



## Behaviour and Learning policy 2020-2021

### Policy version control

Policy type	Statutory
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Approved by	Paula Arrowsmith, November 2018
Release date	December 2018
Next release date	December 2021
Description of changes	No changes

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## I. Policy statement and principles

We are dedicated to ensuring that our academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where students feel included in every aspect of academy life and comfortable to voice their opinions.

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.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their academy years.

We believe that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

### Academy Code of Conduct

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

### **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. Definition**

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in Ormiston Ilkeston Enterprise Academy these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

### 3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

### 4. Monitoring and review

This policy will be reviewed every three years or in the following circumstances:

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

If there are urgent concerns these should be raised to the Ms Jo Stubbs – Assistant Principal - Inclusion in the first instance for them to determine whether a review of the policy is required in advance of the review date.

### 5. Roles and responsibilities

#### Students

The academy expects all of its students to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.

Students are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or behaviour contracts.

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

#### Students will:

- Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Ormiston Ilkeston Enterprise Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.

- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- Correctly present themselves in Ormiston Ilkeston Enterprise Academy's uniform, in accordance with the Academy's Uniform Policy.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.
- 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

#### Academy

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.

The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, before and after the academy day, in-between classes, during breaks in the academy day, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.

The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

#### Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with the relevant (position/job title).
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact Jo Stubbs, Assistant Principal Inclusion and the rest of the SLT when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

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

### Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Ormiston Ilkeston Enterprise Academy with the student's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question Ormiston Ilkeston Enterprise Academy decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of Ormiston Ilkeston Enterprise Academy, in accordance with the Academy's Uniform Policy.

## 6. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation academy uniform at all times to and from academy
- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- Do not run through hallways and corridors
- Do not shout out during lessons, or shout to one another in hallways, or when in public places
- Be polite and respectful at all times
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or not vandalise academy property in any way
- Unauthorised absence from academy will not be tolerated

- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

## 7. Classroom behaviour

- A set of the Academy rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the consequences system will be:
  - CW Warning – the student is reminded of their expectations by their class teacher, support if offered by the staff member to help the student manage their behaviour.
  - C1 Final reminder- If the behaviour persists or reappears at some time in the lesson a C1 is issued verbally. The staff member will discuss the behaviour with the student and quietly remind them of our expectations. The student may be asked to move seats.
  - C2 Subject Removal - If the behaviour persists and interrupts learning the staff member will inform the student of the consequences of their disruptive behaviour, the student will be removed from the lesson and a subject detention will be given. The student will be placed within the subject area.
  - C3 Middle Leader Pathway – if the behaviour persists after a subject removal the student will be placed on a middle leader pathway in isolation from their peers.
  - C3 Senior Leader Pathway – if there is a serious incident a student will be placed on a senior leadership team pathway in full isolation away from their peers. This is only used for a serious breach of academy rules.
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it. De-escalation techniques will be used at all times.

**Warnings will be given for:**

- Not listening to the teacher; Not respecting equipment;
- Not working to the best of their ability; Not engaging in the learning;
- Shouting out (persistently); Off task talking.
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the Academy corridors and surrounding area of the Academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.
- The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.
- The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible manner.

**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.

## 8. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously

A register is taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late.

Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy. <http://www.oiea.co.uk/wp-content/uploads/2013/07/Attendance-Policy-2017-2020.pdf>

## 9. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

All of our students' wear uniform which reflects a sense of belonging to the Academy Community. Our uniform is compulsory for all students and is made up of the following items:

- Academy blazer with logo
- Black v-neck jumper with logo (no cardigans). Students can wear a black v-neck jumper with logo available from uniform stockists.
- Academy tie
- Black full length tailored trousers/skirt (of an appropriate length and style, no Lycra)
- White shirt (tucked in)
- Plain black shoes (no boots or sandals)

The academy blazer must be worn at all times on and around the site, unless permission is given by a member of staff to take it off. A black V neck jumper is optional.

Final decisions regarding the suitability of uniform will be made by the Principal/Vice Principal/Assistant Principals.

#### **PE Kit**

- Academy black shorts and/or tracksuit bottoms
- Academy polo shirt with logo
- Trainers/suitable footwear

#### **Forbidden in Academy**

- Smoking or smoking materials, drugs, substances and alcohol
- Dangerous items including knives, catapults, fireworks, laser pens, toy guns, BB guns
- Pornographic images
- Chewing-gum
- Permanent marker pens
- Body piercings, eg studs, rings, bars for nose/eyebrows
- Extreme hairstyles and colours
- Excessive make-up
- Short, layered skirts or split skirts
- Leggings, Lycra, cropped or tight trousers
- Caps
- Cardigans
- Denim and leather clothing

The academy uniform should be worn by all students in year 7 through to year 11 . Students who come in not wearing the correct academy uniform may be sent home to change or placed in tutor isolation.

## **10. Unacceptable behaviour**

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy.

- Verbal abuse to staff and others
  - Bullying in any form (see the Anti-Bullying Policy)
  - Verbal abuse to students
  - Physical abuse / attack on staff
  - Physical abuse / attack on students
  - Indecent behaviour
  - Damage to property
  - Misuse, possession or supplying illegal drugs or alcohol

- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Persistent defiant behaviour
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour

## 11. Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### Prescription drugs/Controlled Substances

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

### Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication they can go to the academy nurse.

### Medication

We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

## 12. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## 13. Disciplinary sanctions

The academy operates using the following disciplinary measures:

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 fixed term and permanent exclusion. All incidents are recorded on Class Charts. 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 House. We expect all students to respect their teacher and other students and work hard at achieving good relationships.

<b>If You:</b>	<b>Your teacher will:</b>
Forget your homework/ other materials	Warn you and give you a Teacher Detention or if necessary a Subject Detention. These detentions are always work related.
If you do not follow instructions	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 being removed from a lesson
Swear at a teacher (verbal abuse of staff)	This is very serious and will result in immediate exclusion from the lesson via a C3 On Call. A period of isolation would be very likely. You may be issued with a fixed term exclusion. Your parents will be informed.
Swear at a Student (verbal abuse of a student)	This is also serious and will result in C2 and possibly a C3. A period of isolation would be very likely. You may be issued with a fixed term exclusion if this verbal abuse is extreme. Your parents will be informed.
Misbehave at lunchtime and prevent Midday Supervisors from doing their job	You will eat your lunch alone and not be allowed to associate with friends for a period of time. You may receive a canteen ban.
Steal (including food from the canteen)	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 isolation and a canteen ban for a period of time
Fight and or physical assault of a student or member of staff.	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 isolation, fixed term or permanent exclusion.
Disrupt a lesson with inappropriate behaviour	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 isolation, fixed term exclusion or permanent exclusion.

If you stop yourself from learning	You will need to make up learning time lost in your own free time. A detention will be issued.
Bully	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 isolation, Fixed term exclusion or a Permanent Exclusion. You will be given the support and opportunity to change. A Senior Leadership Detention would be automatic.
Fail to attend a Teacher Detention (given because of poor work or missed work or homework).	You will be placed in Subject Detention and collected from last lesson. You may also be placed in Head of House and Senior Leadership Detention of you are a repeat offender.
Damage school or other students' property	You will be required to pay compensation. You will also be issued with detentions. Parents will be informed.
Wear incorrect uniform	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.
Misbehave on a school journey	You may be barred from all subsequent trips including end of year activities off site.
Truant	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.
Arrive late	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 HOH Detention and loss of breaks will begin. If you are late twice in a week you will be issued with a HoH detention after school.
Smoke / Vape	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 at 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. You will be searched for illegal items and you may face a permanent exclusion.

Spit/drop litter/graffiti	You will be asked to clean it up and you will also be punished with a Head of House or Senior Leadership Detention.
Chew gum	You will be asked to remove it. 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 which will lead to more serious punishment.
Receive a C3 for disrupting learning	You will appear before your Head of House 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.

### **Isolation from lessons**

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 House, 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 HoH, SENCo and the AP Inclusion will discuss the student's placement in isolation. 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 isolation, 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 isolation 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. An 'at risk' student swearing at staff or assaulting another student will inevitably lead to a lengthy period in isolation as it will be part of a pattern of poor behaviour.

Isolation from lessons 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. The whole point of a student's time in isolation is to guide them to avoid further incidents. Our students are supported 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.
3. There will be no upper limit on the number of days a student might be assigned to isolation from lessons at any one time. A student who is showing resistance to this strategy is likely to face a managed move or permanent exclusion.
4. At the end of the period of isolation SLT make 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 of isolation from lessons.

#### **Principal's Disciplinary Interview**

If there are continuing causes for concern following 'Consequences' and 'isolation', 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. This is a very serious disciplinary measure.

### **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.

#### **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).
2. 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 House. Students should be given the opportunity to complete the missed work in this detention.
3. 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.
4. Avoidance of **Subject Detention** through second failure to attend should result in a one hour **Head of House Detention**. This should be issued by the HoH after communication from the subject teacher of failure to attend subject detention twice.
5. Students who are genuinely unable to attend any of their detentions (absence, verified appointments) should be set a rearranged date.
6. Subject staff should escort students to a HoH or SLT detention. HoH will keep staff informed.

<i>Use of force</i>	<p>The academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.</p> <p>Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:</p> <ul style="list-style-type: none"> <li>▪ Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);</li> <li>▪ Causing personal injury to, or damage to the property of, any student (including him or herself)</li> <li>▪ Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise</li> </ul> <p>All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.</p> <p>Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.</p> <p>Such serious incidents involving the use of force will also be recorded by the academy.</p>
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Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour.

## 14. Regulating students’ offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

## 15. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Ormiston Ilkeston Enterprise Academy. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student:

- Is taking part in any activity organized by the academy
- Is travelling to or from the academy
- Is wearing academy uniform
- Is in some other way identifiable as a student at the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy

## 16. Rewards policy

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour.

- Ormiston Ilkeston Enterprise Academy recognises that students should be rewarded for displaying consistently good behaviour.
- Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work.
- Positive behaviour will be promoted and reinforced by the Academy's clear reward system.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce Ormiston Ilkeston Enterprise Academy's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate students and help them to feel valued.

Ormiston Ilkeston Enterprise Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- Verbal praise
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- House/team points
- Early lunch pass
- End of term whole-class rewards
- Reward activities are arranged for groups of students at the end of the year.

- **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 in the student planner. 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.

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

<b>If You:</b>	<b>The following will happen:</b>
<b>Do all you can to support the academy's ethos and culture.</b>	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.
<b>Work hard and produce the best you are capable of.</b>	You will gain achievement points for yourself. The academy will support you in your efforts and give you encouragement and opportunity to improve on your previous best.
<b>Make friends and build good relationships with other students.</b>	You will be happy and will enjoy your time in school. You may even make some friends for life.
<b>Build good relationships with other students.</b>	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.
<b>Play for school sports teams.</b>	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.
<b>Wear proper school uniform.</b>	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

	<p>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.</p>
<p><b>Assist teaching and other staff at key events through the year.</b></p>	<p>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.</p>
<p><b>Show that you care about the environment of the academy by being intolerant of those who graffiti, drop litter and cause other damage.</b></p>	<p>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.</p>
<p><b>Keep your parents informed about what you do in school.</b></p>	<p>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.</p>

**Appendix 1: Respect Agenda**





## Appendix 2: Code of Conduct

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



### Student Code of Conduct - Rights and Responsibilities in Academy

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

Copy and complete the above table in the table below. Make sure your handwriting is neat.

Rights	Responsibilities

Parent / Carer Signature:.....Date:.....

### **Appendix 3: Reports**

**Head of House Behaviour Report** Name: \_\_\_\_\_ Form \_\_\_\_\_ Date \_\_\_\_\_

Date:	On time?	Uniform	Equipment	Lesson outcomes achieved?	Homework	Target:	Teacher signature
AM						Please comment below	
Reg							
1							
2							
Break							
3							
4							
Lunch							
5							

Signed: Head of House \_\_\_\_\_ Parent/Carer: \_\_\_\_\_

A range of reports are used to monitor attendance, punctuality and behaviour.

#### **Appendix 4: 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.