

DIOCESE OF
ST ALBANS
MULTI-ACADEMY TRUST



**Behaviour for learning policy
and statement of behaviour principles
Kensworth CE Academy**

Date adopted	
Head teacher signature	
Academy Council signature	

1. Aims

The Academy exists to ensure that every learner achieves their very best and fulfils their potential in all spheres of life and learning.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying (See separate anti-bullying policy for more details)
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Learning is at the heart of this policy and therefore, the acknowledgement of appropriate behaviour, aspiration and achievement must be visible in every classroom/work space.

High esteem leads to good behaviour, co-operative attitudes and high achievement. It is the responsibility of **all adults** in the Academy to work with pupils to raise the self-esteem of each individual and to show respect to pupils through modelling good behaviour. By far the most significant factor that affects learners' behaviour in the classroom is the behaviour of the staff at the Academy.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Children arrive in the Academy as individuals and we believe that every child should have the opportunity to develop in a happy, stimulating, emotionally stable learning environment which:

- Accepts the individuality of each child

- Develops self-esteem and sensitivity to others
- Develops a sense of community and an acceptance of sensible rules

At Kensworth CE Academy we are committed to the fostering of good attitudes and the development and maintenance of good manners and friendly relations between all pupils and members of staff. We believe that this is a fundamental element of being a happy and successful Academy. We aim to promote a positive atmosphere along with a sense of collective responsibility and a feeling of commitment on the part of staff, pupils, parents/carers and Academy Councillors. The promotion of our Academy values inspires good behaviour. Values are taught through example, stories, discussion, assemblies and sharing in the community life of the village and the wider community, where appropriate.

This policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents and carers in the development of their child. This policy is designed to support the way in which all members of the Academy can live and work together in a supportive way. Rather than being a system to enforce rules, it is a means of promoting good relationships and respect.

Children are helped to learn responsible behaviour if they are given responsibilities and many of the children undertake tasks within and outside their own classrooms, such as using the sound system during collective worship, taking messages and helping to support the younger children.

Our Policy reflects the school's Christian Values, is fully inclusive and promotes equality of opportunity for all pupils and staff, regardless of their sexual orientation, race, religion or disability.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disruption in any area of the school building and/ or grounds both in and out of school times.
- Any behaviour outside of school hours and outside of the school grounds whilst in uniform that would be regarded as detrimental to the values, ethos and public perception of the academy.
- Any behaviour on an educational visit, journey or event where pupils are representing the academy that would be regarded as detrimental to the values, ethos and public perception of the academy.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Including but not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and Responsibilities

5.1 The DSAMAT HUB Board

The HUB board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour for learning policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at the Academy.

We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents if we have concerns, either through discussion or a formal letter about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions, parents should support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Head or ultimately the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Regional Hub Board may become involved.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

The home school agreement is sent home in the starter pack when a new child joins the Academy. The class teacher will discuss the home school agreement at the beginning of each new academic year to reinforce the agreement that pupils have made with parents/ carers and school. In addition to the home school agreement, each class also has its own Class Charter, which is agreed and signed by the children. The Class Charter expands and develops the home school agreement to ensure it is understood and accepted by all. It clearly outlines each child's rights and their responsibilities. In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher may discuss this with the whole class during 'circle time' and will consistently refer to the agreed and signed Class Charter.

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we do everything in our power to stop any further occurrences of such behaviour. We want children to attend school free from fear and have an 'Anti-Bullying Policy' in place to support the Behaviour for Learning Policy.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the Academy showing courtesy and care
- Treat the Academy buildings and Academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside school
- Arrive at the Academy and to lessons on time
- Wear the correct uniform and no jewellery other than that outlined in the uniform policy
- Be fully equipped for learning
- Listen carefully and follow directions the first time they are given
- To follow the class/ activity rules for participation for example; Raise my hand or show 'thinking thumbs' and wait to be called on before I speak
- Work to the best of their ability
- Not leave the classroom without permission
- Model a welcoming atmosphere to everyone involved in our learning community
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7. Rewards and Sanctions

A common understanding of what is acceptable behaviour throughout the Academy and a consistent approach to rewards and sanctions are vital to an effective behaviour for learning policy. Children will be made aware of the structure of discipline throughout the school.

- **Expectations:** To build a set of expectations and behaviours of staff and pupils that supports the School's overall vision and key aims.

- **Climate:** To develop a caring, stimulating and effective climate for learning in which all members of the School's community feel safe and secure, respecting the rights of all.
- **Co-operation:** To promote self-discipline and co-operation amongst the School community.
- **Values:** To encourage all members of the Academy to promote the core values.
- **Pride:** To encourage pupils to take pride in themselves and their environment.
- **Celebrate:** To celebrate pupils' achievements and reward them for their efforts.
- **Place of Learning:** To highlight and support the concept of the classroom and the Academy as a 'place of learning' with, by necessity, an associated set of expectations.
- **Monitoring:** To establish a system to monitor appropriate behaviour and to provide support to the pupil so that they can change inappropriate behaviour.
- **The Learning Triangle:** To adopt an approach to behaviour management that develops a constructive partnership with pupils, home and Academy.

At the Academy, we seek to encourage every pupil to have a sense of achievement and self-worth. We believe that pupils should be given appropriate feedback for work and behaviour at every opportunity. In every lesson, group session and intervention, it is hoped that feedback for appropriate behaviour outweighs feedback for inappropriate behaviour.

Pupils will accumulate DoJo Points for appropriate behaviour or work, inside and outside of the 'classroom'. Any member of the teaching or support staff can award DoJo Points. Children's work is displayed to best effect throughout the Academy and children are encouraged to take pride in the presentation of all their work.

Each child will have a turn at being 'class champion'. They will wear a badge and be given positive comments as staff and other children try to make it a special day for them. They will also act as 'Chief Greeter'. They will be responsible for talking to any visitors who come into the classroom, about their learning.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- DoJo Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Stickers and stamps
- Sent to the SLT office for praise and/ or stickers
- Certificates

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- In-class timeout – to work in a quiet space in the classroom to complete set work.
- Sending the pupil to an alternative teacher to complete set work
- Expecting work to be completed at home, or at play or lunchtime
- Detention at play or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'

- Moving on to 'orange or red' on the in-class monitoring system (always moving back to green the following day or lesson)

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the SLT (Senior Leadership Team) office in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The SLT office will be occupied by Mrs Bates, Mrs Harrison, Mrs McParland or any other member of the teaching team.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school educational visit, sporting event or on the way to or from the Academy.

The demonstration of good behaviour around the Academy can be very different from the behaviour when closely supervised in lessons and workshops. Such times include change of lessons, play, lunch times and after school. To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to pupils about what is expected, reinforced by **all** staff at **every opportunity**. Everyone is expected to behave sensibly and show consideration of others.

To support the maintenance of good behaviour at all times:

- At the end of lessons, staff must dismiss their class in an orderly fashion. Each member of staff is responsible for **being in the cloakrooms** at lesson change over.
- Staff should be encouraged to open their classrooms for negotiated and scheduled activities at break and lunch. These must be supervised.
- Unless pupils are in a classroom/club at lunch or play they should remain in the areas of the Academy permitted for supervised play.

7.3 Malicious allegations – serious misbehaviour

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

At the Academy, we will categorise poor behaviour into 3 levels:

Level 1 Yellow warning (form) - Unacceptable, low-level, poor behaviours

Level 2 Orange warning (form) - Uncorrected, persistent Level 1 or more serious poor behaviour

Level 3 Red warning (form) - Serious Incident Report (SIR) - Constant Level 2 behaviour or incidents of seriously poor behaviour possibly resulting in a fixed period exclusion.

It is our aim to continue to have minimal incidents of poor behaviour and to support pupils where possible so that they can change their poor behaviour choices.

Each level of behaviour carries proportionate responses - Sanctions Ladder.

When there is persistent poor behaviour there may be a need for a pupil to be referred to further professionals. Please refer to Behaviour for Learning Referral System.

On report

'On report' can be used to monitor behaviour where there have been persistent breaches in the behaviour policy or a one off serious incident. The report card is implemented in scaled escalation, starting with the class teacher report. In most cases closely monitoring behaviour for a week (or more) means children, parents and school can highlight any times of the day that are causing an issue or to reward when good behaviour choices are made. If there are further breaches in the policy then this is escalated to Assistant Head Teachers report. The pupil will meet with the AHT at the end of each day to review the behaviour choices for the day/ week. A parent meeting will be arranged at the end of the first week with parents, to see if the pupil has made correct behaviour choices or not and whether the report card will end or be continued for further weeks. The final stage is Head Teachers report card.

If there continues to be breaches in the behaviour policy following all 3 interventions then a fixed period or permanent exclusion may be issued.

At playtime / lunchtime:

'Rough' behaviour will not be tolerated in the playground. The Midday Supervisors carry books to record playground incidents. They will include names of children involved and brief record of incident/problem. They will inform the class teacher at the end of lunch and if the class teacher needs more information they will ask for an incident report to be completed. The Head Teacher and Assistant Head Teacher will monitor the incident reports in the behaviour folder. Emerging patterns of behaviour will be treated appropriately.

8.1 Classroom management

It is an expectation that all staff follow the Classroom Management Protocol below, however, adults are expected to use their professional judgement when dealing with children of varying age ranges:

- 1. Meet and greet pupils at the beginning of the day and meet pupils on the playground after play and lunch breaks.**
- 2. Have a seating plan**
- 3. Should a pupil display disruptive behaviour, adhere to the following procedure:**

First time: Teacher gives a verbal reminder

Second time: Second verbal warning.

Third time: Teacher instructs a pupil to take a 'time out', usually a quieter place within the classroom so the pupil can reflect on their behaviour. The pupil will then be reminded of expectations and reintroduced to the class activity.

Fourth time: Pupil will then be issued with a yellow 'warning' form. In some classes this will mean the move of the child's name from Green to orange on a class specific monitoring system.

Fifth time: The pupil will receive an 'Orange warning, a sanction will be given and/or golden time will be lost.

Pupils will only receive a 'red' SIR (serious Incident Report) when a fixed period or permanent

exclusion is warranted.

- 4. Pupil will receive a sanction that is appropriate for a 'warning', which is recorded on the appropriate behaviour warning form.**
- 5. At the end of all lessons the teacher is out first and watches the classes as they are dismissed in an orderly fashion.**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop positive relationships with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Record Incidents of Poor Behaviour
- All incidents will be recorded on a coloured tracking (warning) form.
- In the case of level 1 and 2 behaviour the member of staff who was involved with the incident must follow up and follow through, verbally communicating to parents/carers the concerns and the sanction put in place to address the behaviour. * Please note that this is not a referral system *
- Level 3 incidents – Parents/ carers will be informed by a member of SLT via phone or letter, the recorded behaviour and the relevant sanction.

8.2 Manual Handling of pupils

In some circumstances, staff may use reasonable force to handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of manual handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (Bound and numbered book)
- Only be carried out by staff that have attended the official 'Team Teach' training

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Jigsaw Behaviour Support Team, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A pupils special need does not mean that they cannot comply with the schools behaviour for learning policy and the rewards and sanctions will be the same as for all other pupils alongside the considerations already mentioned.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Continuing professional development (CPD) can be sought with our LA online provider. Staff are responsible for their own CPD. Staff requiring Team Teach (manual handling) training can only be sought by accredited providers.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and Hub Board every 3 years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour for learning policy is linked to the following policies:

- Exclusions policy
- Anti Bullying policy
- Safeguarding policy
- Values Policy
- Uniform policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour for Learning policy
- The Behaviour for Learning policy is understood by pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-period exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the management of behaviour incidents to foster good relationships between the school and pupils' home life

The Hub board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Serious Incident Report - Witness Statement

Please describe what happened as clearly as possible

Which other adults and students were there when the incident occurred?

When and where did the incident happen?

Name (in block capitals):	Signature:	Date:
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Appendix 4 - letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in our academy as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage, I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please call the office to arrange a mutually convenient time.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, (special educational needs co-ordinator) and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

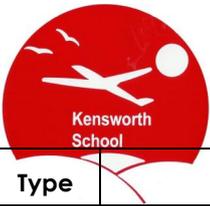
Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____



Type	Behaviour	Sanction Ladder
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Sanctions Ladder (consequences for inappropriate behaviour)



1	Lack of lesson specific equipment (PE Kit, Water Bottle Etc)	<p>Letter will be sent to parent/carer as a reminder of academy policy.</p> <p style="text-align: center;"></p> <p>Parent meeting will be held if compliance with the policy is not met within an agreed time frame.</p>
2	Failure to follow instructions/disrupting others/silliness	To be dealt with by the class teachers, 5 minute play time
3	Failure to work during lessons/Failure to complete homework	To be dealt with by the class teachers, 10 minute play time
4	Rudeness/Lack of respect/Refusing to follow instructions/Use of inappropriate language.	To be dealt with by the class teachers, 10 minute play time
5	Persistent low level disruption to the learning of others	<p>Shadowed with a colleague for up to 30 minutes</p> <p>To be dealt with by SLT. 15 minute play time detention</p> <p style="text-align: center;"></p>
6	Use of Mobile Phones, Jewellery and Hairstyles	<p>Mobile phones will be confiscated and parent/carer will be contacted by SLT to come and collect it.</p> <p style="text-align: center;"></p> <p>Jewellery will be confiscated and a letter will be sent to parent/carer as a reminder of academy policy. Items returned to the pupil at the end of the day.</p> <p style="text-align: center;"></p> <p>Hairstyles: a letter will be sent to parent/carer reminding them of academy policy and to alter the hairstyle as soon as possible.</p>
7	Continual disruption of the learning of others/ Persistently late	Shadowed with a colleague for up to 1 hour
8	Truancy	<p>Parents/Carers contacted by Head Teacher to arrange a meeting. Pupil will be placed in SLT office until all time is made up.</p> <p style="text-align: center;"></p>



		Failure of parents to attend meeting will result in a pupil being excluded until this can be arranged.
9	Vandalism	Parents/Carers contacted by Head teacher, pupil will be placed in SLT office for a limited period of time. A parent meeting will be arranged immediately to address behaviour. *Where the vandalism is of severe/malicious nature a fixed period exclusion may be given immediately.
10	Dangerous or Unsafe Behaviour	Parents/Carers contacted by Head Teacher, pupils will be placed in the SLT office for a limited period of time. A parent meeting will be arranged immediately to address behaviour. *Where the incident is of a severe nature fixed period exclusion may be given immediately.
11	Swearing	Parents/Carers contacted a member of SLT + detention/ fixed period exclusion (depending upon severity and outcomes of investigation).
12	Fighting/Threatening Behaviour (physical or verbal)/Bullying	Parents/Carers contacted by Head Teacher + detention/fixed period exclusion (depending upon severity and outcomes of investigation).
13	Malicious Allegations	Following completion of all safeguarding policy procedures if the outcome is found to be malicious Parents/Carers contacted a member of SLT + detention/ fixed period exclusion (depending upon severity and outcomes of investigation).

Level 1 behaviours should be recorded as a hard copy and kept as a record in the behaviour file and pupil file for the purpose of monitor trends of behaviour.

Level 2 and **3** behaviours should be recorded as a hard copy and kept as a record in the behaviour file and pupil file for the purpose of monitor trends of behaviour in as much detail as possible. Where SLT are immediately informed of the incident and the form passed **DIRECTLY** to them.

For Orange (S2) or Red (S3) Behaviours, completion of a behaviour form is mandatory.

Further Explanation of Sanctions

1. SHADOWING: Shadowing should be used in instances where a pupil is behaving in such a manner as to disrupt the learning of others and/or is persistently failing to follow the teacher's instructions. Wherever possible, pupils should be sent to the nearest



available classroom. However, it is preferable if this is a colleague within the same key stage and this will allow the pupil to continue with their work more easily. Pupils should **never** be sent out of the classroom (e.g. into the corridor) and be left unsupervised, as this clearly opens up huge opportunity for further problematic and inappropriate behaviour. Similarly, pupils should never be sent directly from a lesson to the Headteacher other than in absolute emergencies. When a pupil is shadowed it is always, at least in the first instance, the class teacher's responsibility to follow up on the matter with the pupil (as explained above).

2. CLASS TEACHER DETENTIONS: Staff should issue detentions based upon the guidelines set out on the sanctions ladder (see above). The length of these detentions may range from 5 to 10 minutes (see above) and should take place during playtime. When lunchtime detentions are issued parents/carers **must be informed at the end of the school day** (either in person or by telephone). If a lunchtime detention is issued the pupil should get a reasonable amount of time to eat their lunch before the detention is carried out.

3. Time out/ SLT Office: All members of staff are entitled to refer a pupil for a time out upon the criteria set out in the sanctions ladder (see above),

4. FIXED PERIOD EXCLUSION (see the School's Exclusion Policy): A fixed period exclusion is a serious sanction, **which should never be issued lightly and without a thorough investigation taking place.** Fixed period exclusions may be issued as a result of a serious 'one off' incident, persistent inappropriate behaviour, or for failing to serve sanctions detailed above (also refer to the sanctions ladder). The recommendation for a fixed period exclusion will usually come from a Headteacher, however, in the Headteacher's absence then a decision will be taken by a member of the Senior Leadership Team. The parents/carers of a pupil issued with a fixed period exclusion **must be informed in advance of the exclusion commencing** by a member of the SLT via telephone, and this **must be followed up immediately** by an official letter. The letter must detail the reason/s for the exclusion being issued, the length of the exclusion and details of the parent/carers legal right to appeal. **The Academy has a legal obligation to provide pupils with appropriate work from the first day of exclusion.** A fixed period exclusion may be of 1 to 15 days in length. A pupil may be excluded for a maximum of 15 days in any one term and 45 days in an academic year.

6. PERMANENT EXCLUSION: Permanent exclusion is the most severe sanction that the Academy may impose upon a pupil and should generally only be considered when a wide range of other sanctions and support strategies have been employed without success and other potential options (e.g. offsite provision, managed move etc) have been explored (although some situations may be so serious that there may be no alternative but to go straight to permanent exclusion). Permanent exclusion may only



be recommended by the Headteacher following a full and detailed investigation, and can only be upheld by the standards and discipline committee at a formal hearing (which must take place within 15 school days of the Headteacher making their recommendation). A permanent exclusion may be recommended for: a serious 'one off' incident such as an assault on a fellow pupil or member of staff, for persistent/long term inappropriate behaviour, particularly where this threatens the safety of others and/or disrupts the learning of others; bringing the Academy into disrepute. **All matters of law must be adhered to throughout the process.**

Please note: where an incident is directly related to issues linked with the Academy, but takes place off the School premises and/or outside of School hours (e.g. holiday periods and weekends), the School remains within its rights to issue sanctions (including fixed term exclusion) or recommend permanent exclusion as a consequence.

Appendix 5: Guidelines for Awarding DoJo Points

(this list is not exhaustive but covers the most common reasons for awarding DoJo Points).

Each member of staff will have a maximum allowance of 100 DoJo Points a term to award.

Reason for giving the award	Set/Maximum DoJo Points to be awarded	Staff eligible to give these awards
100% Attendance (term)	15 DoJo Points	Headteacher/ AHT
100% Attendance (Academic year)	20 DoJo Points and a non uniform option on the last day of the year	Headteacher/ AHT
99% Attendance (term)	10 DoJo Points	Headteacher/ AHT
98% Attendance (term)	A set award of 5 DoJo Points	Headteacher/ AHT
97% Attendance (term)	A set award of 2 DoJo Points	Headteacher/ AHT
'Significant Improvement' in attendance	A set award of 10 DoJo Points	Attendance officer
Representing the School – Sports Fixtures	A set award of 5 DoJo Points per fixture	Teacher in charge/Curriculum Leader



Representing the School – Parents Evenings, Open Evenings and other public/community events	A maximum award of 10 DoJo Points	All staff
Representing the School –meeting and working with guests, visitors and interview candidates	A maximum award of 5 DoJo Points	All staff
Representing the School –External Events	A maximum of 5 DoJo Points	Teacher in charge/Curriculum Leader
Academic Achievement – Good class/homework (during a single lesson/ for a single piece of class or homework)	A maximum award of 1 DoJo Points	All staff
Academic Achievement – Positive test/examination results	A maximum award of 1 DoJo Points	All staff
Academic Achievement –Good project or extended coursework/sustained good work over the course of a scheme of work	A maximum award of 2 DoJo Points	All staff
Class or School Production	A set award of 2 DoJo Points	Production Lead