to inform parents before the search takes place or to seek their consent to search their child. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the Student)
- The Principal and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for

Other banned items under Academy rules:

- MP3 players and iPods (see additional note Appendix 6)
- chewing gum
- permanent marker pen

Consent does not have to be formally written by the student. It is enough for a member of staff to ask the student to turn out his or her pockets or to ask to look in their bag and for the student to agree. If the student refuses the search an appropriate punishment will be issued.

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

**Searching without consent**

The Academy can search for prohibited items if they reasonably suspect a student has a prohibited item. The search will be by a member of staff of the same sex with another member of staff present unless there is reasonable belief that there is a risk of serious harm to a person and to not search immediately would increase this risk. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items banned under the school rules.
Confiscations

The Principal, SLT and Pastoral Staff can confiscate, retain and/or destroy any item as a disciplinary penalty, where reasonable to do so. Where any article is thought to be a weapon, controlled drugs or other substances seen as detrimental to the good order and discipline of the Academy such as 'legal highs' it will be passed to the police. Extreme pornography or any article used to commit an offense will also be delivered to the police. Any stolen items of significant value which have been confiscated will be passed to the police.

Physical Restraint

The use of physical intervention with young people needs to only be used when circumstances require it in order to prevent damage to the child or young person themselves, to other young people or to an adult. Additionally if the young person is disrupting the learning of others this can also be a reason to intervene. In all cases the intervention must be appropriate to the level of perceived risk, only last as long as is required to reduce this risk and minimise any possible harm to the child. Only staff who have received training should be approved to intervene. In emergency situations any staff member present should act in the best interests of the child or children. Any use of physical intervention should be reported to the Principal without delay and a safeguarding report form completed. Derbyshire’s Physical Intervention in Education Policy gives full details of expected practice (refer to the Physical Restraint Policy January 2014).

5. HOMEWORK

Students use Show my Homework and their planner which is regularly checked by the form tutor, part of this check will focus on homework and the recording and completion of it. All checking is monitored by Heads of Year.

Sanctions

The academy operates a system of zero tolerance

1. Homework that is unfinished/poorly done/not handed in, will result in a 1/2 hour Subject Detention at the teacher’s convenience as a punishment and a learning opportunity (e.g. homework could be completed in supported and controlled conditions).

   Issue a Subject Detention giving parent 24 hours notice and record the detention in the student’s planner. Any clashes of interest for the detention slot should be
referred to the Head of Year. Students should be given the opportunity to complete the missed work in this detention.

8. No show at Subject Detention – immediately reissue the Subject Detention as soon as is possible. Issue the detention in the student planner ensuring you give 24 hours notice. Head of subject to be informed.

9. Avoidance of Subject Detention through second failure to attend should result in a one hour Head of Year Detention. This should be issued by the HoY after communication from the subject teacher of failure to attend subject detention twice.

10. Students who are genuinely unable to attend any of their detentions (absence, verified appointments) should be set a rearranged date.

11. Subject staff should escort students to a HoY or SLT detention at 2:45 pm. HoY will keep them informed.
Appendix 1: Respect Agenda

We the students and staff understand that if we all uphold the principles above, together we will make our academy a better place.
Appendix 2: C2 Task Sheet

Behaviour that limits the learning opportunities of others will not be tolerated. Positive contributions to the ethos of the academy will be rewarded.

Teacher: ___________________ Student: ___________________ Subject: ___________________ Class: ___________________
Day/Date: ___________________ Return on: ___________________ To: ___________________

**C2 Written Task**

You have just reached C2. This apology letter should be handed to the teacher that issued you the C2 before 8:30am tomorrow.

**Student Apology**

<table>
<thead>
<tr>
<th>Dear .................................. (Teacher’s Name)</th>
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<tbody>
<tr>
<td><strong>Apology</strong> (Use this box to apologise for your behaviour and describe what you did wrong)</td>
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<td>I am sorry that I ......................................................................................................................</td>
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<td>What will you do to improve your behaviour?</td>
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<td>What can the teacher do to aid your learning?</td>
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<td><strong>The teacher can help me by</strong> ..................................................................................................</td>
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<td>Yours sincerely,</td>
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### Student Code of Conduct - Rights and Responsibilities in Academy

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<th>Rights</th>
<th>Responsibilities</th>
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<tr>
<td>To be treated fairly and with respect.</td>
<td>To show respect for others and treat them as you would like to be treated</td>
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<tr>
<td>To be able to teach without being distracted.</td>
<td>To allow others to learn without distraction</td>
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<td>To receive praise and encouragement.</td>
<td>To try hard and do our best</td>
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<td>To feel safe.</td>
<td>To consider the feelings of others and report those who are causing problems</td>
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<tr>
<td>To receive support when needed.</td>
<td>To co-operate with others to enable learning.</td>
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<tr>
<td>To have a clean, safe and tidy environment.</td>
<td>Respect all property and the whole academy environment.</td>
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</tbody>
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Copy and complete the above table in the table below. Make sure your handwriting is neat.

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<th>Rights</th>
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Parent / Carer Signature: ........................................... Date: ..........................
Appendix 3: C2 Flow Chart

Heads of Subject, Heads of Year, Pastoral Manager

C2

Know your role; know the role of those you manage; make sure they know their role; make it work

After using all usual behaviour prompts including C1, C2, C3 pupils with Head who will do things

Subject teacher issues pupil C2 Blue Sheet for completion of task
Expects what to do and when to hand in and record on SIMS

Pupil completes and hands in to teacher by 8.30am the next day, signed by Parent

Subject teacher records C2 completed or C2 not completed in their consequence record in their planner/mark book

Subject teachers regularly discuss frequent C1, C2, C3 pupils with Head who will do things

1. Note patterns and raise concerns about individual pupils with appropriate Head of Year.
2. Discuss teaching, learning and behaviour strategies with individual teachers.
3. Consult Head of Year/Assistant Principal regarding persistent problems.

Pupil does not complete, is late or is poorly completed

Subject teacher informs Head of Year and Student Reception of this as soon as possible via "Assistance Required"

Teacher forwards completed C2 task sheet to Student Reception

Head of Year and Student Reception organise for pupil to be in the Reflection Room until 4pm.
Parents informed by Text Message and recorded on SIMS

This will allow Heads of Year to be alert to C2 patterns. It is a priority for Heads of Year to identify such patterns, challenge and support pupils and consult with Head of Subject. Parents must be alerted to concerns. Each accumulation of 3 x C2 triggers a day in the Reflection Room until 4.00 p.m., Parents informed by Text Message and recorded on SIMS

Head of Year takes action with individual pupils showing repeat pattern; on report to head of year is likely. Discussion with Assistant Principal will result in further action if necessary. Parents (and possibly other agencies) will be alerted and involved early.

Ormiston Ilkeston Enterprise Academy
Appendix 4: C3 Flow Chart

Heads of Subject, Heads of Year, Pastoral Manager  C3

Know your role; know the role of those you manage; make sure they know their role; make it work

1. After using all usual behaviour prompts including C1 and C2, proceed in extreme circumstances we must go through these two steps first - subject teacher issues C3.

2. Teacher completes “On Call” slip and asks responsible pupil to take it to Student Reception. Teacher does not send problem pupil.

3. On Call arrives and takes action (possible actions are listed on separate document).

4. C2 procedures still apply.

5. Teacher records C1, C2 and C3 in their Consequence record in their planner/mark book and follows academy procedure for gathering and using this data pattern of Consequences.

6. C3 is processed at Student Reception where a meeting is arranged for the next day.

7. SIMS is updated and parents are informed that pupil is in the Reflection Room for remainder of the day until 4pm.

8. If there is a pattern emerging Head of Year will certainly contact parents and counsel the pupil. The Head of Year would use a Behaviour Report at this point. They will consult with Assistant Principal over other possible actions such as isolation in the Reflection Room. At this stage parents will be sent a standard letter from the Assistant Principal expressing concern about behaviour and making clear the next steps.

Ormiston Ilkeston Enterprise Academy
## Appendix 5: Reports

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<th>On time?</th>
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<th>Equipment</th>
<th>Lessons outcome achieved?</th>
<th>Homework</th>
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Signed: HOY ___________________________  Parent: ___________________________

Teacher's signature: ___________________________
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Signed: SLT ____________________________ Parent: ____________________________
Appendix 6: Smart Card

Smart Card

2018 - 2019

Name ______________________

Tutor ______________________

Autumn □ Spring □ Summer □

Issue number □ Date ________
Uniform and Equipment Rules

1. Blazer worn at all times with sleeves down.
2. Tie worn with top button done up.
3. Shirts tucked in.
4. Plain black school shoes worn. No boots, sandals or trainers.
5. Black trousers or a skirt. Skirts must be knee length and not lycra. Skinny jeans, skinny trousers and leggings are not allowed.
6. Natural colour hair and no extreme styles.
7. No chewing gum or dropping litter.
8. Bring a black pen, pencil, rubber, ruler and a red pen.
11. No eating in lessons or corridors.
# Staff Signature Log – Behaviour

<table>
<thead>
<tr>
<th>Sign</th>
<th>Code</th>
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*Note:* Detention

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# Uniform and Equipment Rules

1. Blazer worn at all times with sleeves down.
2. Tie worn with top button done up.
3. Shirts tucked in.
4. Plain black school shoes worn. No boots, sandals or trainers.
5. Black trousers or a skirt. Skirts must be knee length and not lycra. Skinny jeans, skinny trousers and leggings are not allowed.
6. Natural colour hair and no extreme styles.
7. No chewing gum or dropping litter.
8. Bring a black pen, pencil, rubber, ruler and a red pen.
11. No eating in lessons or corridors.
12. Reading book.

---

# Staff Signature Log – Rewards

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<tr>
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*Note:* SIMS Entry Tutor

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# Rewards

1. Helped my teacher
2. Being a good citizen
3. Produced an excellent piece of work
4. Outstanding contribution to the academy
5. 100% attendance and no lates last week
6. Attended an extra-curricular club/event
7. Helped another students with their learning
8. No behaviour points one week
9. Showed resilience in my learning
10. Demonstrated good grace in class
All students must:

- Carry their smart card in their blazer pocket at all times.
- Make every effort to have a positive attitude to learning and gain rewards points.
- Hand over their card to a member of staff at the first time of asking when behaviour signatures are to be recorded. Failure to do so will result in an automatic Head of Year detention.
- Attend a Head of Year detention when they receive six behaviour signatures. Failure to do so will result in a Senior Leadership Team detention.
- Show their smart card to their tutor in tutor time every morning. Their tutor will inform them of rewards points and any detentions which are due.
- If a student loses their card for a second time they attend a detention.
Appendix 7: Mobile Phones, iPods and MP3 Players

In the modern age, young people find it difficult to live without their electronic devices (phones, iPods and Mp3 players) particularly mobile phones. The Academy is also aware that parents want to contact their children and ensure their safety to and from the Academy which is of paramount importance to us all.

These items can also lead to the following;
- Lost learning time – students are sending and receiving messages during lesson time which disturbs them from their lesson and work.
- Student safety – students are able to call on people outside the Academy to meet them in order to inappropriately resolve issues they may have had in school.
- Inappropriate images – Students could take photographs of other students and post them on social media sites without the permission of the subject of the image.

Message to students
If you choose to come to school with an electronic device, it remains your responsibility and the school cannot take responsibility for such items. You **MUST** turn off your device during lesson time. If you are seen with a device out during a lesson it will be confiscated and placed in school reception until 2.45 pm. **You will not have a warning.**

If you have your device confiscated three times, then an adult will have to collect it from reception on that and any subsequent occasion. If you refuse to submit your device you will be placed in the isolation room.

If you do not wish for your device to be confiscated, please do not bring it to the Academy or make sure you follow the policy.

The Academy does not take any responsibility for loss, theft or damage to any mobile device brought into the Academy.
Appendix 8: Procedures for Staff when issuing Consequences

Procedures for staff to follow when issuing Consequences

When you have exhausted all of your normal teaching strategies and a student still does not behave to your expectations you should use the academy behaviour and discipline sanctions of consequences. ‘Consequences’ is used to sanction in class behaviour which impacts negatively on your teaching and other pupils’ learning. There are other processes to deal with lack of performance in work.

If you believe teaching and learning is going to be affected in a negative way by a student once you have tried to manage their behaviour using all the normal behaviour management strategies you should commence down the consequences route. It is vital these are logged on SIMS by 3pm the same day.

C1

When you issue a C1 the only procedure to follow is as follows:

- Accurately record on SIMS and remember the student you have issued the C1 to.

C2

If the student does not correct their behaviour after the issue of the C1 and a C2 has to be issued remember to do the following:

If necessary all the points below can be carried out at the end of the lesson, certainly by the end of the day.

- Issue the pupil with the blue C2 writing task.
- Record somewhere (mark book / consequences record book) that the pupil needs to return it to you the next morning by 8:50 am.
- Enter the incident on SIMS to record you have issued the C2.
- When the pupil returns the C2 the next morning, as soon as possible take the completed C2 to Student Reception.

Incomplete C2

- If the pupil fails to complete the C2 or fails to hand it into you by 8:50 am the next day, e-mail student reception (‘assistance required’) and the HOY who will take appropriate action.

C3

- If the pupil does not correct their behaviour after the issue of a C2 and subject isolation a C3 has to be issued, remember to do the following:

  - Complete the red C3 slip and send it with a reliable pupil to Student Reception at the end of the lesson. Indicate the priority rating and the location you are teaching in.
  - Record on SIMS.

  - The pupil will be collected by a member of the pastoral team and taken to the ‘Reflection Room’ for the rest of the day until 4pm.
  - Following a C3 a time will be arranged for a restorative meeting for student with you. This will be e-mailed to you. Be ready to attend the meeting (cover will be arranged for you).
C1 = Consequence 1

This is a warning

It will be issued if you interrupt the learning of others. It will be recorded on your individual behaviour log and your tutor, pastoral manager or Head of Year may inform your parent / carer.

C2 = Consequence 2

This is your second warning.

You are moving closer to ‘On Call’. You will be given a Blue Sheet C2 Task at this point. You will be removed to subject isolation. The C2 will be recorded on SIMS and your parents / carers will be informed.

C3 = Consequence 3

You have reached ‘On Call’.

If your behaviour persists or reappears at some time in subject isolation the teacher will give you a final warning. If you do not address your behaviour at this time you will be removed from the lesson to the ‘Reflection Room’. You will remain in the ‘Reflection Room’ until 4pm. This will be recorded on your individual behaviour record. Your parents / carers will be informed and asked to attend a meeting at the academy to discuss your behaviour.
### Appendix 9: Attitude to Learning Descriptors

#### Potential Learners

<table>
<thead>
<tr>
<th>Attitude to learning</th>
<th>Potential learners...</th>
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</table>
| Readiness to learn   | • Sometimes arrives late  
                     | • Lack basic equipment  
                     | • Uniform expectations not fully met  |
| Engagement           | • Needs reminders to listen  
                     | • Needs reminders to concentrate  
                     | • Participate in the parts of the lesson  
                     | • Lack effort in their work  |
| Quality of work      | • Needs to address the presentation of work  
                     | • Completes work to a poor standard  
                     | • Do not act on feedback consistently  |
| Communication        | • Are reluctant to answer questions  
                     | • Are reluctant to speak in lessons  |
| Respect              | • Sometimes needs to address politeness  
                     | • Do not work well with others  |
| Independence         | • Does not complete all work  |
| Thirst for knowledge | • Do not complete all homework  |
| Problem solving      | • Are uncomfortable thinking for themselves  |
### Developing Learners

<table>
<thead>
<tr>
<th>Attitude to learning</th>
<th>Developing learners...</th>
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</table>
| **Readiness to learn** | • Arrive to lessons **on time**  
  • Are mainly **equipped** for lessons  
  • Wear uniform **correctly** but may need reminders |
| **Engagement** | • **Listen** during the lesson  
  • **Concentrate** during the lesson  
  • **Participate** in the lesson  
  • Put **effort** into lessons but may need reminders |
| **Quality of work** | • **Presents work adequately**  
  • **Complete work set**  
  • **Act on feedback** |
| **Communication** | • Sometimes answer questions  
  • Sometimes **ask questions**  
  • Will speak in lessons if asked  
  • Contribute to **discussions** when prompted |
| **Respect** | • Help others and are **polite**  
  • **Work in teams** but are sometimes reluctant |
| **Independence** | • Completes work when they are told  
  • Can sometimes see the relevance of their learning  
  • Can sometimes think of ways to improve |
| **Thirst for knowledge** | • **Completes most** homework |
| **Problem solving** | • Will attempt to think about a new situation or idea  
  • Can contribute to a group to help solve a problem  
  • See errors as an opportunity for learning |
<table>
<thead>
<tr>
<th>Attitude to learning</th>
<th>Advanced learners...</th>
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</table>
| Readiness to learn     | • Arrive to lessons on time  
• Are fully equipped for all lessons  
• Wear uniform correctly at all times                                                                                                                                 |
| Engagement             | • Listen throughout the lesson  
• Give full concentration in all parts of the lesson  
• Participate fully in all parts of the lesson  
• Put effort into lessons                                                                                                                                 |
| Quality of work        | • Present work neatly and keep their books well  
• Complete all work to the best of their ability  
• Act on feedback and learn from their mistakes                                                                                                                                 |
| Communication          | • Answer questions  
• Ask questions about learning  
• Can speak well in lessons  
• Contribute positively to discussions                                                                                                                                 |
| Respect                | • Help others and are polite  
• Always work effectively as team players regardless of role                                                                                                                                 |
| Independence           | • Understands what they are learning  
• Can identify ways of improving  
• Know some methods of revision and prepare for assessments                                                                                                                                 |
| Thirst for knowledge   | • Completes homework set  
• Are interested in learning new things  
• Will try again if things go wrong                                                                                                                                 |
| Problem solving        | • Will attempt new challenges  
• Are prepared to struggle with an idea or problem  
• Will explain were they are up to before asking for help                                                                                                                                 |
## Expert Learners

<table>
<thead>
<tr>
<th>Attitude to learning</th>
<th>Expert learners...</th>
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</table>
| Readiness to learn   | • Arrive to lessons on time  
                      | • Are fully equipped for all lessons  
                      | • Wear uniform correctly at all times |
| Engagement           | • Listen attentively  
                      | • Give full concentration in all parts of the lesson  
                      | • Participate fully in all parts of the lesson  
                      | • Give maximum effort in all parts of the lesson |
| Quality of work      | • Present work neatly and keep their books well  
                      | • Complete all work to the best of their ability  
                      | • Act on feedback and seek feedback from others  
                      | • Work can be used as an exemplar for others |
| Communication        | • Answer questions fully and explain their thinking  
                      | • Ask challenging questions about learning  
                      | • Can speak confidently using subject specific vocabulary  
                      | • Contributes to discussions, can add to a point, summarise thinking so far and pose new questions |
| Respect              | • Support others and are polite  
                      | • Demonstrate sympathy and empathy  
                      | • Always work effectively as team players regardless of role and may lead others |
| Independence         | • Understand how their learning fits into a big picture and make connections from other subjects and topics  
                      | • Understand what has been achieved in the lesson and how to improve further  
                      | • Are motivated to achieve to the best of their ability  
                      | • Understand how best to revise and prepare fully for assessments |
| Thirst for knowledge | • Always complete homework to a high standard  
                      | • Seek out new information about the subject (extension tasks, reading, visits, extra-curricular opportunities, documentaries, research)  
                      | • Show motivation and enthusiasm for learning new things |
| Problem solving      | • Show initiative  
                      | • Think through challenges and will ‘wrestle’ with an idea with or without supervision  
                      | • Are comfortable sharing incomplete or incorrect work as part of their learning  
                      | • Think of new ways to demonstrate their learning |