



Holbrook Academy

Rewards & Behaviour Policy

Date Approved	10 th September 2020
Signed	L Cullen Chair of Governors
Minuted	10 th September 2020
Date of Next Review	Summer term 2021

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Covid 19 Addendum Updated – 14th January 2021. Amendments include Expectations for Remote Learning and Rewards and Sanctions for Remote Learning.

Contents

1. Statement of Intent	3
2. Roles & Responsibilities	3
3. Procedures	5
4. Recognition & Rewards	5
5. Sanctions	6
6. Use of Isolation	8
7. Use of On Call	8
8. Early Intervention	8
9. Investigating Cases of Poor Behaviour	9
10. Searching and Confiscation Procedures	9
11. Use of Reasonable Force	10
12. School Transport	10
13. Involvement of Outside Agencies	10
14. Review	11
15. Links with other policies	11
Addendum for the Safe Return to School in September – Covid-19	12
Appendix 1 : Uniform Rules	16
Appendix 2 : List of Prohibited Items	17

1. Statement of Intent

Holbrook Academy is committed to working with the students in our care to provide the best possible educational experience in an environment in which they can thrive and where exemplary standards of behaviour are the norm; where relationships between staff and student engender not only academic progress, but strengthening emotional literacy and resilience; where strong, consistent leadership, underpinned by shared values, develops confidence and security in staff and students alike. It is our core belief that good behaviour follows good teaching and learning, but that students need consistently caring, humane responses to assist in developing the behaviours that eventually come naturally to all Holbrook students.

This policy is underpinned by our belief and commitment to five restorative values:

- Respect for each other, our community and local environment
- Relationships with each other built on mutual trust and respect
- Responsibility for our actions
- Repair when things break down
- Reintegrate through listening, understanding and supporting

2. Roles & Responsibilities

All teachers and other adults have responsibility to promote clear messages about the impact of bullying and prejudicial behaviour on students' well-being.

2.1 Governing Body

The Governing Body will establish a policy for the promotion of good behaviour, keep it under review and ensure that it is communicated to students, parents and carers.

Governors will support the staff of the Academy in maintaining high standards of behaviour through meetings of the Quality & Monitoring Committee. Governors will ensure that there is no differential application of the policy and procedures, and that the concerns of parents, carers and students are listened to and properly addressed. The Academy or Parents/Carers may request the Governing Body to meet with a student, family and the school to review an individual student's behaviour and the support in place. This is separate to any meetings held as part of the exclusion process.

2.2 Academy Staff

The Headteacher and Senior Leadership Team will be responsible for the implementation and day to day management of the policy. The Behaviour Manager/Pastoral team will also provide support for staff faced with challenging behaviour. The Headteacher will ensure that training on all aspects of behaviour management is provided at the appropriate level for all personnel.

Teaching, support and administrative staff will be responsible for ensuring that the policy and associated procedures are followed and consistently and fairly applied. They also have a responsibility to establish clear expectations and teach good behaviour, where appropriate, and to ensure that a high quality learning environment is created in lessons.

To enable this, all staff should:

- Meet and greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use the G4S rewards system and follow up with phone calls/postcards home
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

Form Tutors and the Pastoral Team will monitor the behaviour and wellbeing of all students by analysing Go4Schools points and intervening where necessary.

Middle Leaders should:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior Leaders should:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

2.3 Parents/Carers

Parents/Carers will be expected to take responsibility for the behaviour of their child in and out of the Academy, and to work in partnership with the Academy in maintaining high standards of behaviour. Parents/Carers and students are expected to read and sign the Home-School Agreement on joining the Academy and annually thereafter (a copy will be included in the Student Planner and can also be found on the Academy website). They are

also expected to inform the Academy of any change to personal circumstances that might affect the behaviour of the child in school.

It is expected that Parents/Carers will monitor their child's behaviour by using the Academy's online reporting system, Go4Schools. Where Parents/Carers cannot access Go4Schools, they can see a summary of positive and minus points on their child's report, copies of which can be obtained from the main office, and should contact the Form Tutor with any concerns. They can also request a copy of their child's behaviour log from the Form Tutor.

2.4 Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of Academy policy, procedures and expectations, which includes adhering to the uniform (see Appendix 1 for full details). They also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to an appropriate member of the Academy staff.

In lessons, students should:

- Be ready – All students will be ready to learn and have the correct equipment / uniform
- Be respectful – All students to display a level of respect for themselves, their peers, their teachers and their property / surroundings
- Be safe – All students to ensure the safety of others – verbally and physically
- Be silent whilst teacher or peers are talking
- Follow and adhere to basic instructions given

3. Procedures

The Academy uses the Go4Schools system to record behaviour events and for reporting to Parents/Carers. Positive and negative points are awarded to students by staff as set out below.

Acceptable behaviour is defined as that which promotes courtesy, co-operation and consideration from all students in their relationships with other students, staff and visitors within and outside the Academy premises.

4. Recognition and Rewards

The following are used to encourage and reward good and improved behaviour and are shown with the number of positive points which will be awarded on the Go4Schools system:

+10	Headteacher's Award - Exceptional success.
+8	Active Citizenship Award - Supporting the school community.
+6	WOW! - Above and beyond expectations including outstanding progress with learning.
+4	Leadership / Positive Role Model Award - Taking a lead, inspiring others.
+4	Good Samaritan - Consistently kind and helpful; going out of your way for others.
+3	Positive Learner / Skills - Excellence with classwork, homework, verbal contribution, effort or progress.
+2	Top Supporter Award – Attending clubs and revision sessions
+1	Gold Star – For good work and/or recognition of a positive act eg random act of kindness, good example, good deed.

Students are also rewarded in end of term assemblies for accumulation of points, as well as by their subject teachers who recognise academic attainment and progress.

5. Sanctions

Low level disruption can usually be resolved by the class teacher. To ensure consistency of approach, it is suggested the below steps are followed until an acceptable resolution is reached with the student:

Nature of Incident	Low Risk	Medium Risk	High Risk
Step 1	Verbal reminder of classroom expectations	Ask student to step out of the classroom for a short period of time of reflection	Ask student to step out of the classroom for a short period of time of reflection
Step 2	Move student to another location in the classroom	Reintegrate if student ready to meet expectations	If not, use on-call system to request SLT/Behaviour Support
Step 3	Ask student to step out of the classroom for a short period of time of reflection	If not, use on-call system to request SLT/Behaviour Support	
	Discuss behaviour with student calmly		
	Reintegrate if student ready to meet expectations		
	If not, use on-call system to request SLT/Behaviour Support		

Any instances of poor behaviour requiring intervention must be followed up by logging on Go4Schools. By selecting to 'Inform the tutor', this will update the student's form tutor who should address the incident with the student. Depending on the severity of the breach of the behaviour policy, a phone call or email home should be made, as well as setting an SLT detention. The staff member will always be required to take part in the restorative practice employed following any sanction, which will be conducted with either SLT, pastoral staff, Parents/Carers and/or form tutor depending on the incident.

Below is a guide to suggested sanctions applied to types of behaviour patterns students may occasionally display.

Level 1	<ul style="list-style-type: none"> ▪ Disrupting learning ▪ Lateness ▪ Lack of equipment ▪ Defiance 	<ul style="list-style-type: none"> ➤ Verbal warning – explain to student how behaviour is unacceptable
Level 2	<ul style="list-style-type: none"> ▪ Failure to respond to Level 1 sanction ▪ Continued disruption ▪ Lack of effort in class ▪ Littering ▪ Poor uniform 	<ul style="list-style-type: none"> ➤ Move seat ➤ Time out ➤ Detention (SLT) ➤ Contact home
Level 3	<ul style="list-style-type: none"> ▪ Failure to respond to Level 2 ▪ Continued disruption ▪ Behaviour potentially affects H&S of others and/or themselves. ▪ Rudeness to any staff member. ▪ Offensive language ▪ Persistent lack of equipment ▪ Failure to attend SLT detention 	<ul style="list-style-type: none"> ➤ On-call system ➤ After school detention (SLT) ➤ Isolation / Repair / Rebuild ➤ Contact home
Level 4	<ul style="list-style-type: none"> ▪ Failure to respond to Level 3 ▪ Failure to attend SLT detention ▪ Extreme rudeness to staff/students ▪ Continued lateness ▪ Vandalism 	<ul style="list-style-type: none"> ➤ After school detention (SLT) ➤ Referral to Behaviour Support Team ➤ Parental meeting on site ➤ Report
Level 5	<ul style="list-style-type: none"> ▪ Failure to respond to Level 4 ▪ Persistent defiance ▪ Damage to school property ▪ Repeated failure to attend detentions ▪ Failure to complete detention to expected standard ▪ Consistent disruption ▪ Poor behaviour on school bus 	<ul style="list-style-type: none"> ➤ Referral to SLT ➤ Parental meeting ➤ Headteacher detention ➤ Isolation / Repair / Rebuild ➤ Internally excluded
Level 6	<ul style="list-style-type: none"> ▪ Failure to respond to Level 5 ▪ Aggressive/dangerous behaviour ▪ Swearing at staff ▪ Bullying ▪ Racist / homophobic / sexist abuse ▪ Repeated episodes of poor behaviour ▪ Verbal abuse ▪ Physical assault ▪ Persistent disruptive behaviour ▪ Theft 	<ul style="list-style-type: none"> ➤ Internal exclusion ➤ Fixed term exclusion ➤ Repair / Rebuild / Reintegration ➤ Permanent exclusion

6. Use of Isolation

The isolation room will be required at times to enable lessons to be conducted without the risk of disruption where a student has consistently proven themselves unable to meet the Academy standards and expectations. Students will work quietly in the isolation room for a designated period of time under the supervision of SLT/Behaviour Support staff.

Students will only be placed in isolation as a sanction for serious failures of meeting Academy expectations or for continual disruption of learning. The decision to place a student in isolation will be taken by a member of SLT or Behaviour Support.

Students who have spent time in the isolation room must undergo a period of repair and rebuild with the class teacher, supported by either a member of SLT or Behaviour Support.

7. Use of On Call

The on-call system is for staff to use as and when they require extra support with a behavioural incident and have exhausted the previous recommended steps, OR, when an incident is serious enough to warrant pressing on-call as the first course of action. The senior staff or pastoral team member will talk to the student outside the classroom door with the class teacher. A decision will be arrived at between teacher and on-call staff as to whether the student has successfully reflected and met the restorative order and is ready to learn, or whether they require some time in the isolation room before this can take place.

8. Early Intervention

The Academy will develop measures to encourage students to take responsibility for their own behaviour and to help them realise the consequences of inappropriate behaviour.

Appropriate training will be provided for staff to promote positive and consistent expectations of behaviour standards within the Academy. Cover staff and temporary teachers will receive information about the Academy's behaviour expectations and procedures.

Parents / Carers will be informed promptly of any serious incidents of misbehaviour in which their child has been involved. All contact with Parents / Carers will be logged and filed in the child's student file.

Students with perceived behavioural problems will have regular reviews of their needs, including the use of behaviour contracts, Student Support Plan (SSP), Suffolk Pupil Support Framework (SPSF), Target Cards and Staff Mentors.

The Academy will involve outside agencies, where appropriate, for the support and guidance of individual students. These agencies will include CISS, 4YP, Social Services, Integrated Support Team, EOTAS, EWO, Health Professionals and Police Liaison Officer.

In cases where a student's behaviour is not seen to be improving following planned intervention, Parents / Carers may be invited to attend a meeting with Governors to discuss the concerns. This is to underline the seriousness of the offences and to ensure that Parents / Carers are aware of the consequences of continued poor behaviour, which could be fixed term exclusions or permanent exclusion. A record of this meeting will be kept on the student's file.

Online Conduct: See also Acceptable Use Policy / Anti-Bullying Policy. The Academy will report to the relevant agencies any online distribution of indecent images, extreme values,

bullying and any other online conduct which could be considered harmful or dangerous to self or others.

9. Investigating Cases of Poor Behaviour

The Academy will investigate, as appropriate, reported incidents of student misbehaviour. The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including the recording of evidence and the taking of witness statements.

The Academy will notify the Police and other relevant bodies of incidents where it is appropriate to do so. This is very likely to happen with incidents involving drugs, weapons, theft, actual or threatened violence, and serious bullying or intimidation (including physical, verbal and online).

The Academy will complete investigations within a reasonable time scale and will ensure that appropriate feedback and recommendations for action are provided to relevant persons.

All incidents and investigations will be recorded on Go4Schools and evidence kept in student files.

In the case of damage to Academy property, Parents / Carers of any student causing such damage will be expected to meet the reparation costs.

10. Searching and Confiscation Procedures

The following procedures will be followed by the Academy:-

- a) Academy staff can search a student for any item if the student agrees.
- b) Academy staff are authorised to search any student without consent if they have reasonable grounds to believe they have an item on the prohibited list. (See Annex 2)
- c) Academy staff can confiscate any prohibited item found as a result of a search.
- d) If a member of staff suspects a student has a prohibited item in his/her possession, they can instruct the student to turn out his/her pockets or bag. If the student refuses an appropriate punishment will be issued by the Senior Leadership Team
- e) The search must be conducted by a member of staff who is the same sex as the student being searched and in the presence of another member of the Academy staff.
- f) The person conducting the search may not require the student to remove any clothing other than outer clothing.
- g) The Academy has the authority to search any student locker or bag without consent if the member of staff conducting the search has reasonable grounds to believe the student has an item from the prohibited list.
- h) A member of staff has the authority to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- i) The law protects members of staff from liability in any proceedings brought against them for any loss of or damage to any item they have confiscated, provided they have acted lawfully.
- j) Where a person conducting a search finds any item from the prohibited list they must present the item to a member of Senior Leadership Team as soon as possible.
- k) After every search the member of staff conducting the search should record all details of the search on the relevant internal document.
- l) Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. However, staff should not view data/files if they believe they relate to sexting (Clause 5.4 of the

Child Protection & Safeguarding policy refers). If inappropriate data is found the electronic device should be presented to the Senior Leadership Team.

- m) In determining 'good reason' to examine data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the Academy rules.
- n) There is no legal requirement of Holbrook Academy to inform Parents / Carers before a search takes place or to seek their consent to search their child. Holbrook Academy will communicate the findings of the search and action(s) taken after the search has been completed.

11. Use of Reasonable Force

- a) All members of the Academy staff have a legal power to use reasonable force.
- b) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- c) At Holbrook Academy reasonable force is used for two main purposes – to control students or to restrain them.
- d) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- e) Reasonable force must never be used as a punishment – it is always unlawful to use force as a punishment.
- f) Examples of correct application of reasonable use of force can be found in DfE section 93, Education and Inspections Act 2006. At Holbrook Academy in order for staff to fulfill their duty of care staff will be directed to use reasonable force :-
 - prevent a student from attacking a member of staff or another student or to stop a fight on Academy premises;
 - restrain a student at risk of harming themselves through physical outburst.
- g) Staff are requested to make reasonable judgements when using reasonable force for disabled children and children with special educational needs (SEN).
- h) Holbrook Academy will communicate with Parents/Carers as a matter of urgency when reasonable force is used.
- i) Any use of reasonable force by Academy staff will be recorded in the Physical Restraint Log.

12. School Transport

In the event that a student's behaviour causes serious concerns, the Headteacher may withdraw the right of the student to use school transport. This decision will be taken in consultation with County Transport.

13. Involvement of Outside Agencies

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Where a student's behaviour or attendance is causing concerns, we will engage with the Inclusion Service, Health, Wellbeing and Children's Services team at Suffolk County Council. This Team oversees the In Year Fair Access Panel (IYFAP) process. *'The IYFAP is a single referral pathway for all schools/Academies and stakeholders so that alternative provision and support for vulnerable learners can be quickly accessed thereby preventing exclusion and non-attendance. Vulnerable learners are not only those pupils who exhibit challenging behaviour but who also may have health needs.'* Alternative provision includes managed move, PRU placement.

Parents/Carers and students will be kept informed of this process.

14. Review

The Headteacher, with staff, will undertake systematic monitoring of the Behaviour & Rewards Policy, in order to ensure that operation is effective, fair and consistent.

The Headteacher will keep the Governing Body informed.

The Governing Body will conduct an annual review of the Behaviour & Rewards Policy to ensure its continuing appropriateness and effectiveness.

15. Links with other policies

This policy links to the following policies and procedures:

- Exclusion policy
- Child Protection & Safeguarding policy
- SEND policy
- Health and Safety policy
- Attendance policy
- Uniform policy

Addendum for the Safe Return to School in September – Covid-19

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal Behaviour policy. Students, Parents/Carers and staff should continue to follow our normal Behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, Parents/Carers and students.

2. Expectations for students

2.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and make sure they are followed consistently.

Parents/Carers should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents/Carers should contact Mr Le Marrec, Behaviour Manager, or Mr Anstee-Parry, Assistant Headteacher/SENCO, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

In line with the usual high expectations at Holbrook Academy, students must adhere to the standard principles laid out in the main body of the Behaviour policy. With changes to the way some things at the Academy will be carried out, students should be mindful of being careful, considerate and respectful of others at the Academy, whether this is fellow students, teaching staff or support staff.

Students should:

- Be aware of the systems in place to ensure that they, and staff, remain safe while in school, including movement around the Academy site.
- Understand the new rules in place regarding entering and leaving the classrooms and the wider school site, including the use of coloured zones.
- Know their timetable well, or keep it on them at all times for reference, to avoid unnecessary delay between lessons.
- Remain in their year group bubble and refrain from interacting with students from other years.
- Where applicable, use only their designated entrance and exit points.
- Remain seated in lessons, at their own desks, unless expressly asked by the teacher or another member of staff to stand up.
- Be aware of the rules regarding social distancing and keep to these rules.
- Follow all instructions to do with personal hygiene as they are given, including using sanitiser stations and hand washing.

In addition, students need to be aware of the procedures and routines around self-care and should:

- Inform an adult if they feel they have any symptoms of Covid-19.
- Use a tissue when sneezing or coughing and ensure this is disposed of properly in the bins provided.
- Only use toilets when absolutely necessary. Teachers will be recording times of departure from lessons. Hands must be washed using the soap provided and for a minimum of 20 seconds.
- Use their own resources and equipment and refrain from touching other students' equipment.
- Bring in their own water bottles and not attempt to drink from any others'.
- Never joke about coughing or spitting towards another student or member of staff. Such an act would be deemed to be a serious breach of the Academy rules.

2.2 Travelling to and from school

Students' journeys to and from school will look and feel a little different. Rules are in place for the safety of all passengers, including members of the public on some routes, and should be followed at all times. Where possible, it is requested that students travel to the Academy by walking, cycling or private car. When travelling by bus, students should:

- Not travel if they have any symptoms of Covid-19 or are in contact with someone at home who has.
- Wear a protective face mask while travelling on public transport and not remove it until instructed to do so by a member of Academy staff.
- Avoid touching surfaces at the bus stop and within the bus itself.
- Remember social distancing instructions and queue two metres apart.
- Use hand sanitiser provided and as instructed and wash hands before and after getting on the bus.
- Remain, as much as possible, socially distant from other passengers and sit with students in their own year group only.
- When disembarking at the Academy, students must remain in their place until the person in front has got off to ensure no passing of other students.
- Students should listen to, and follow, the instructions from the driver at all times.

2.3 Rewards and sanctions for following rules

To help encourage students to follow the above rules, staff will continue to use the rewards system we have in place through Go4Schools. Weekly accumulation of points will be calculated, published and celebrated through post cards home from pastoral staff, as well as in assemblies.

It is the Academy's expectation that all students will keep to these very important rules. However, there are still sanctions in place in the event of breaches of any aspect of the Academy Behaviour Policy, as laid out in the main section of this document. In the first instance, students will be reminded of the expectations placed upon them by the class teacher under the guidance of the Behaviour policy and asked to amend their behaviours. Should this not occur, the teacher may use the on-call system to request the attendance of a senior member of staff who may remove a student from that class.

Should the breach of the policy be considered a risk to other students and/or staff members, Parents/Carers will be contacted and asked to remove that student from the Academy site.

If any student demonstrates continued breaches of the Academy Behaviour policy in time of pandemic restrictions, a risk assessment on that child will be completed to ascertain the safety in having them on the Academy site.

2.4 Government Guidance on Attendance and Uniform

Attendance: The latest government guidance says that attendance to school is now mandatory and attendance at school is expected from September.

Uniform: The latest government guidance says that uniform should be worn in line with the usual Academy policy. Should parents/carers need support in ensuring their child is in the correct uniform, contact should be made with the Academy office staff who will direct concerns to the relevant parties within the Academy.

2.5 Expectations for Remote Learning

Students: When working remotely and accessing live learning, students should adhere to the following:

Remote Learning in General

- All communication to subject teachers should be via Google classroom either through the private message function attached to the assignment or via the stream.
- Work should not be submitted via staff email or with the share function within Google Suite.
- Students should be announcing their attendance to each timetabled lesson via the stream function on Google classrooms.

Accessing Live Lessons

- Cameras and audio must be switched off.
- Communication must only come through the text chat function.
- Text chat should only be used to ask questions or feedback an answer to a question.
- Text chat should **not** be used for anything other than the above. Abuse of the text chat function through distracting messages or inappropriate comments will result in removal from the live lesson.

Staff: When working remotely and delivering live learning, teachers should adhere to the following:

Remote Learning in General

- Only communicate with students via Google classrooms either through the private message function attached to the assignment or via the stream.
- Only accept work that has been submitted via Google classrooms and not via email or the share function within Google Suite.

Delivering Live Lessons

- Ensure consent of all students to be recorded within the live lesson.
- Outline the expectations for behaviour within online lessons as outlined above.
- Issue rewards and sanctions following the original behaviour policy.
- Ensure there is another member of staff in the online lesson to monitor text chat and the lesson as a whole.

- Remove any student that cannot follow the requirements for remote learning as outlined above.

2.6 Rewards & Sanctions for Remote Learning

Rewards

Rewards will be issued as outlined in the behaviour policy. However, students will also be rewarded for the following:

- Registering their attendance each lesson for remote learning
- For 'turning in' completed work for each remote learning lesson. These will reflect the quality of the work submitted.

Sanctions

Sanctions will be issued for not adhering to remote learning expectations and will be recorded on Go4Schools and relevant contact home will be made. If students do not meet the expected behaviour for live lessons they will be removed from the Google meet.

Appendix 1 : Uniform Rules

Year 7-10

- Black trousers (No jeans, 'skinny' or jean style trousers or leggings), or
- Black skirt (Knee length pleated or straight but not frilled or tight/figure hugging)
- Plain white shirt with Academy tie
- Navy jumper with Academy logo
- Plain black footwear

Year 11

As above but Black jumper with Academy logo

General Uniform Rules

- **No coloured t-shirts** to be worn under polo shirts
- **Belts should be black** and fit belt loops of school trousers/skirts
- Jewellery and make up should be **discreet**.
- Ear piercings should be discreet and consist of a single piercing in the earlobe, not bars and rings or studs at the top of the ear which can be a health and safety issue.
- A discreet nose stud is allowed but no other facial or body piercing is permitted, ie tongue, eyebrow, lip, etc
- **No inappropriate hair colours/extreme styles** - experimentation with hair style / colour should be saved for the holidays.
- Hats, head scarves, bandanas, do-rags, and other similar headwear are not permitted.

On all issues of uniform, Form Tutors and staff from the Pastoral team will have the final say on what is discreet and appropriate for school.

Appendix 2 : List of Prohibited Items

The following list has been compiled by staff and members of the School Council:-

- Any offensive weapons – knives & guns
- Drugs and drug paraphernalia
- Cigarettes – including any smoking equipment, e-cigarettes, vape devices, etc
- Any hand tools which may be used to damage Academy property ie screwdrivers, allen keys, pliers, etc
- Razor blades, pencil sharpener blades
- Aerosol cans
- Fireworks or bangers
- Glue other than child friendly (Pritt Stick)
- Adult literature or magazines
- Stink bombs
- ‘Slime’
- Any electronic device containing inappropriate images or literature
- Alcohol
- Energy drinks – Relentless/Red Bull/Monster, etc
- Heelies – shoes with wheels in sole
- Spiked ‘Stretcher’ earrings
- Bracelets/necklaces with sharp silver studs
- Chewing gum
- Laser pens
- Water guns
- Any animals or pets
- Electronic internet spyware
- Handcuffs or items designed for restraint
- Mobile phones are considered a ‘prohibited item’ during school hours, unless directed to use for educational purposes (see Acceptable Use Policy)
- Any article that the member of staff reasonably suspects has been or is likely to be used
 - to commit an offence; or
 - to cause personal injury to, or damage to property of, any person.

The above list is not exhaustive.