



## Holbrook Academy

# Rewards & Behaviour Policy

<b>Date Approved</b>	13 <sup>th</sup> July 2021
<b>Signed</b>	Louise Cullen Chair of Governors
<b>Minuted</b>	13 <sup>th</sup> July 2021

**November 2021 – Go4Schools points updated**

**January 2022 – Sanction Level 7 added**

*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.*

Member of staff with responsibility for this policy.	T Maltby
Governor with responsibility for this policy.	L Cullen / Q&M Committee
Policy review date.	Summer 2022
What is the purpose of this policy?	To provide a clear strategic response in managing behaviour at Holbrook Academy and to promote rewards across the school
What are its headline targets? (using quantitative and qualitative measures)	To reduce the number of of low level disruptive behaviour incidents by 25% To reduce the number of permanent exclusion with a focus on mid-year entries support To double the number of reward points offered in academic year
How is this policy to be judged as successful?	A clear strategic response which identifies trends and leads to whole school priorities

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## **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

Following a significant review of our Anti-bullying policy in Summer 2021, Holbrook Academy is now fully committed to adopting a Restorative Approach in response to incidents of bullying. The Academy intends to train key professionals throughout the school to ensure that the voice of the victim/s is acknowledged and heard in the very early stages of any unkind or intimidating behaviour. A restorative approach promotes interpersonal skills such as listening, self-reflection and empathy to help deliver a long term solution to incidents of bullying. A restorative approach will be at the core of our behaviour and pastoral approaches and, it is intended, it will become a defining feature of our school community ethos.

The Academy has also enhanced its support of the in-year admission process with the intent of ensuring we effectively manage concerns about behaviour in the earliest stages of entry.

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

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 advisory responses / sanctions applied to types of behaviour patterns students may occasionally display.

<b>Level 1</b>	<ul style="list-style-type: none"> <li>▪ Disrupting learning</li> <li>▪ Lateness</li> <li>▪ Lack of equipment</li> <li>▪ Defiance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Verbal warning – explain to student how behaviour is unacceptable</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>▪ Failure to respond to Level 1 sanction</li> <li>▪ Continued disruption</li> <li>▪ Lack of effort in class</li> <li>▪ Littering</li> <li>▪ Poor uniform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Move seat</li> <li>➤ Time out</li> <li>➤ SLT Detention</li> <li>➤ Contact home</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>▪ Failure to respond to Level 2</li> <li>▪ Continued disruption</li> <li>▪ Behaviour potentially affects H&amp;S of others and/or themselves.</li> <li>▪ Unkind behaviour towards another student / bullying</li> <li>▪ Rudeness to any staff member.</li> <li>▪ Persistent lack of equipment</li> <li>▪ Failure to attend SLT detention</li> </ul>	<ul style="list-style-type: none"> <li>➤ On-call system / internal isolation</li> <li>➤ Contact home</li> <li>➤ Restorative approach</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>▪ Failure to respond to Level 3</li> <li>▪ Failure to attend SLT detention</li> <li>▪ Extreme rudeness to staff/students</li> <li>▪ Continued lateness</li> <li>▪ Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>➤ On-call system / internal isolation</li> <li>➤ Restorative approach</li> <li>➤ Parental meeting on site</li> <li>➤ Report</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>▪ Failure to respond to Level 4</li> <li>▪ Persistent defiance</li> <li>▪ Damage to school property</li> <li>▪ Repeated failure to attend detentions</li> <li>▪ Failure to complete detention to expected standard</li> <li>▪ Consistent disruption</li> <li>▪ Poor behaviour on school bus</li> </ul>	<ul style="list-style-type: none"> <li>➤ Referral to SLT</li> <li>➤ Parental meeting</li> <li>➤ Internal exclusion</li> <li>➤ Restorative approach</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li>▪ Failure to respond to Level 5</li> <li>▪ Aggressive behaviour / physical assault</li> <li>▪ Swearing at staff</li> <li>▪ Repeated Bullying</li> <li>▪ Racist / homophobic / sexist abuse</li> <li>▪ Repeated episodes of poor behaviour</li> <li>▪ Extreme Verbal abuse</li> <li>▪ Repeated disruptive behaviour</li> <li>▪ Theft</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internal exclusion</li> <li>➤ Fixed term exclusion</li> <li>➤ Repair / Rebuild / Reintegration</li> </ul>
<b>Level 7</b>	A serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.	Permanent exclusion

**Note:** Information regarding the level of sanction applied will not be shared with other parents/carers.

## **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.

## **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 Digital Technology 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 / 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. Sexual Violence and Sexual Harassment between children**

This section of the behaviour policy should be read alongside the Child Protection and Safeguarding policy.

All forms of sexual violence and sexual harassment are unacceptable anywhere in society and our school community is no different. At Holbrook Academy we recognise that individuals or groups of children can be victims of sexual violence or sexual harassment. We also recognise the perpetrators can either be individuals or act as part of a group.

We recognise that girls are most likely to be victims of sexual assault and harassment but we will take seriously all reports from all students.

Sexual violence and sexual harassment will never be seen as an acceptable part of growing up or 'banter' or 'just having a laugh'. We recognise that sexual harassment can also occur both online and in person. It can include unwanted sexual comments and messages, sexualised online bullying, coercion and threats.

All students at Holbrook Academy receive RSE/PSHE lessons which help educate our students around healthy and respectful relationships and make it very clear that sexual violence and sexual harassment is unacceptable.

All reports of sexual violence and sexual harassment will be treated seriously and brought to the attention of the Designated Safeguarding Lead, Mr G Anstee-Parry. This report will be investigated where appropriate to enable relevant referrals to be made to children's social services and/or a direct report to the police. We will communicate with the parents of all involved unless doing so would put a young person at an increased risk of abuse. All reports will be recorded centrally on the school's safeguarding software, MyConcern. All of the steps we take will be guided by the guidance set out in Keeping Children Safe in Education 2021 and government guidance set out in Sexual violence and sexual harassment between children in schools and colleges 2018.

All reports of sexual violence and sexual harassment will be dealt with on a case by case basis to ensure that we have a tailored response that best protects the students involved. We will need to consider the safety of the student/s making the report and also the safety of the wider school population when deciding on what sanctions are required to be put in place. If the alleged victim and the alleged perpetrator share a class we will organise for the alleged perpetrator to not be a risk to the victim in that situation. We will also use a risk assessment to assess the level of risk during break, lunch and movement around the school. Any identified risks will be mitigated so that all students are safe on the school site.

Any perpetrators will be dealt with in line with the sanctions set out in the schools behaviour policy, these include time in the isolation, fixed term exclusion or permanent exclusion. It may be that the sexual violence or harassment occurred outside of the school day and premises. In this case we will liaise with the police around the most appropriate course of action for keeping all of the parties involved safe without making any judgement about guilt. If a young person is convicted or receives a caution of a sexual offence we will consider the steps required to ensure the safety of the victim and other students in the school. If the perpetrator remains on the school roll the risk assessment will need to demonstrate how we are mitigating the risk of further incidents and the impact upon the victim.

### **13. 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.

### **14. 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.

## **15. Review**

The Headteacher, with staff, will undertake systematic monitoring of the Rewards & Behaviour 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 Rewards & Behaviour Policy to ensure its continuing appropriateness and effectiveness.

## **16. 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
- Anti-bullying policy
- Equality policy
- Digital Technology policy

## **Addendum – 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.

### **2. Expectations for students**

#### **2.1 New rules**

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. Hands must be washed using the soap provided and for a minimum of 20 seconds.
- 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 significant 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 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.

## **2.5 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
- Navy Academy tie
- Navy jumper with Academy logo
- Plain black footwear

### Year 11

- Black jumper with Academy logo
- Black Academy tie

## General Uniform Rules

- **No coloured t-shirts** to be worn under 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.
- No long painted nails, acrylic or otherwise.
- No false eyelashes/eyelash extensions.
- Hats, head scarves, bandanas, do-rags, and other similar headwear are not permitted.
- Tights should be plain black or neutral colour and not patterned or lace.

It is recommended that students wear a coat to school to keep them warm outside and not a hoodie. A hoodie should not be worn in the classroom or during lesson change-over.

***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.**