



**GEORGE
SALTER
ACADEMY**

Behaviour Policy

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Behaviour Policy

'The Feature that marked those academies with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many academies, however, pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches.'

[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools]

Core Principles and Values

- The belief that the education and success of all students is of equal value
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously
- Respect for the dignity of ourselves and others
- Recognition that all members of our community have rights, with complementary responsibilities
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the Academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any academy policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought.

Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. academy council
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported

- The Academy's Inclusion Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, Academy council discussion, and the like
- The Academy will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner academies, police, social services, etc.
- The communication systems of the Academy will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

The Interim Advisory Board

- Defines the principles underlying the Academy's behaviour and attendance policies
- Ensures that all aspects of the policy promote equality for all students and addresses individual need
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

The Principal and the Senior Team

- Frame a policy, which promotes positive behaviour and good attendance
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the policy promotes equality for all students and addresses individual need
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems.

Parents and Carers

- Take responsibility for their child's behaviour and attendance
- Support the Academy's core beliefs on positive behaviour management
- Support the Academy in carrying out sanctions and celebrating success
- Communicate with the Academy when concerns arise.

Support for Parents

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted but made explicit. The academies will therefore make this policy clear to all parents at all Open Evenings and Induction events before new pupils join the Academy. The Home Academy Agreement will play an important part in harnessing parental agreement and support. It will also help parents to understand their own role in this part of their child's education.
- Parents will be invited to make comment on the Behaviour and Attendance Policy. The policy will be available on our Website.
- All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date.
- Staff from Children's Services /Pastoral Teams will work to support parents, particularly those who find it hard to come to the Academy.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents will also be contacted when praise for achievement or improvement has been made.
- First day calls will be made to ensure absence of a child is known to the parent immediately.
- Arrangements will be made to communicate in the home language where this might be necessary.

Students

The expectations of students will be made clear. All students will sign a behaviour contract based on the rights and responsibilities document (see appendix 3).

In all cases the behaviour not the student will be regarded as the issue.

Students will be informed on a weekly basis of their behaviour and rewards record.

Students will be consulted on the effectiveness of the rewards system.

The role of the tutor

Stage 1-2 of the behaviour ladder (see appendix 1).

The key role of the tutor is to ensure the attendance, punctuality, health, well-being, behaviour happiness and academic progress of students in the tutor group. The tutor is the main bridge between the academy and home and the tutor's role in developing positive relationships with students in the group is a central tenet to the development of positive behaviours.

The role of the tutor in celebrating student success is vital. On a weekly basis the tutor must share with students rewards and sanctions. There must be a rewards section on the tutor noticeboard.

In each tutor session tutors must ensure students are wearing the correct uniform and have the correct equipment for the day. Tutors must check uniform on arrival and departure from form class. They must ensure that any issues with uniform are either covered by a note from the Head of House (HoH) or logged on Sleuth.

They must ensure that all students have the essential equipment for the day. A planner, a school bag, pens and pencils. A record of any students without the correct equipment must be kept on Sleuth with a 15 minute tutor detention for the first offence in a week, half hour with the HoH for second offence and house reflection for third onwards.

Tutor sessions set the tone for the day. They need to be business-like and allow communication of important Academy messages to all students. As such they must be regarded as being as important as

normal lessons. There is an expectation of topical input i.e. reflection on news stories of the day with clear evidence of engagement by the students. The weekly quiz is an opportunity to gauge how aware students are of the 'real world' and as such needs to be planned to maximise the impact of involvement of all students.

The Pastoral Manager will communicate with tutors where there are issues with the behaviour of individual students. Tutors will have the opportunity to be involved in any (non-confidential) meetings with parents. They will also have the opportunity to liaise with PMs and the year group SLT link about possible mentors where deemed appropriate.

The expectation is that tutors will arrange appointments for parents' evenings for any child that is causing concern.

The tutor must visit any student in Isolation on at least one occasion per stay to discuss issues relating to student's behaviour.

The role of the classroom teacher

Stage 1- 2 of the behaviour ladder (see appendix 1).

It is essential, as lifelong learners, that all staff work to maximise their classroom management techniques. Seating plans, clear differentiation and the establishment of good relationships with students are an essential part of this. It is vital the behaviour is addressed rather than the child to avoid labelling. Positive behaviour will form an essential part of the CPD programme but there will also be personalised support offered. Where there are issues with particular teaching groups or cohorts support networks will be established to share most effective practice.

All classrooms must display the red card procedures and either have the red card tick list or Sleuth on display. Teachers must follow the red card procedures and record all incidents on Sleuth. (See appendices 4 and 5).

Where possible Sleuth needs to be active. Rewards can be given out in lessons (see the rewards criteria) and can act as a major contributor to good behaviour. Likewise negative behaviours need to be recorded as soon as possible as these act as a major deterrent. Any level 1 or 2 behaviour can be recorded as a negative or a red card warning. For the first recorded incident in a lesson a student should receive a 15 minute teacher-led detention, this should increase to a 30 minute teacher led detention for a second incident. Three negatives or a red card in a lesson (see the red card procedures) will lead to a one hour department led detention (see role of Heads of Department).

Where a red card is issued (see red card procedures) the member of staff must make every effort to attend the resulting departmental detention and oversee the work of the student as this is a crucial part of both the establishment of a minimum expected behaviour and the rehabilitation of the student.

Where a student is regularly picking up negatives or red card warnings in a lesson the teacher must refer the name of the student to the HoD. Referred students should be a standing item on departmental agendas with clear action points for each.

Students in the Centre of Inclusion: Classroom teachers will be expected to provide suitable work for the student to ensure they continue working to our expected high standards.

Head of Department

Stage 2 of the managing your behaviour document (see appendix 1).

The HoD must oversee a weekly agreed detention night. HoDs must inform SLT what night that will be. This will pick up all half hour and one hour detention students. A register must be kept. The onus should be on the classroom teacher that gave the sanction to provide the work – to make up for what was missed – and where possible to attend the detention. (See detention appendix 3).

As the first port of call for behaviour it is vital the department chase up students to attend detentions. Phone calls or letters home can easily be sanctioned by PMs at this stage. In most cases free members of staff will be available to be organised by the HoD to pick up students in detention for the last period of the day. The department must ensure any student that does not attend is referred to the next stage of the ladder. (See appendix 3).

HoDs need to analyse behaviour data by student and by member of staff each week. Where a student has received three or more negatives in their subject in one week students must be put on report. HoDs are responsible for ensuring each half hour or hour detention issued is followed up in agreement with the behavioural policy. Departments need to be pro-active in attempting to de-escalate the behaviour of persistent offenders. This could take the form of strategic withdrawal and catch up sessions; a report system and, for longer term issues, re-setting. Particular focus needs to be paid to setting of students as this is a major strategy to reduce low level behavioural issues, to improve progress and increase motivation.

HoDs also have a vital role in working with teachers who are having issues with certain classes/ groups of children. They must ensure all staff are using the behavioural system correctly and that events are being recorded on Sleuth in the agreed manner. This could take the form of CPD in the form of drop-ins, team teaching or in the form of buddying, for instance.

Pastoral Managers

PMs will be involved in all stages of the Managing your behaviour document. (see appendix 1).

They will be available each session to deal with emergency calls, when not available they will be covered by HoH and SLT. One PM will have a walkie-talkie each session so will be easily contactable as the first port of call, especially for subjects such as PE. All red-carded students will be removed from class. It is the responsibility of the PM to ensure each red card incident is concluded in line with agreed procedures.

PMs are also responsible for ensuring all corridor behaviour issues are sanctioned in line with the behaviour policy and that those who are in house reflection attend for the agreed period of time. PMs are also responsible for picking up students who do not attend their initial lates detention.

PMs will carry out all investigations gathering all evidence before referring to the HoH for sanctions which must be agreed by the AP Pastoral. PMs will contact parents and talk to students to confirm sanctions. PMs will ensure that all incidents for their House are entered onto Sleuth.

PMs will make notes on all re-integration meetings.

PMs will run the half-termly year group assemblies alongside the SLT year group representative and will work to provide mentors where appropriate.

Heads of House

HoH will be involved at all stages of the behavioural ladder but will oversee Stage 3 of the behavioural ladder. (see appendix 1).

HoH will oversee the house reporting process ensuring students who meet the criteria of three or more negatives in two or more subjects in a week must go onto report. They will also ensure those who fall below the expected standard of 5 or more 1s and 2s on House report over a two week period are referred to COI.

HoH will deal with parents and talk to students to confirm sanctions where issues arise at the PM level. Will lead all re-integration meetings and provide the PSP for all interested parties.

HoH will oversee the rewards process and work to ensure that the House ethos is embedded. Weekly celebrations of rewards by tutor group and individual are the responsibility of the HoH. Rewards given by each teacher will also form part of the weekly HoH feedback.

House assemblies will be overseen by the HoH. House celebration weeks and all House events will be the responsibility of the Head of House.

The HoH will also make the recommendation for each investigation involving a student from their House. Following a one day isolation targets will be set and reviewed by the Head of House.

Heads of House will meet the COI manager on a weekly basis to discuss persistent offenders and possible intervention strategies.

The HoH will oversee the weekly tutor briefing and oversee the quality of tutor sessions other than PSHE. PSHE sessions will be overseen by HoH according to the year group they oversee.

The HoH will attend weekly meetings with SLT Year Links to boost the achievement of targeted students.

Role of the SLT year link

The progress of students is the responsibility of the SLT year link working alongside the HoH and PM. The SLT year link will:

- Use data to determine a group of 15- 20 students that are underachieving across all subjects will be selected from each year group.
- Liaise with HoH to ensure attendance at intervention, organise mentoring sessions, set individual action plans for specific students.
- Work with HoH to ensure parental meetings are organised where appropriate and certain students attend parents' evenings.
- Identify groups of students that are underachieving by subject. Liaise with HoDs and post holders on a subject level to agree actions which could in some cases be re-setting/ banding,
- Develop a whole school action plan to improve progress across the year group and present impacts to Curriculum Board.

The role of AP Pastoral

To oversee behavioural incidents from Level 4 upwards (see appendix 1) although the HoH will still chair the meetings.

To ensure investigations are completed in accordance with the behaviour policy and that the correct sanctions in accordance with the policy are applied. The AP has the power to sanction up to COI tariffs. The AP Pastoral will deal with parents and talk to students to confirm sanctions where issues arise that cannot be dealt with by the HoH.

The AP will:

- Ensure that all lessons have full PM coverage.
- Ensure that records are kept centrally of the outcomes of all investigations and that they have been recorded on Sleuth by PMs.
- Facilitate late detentions and house reflection,
- Work with COI to ensure there is a rehabilitation plan following each session in COI. This can involve the mentoring of students.
- Organise and oversee the successful implementation of SLT learning walks to reflect issues highlighted in Sleuth.

The Vice Principal – Inclusion

- To oversee behavioural incidents from Level 5 upwards (see appendix 1) although HoH and AP Pastoral may still run the meetings.
- Will make rulings on incidents needing a Fixed Term Exclusion.

The Principal

- To oversee, alongside the VP Inclusion, all behaviour incidents at Level 6. (see appendix 1).
- Will make rulings on issues that require permanent exclusion

Lates and house reflection

Those that arrive between 8.45 and 9 am will be issued with a 20 minute lunchtime detention card.

Those that arrive after 9am will be issued with a full 50 minutes lunchtime detention card.

SLT on duty will also have a supply of these cards. Any student they find wandering the building between 8.45 and 9 that cannot show a card will be given a detention card and their name will be taken.

SLT will ensure the names are added to the list in reception. A receptionist will keep a spreadsheet of lates which will be e-mailed to the AP Pastoral during the morning on a daily basis. This will be used for the daily register of late students.

The AP Pastoral will run the daily lates detention in the COI. There will be one PM on duty per day on a rota basis. This means that others will be available in their office so can house students who are causing disruption over lunchtime.

Any student that does not turn up for the lates detention will have the period doubled and will be picked up the following day by their PM. Three lates in a week will still lead to being in SLT detention.

All house reflection will also take place in the COI. Students will need to be picked up by their PM. The PM must share with the AP a full list of students in house reflection and the reasons for this.

The duty PM will share responsibility of looking after the students with the AP but will also be responsible for sorting out the lunches and for ensuring those who are present for the full lunch period have work to do.

The red card procedure

The red card system is used as a means of encouraging students to make the right choices in terms of behaviour. If a student does not demonstrate our high expectations of behaviour we issue the first red card verbal warning. If the student doesn't address their negative behaviour a second warning is issued, and finally this will result in a red card if a third warning has to be issued. The red card system is a **LAST RESORT** and should not be used as soon as students enter the room unless it is an instant red card offence.

An instant Red Card can be issued for:

Racism / Physical Behaviour / Verbal Abuse – Staff / Persistent Red Card Warnings

Red Card Warnings

- You must issue students with two clear red card verbal warnings before a final red card can be issued.
- You must use the A3 Red Card Laminated sheet to keep a record of these warnings.
- If you need to issue a red card, please send a student with your red card to main reception or the main office from where the duty Pastoral Manager will be called. **NEVER SEND THE STUDENT YOU HAVE RED CARDED TO THE PASTORAL MANAGER.**
- The Pastoral Manager will attend your lesson. The student will leave the lesson with the Pastoral Manager.
- During the one hour department detention, the student and member of staff will be expected to discuss the incident and resolve the problem. This can be chaired by the Head of Department.

Staff must display the warning system:

<u>NAME</u>	<u>RED CARD WARNING ONE</u>	<u>RED CARD WARNING TWO</u>	<u>RED CARD</u>

(For staff guidance see appendices 4 and 5).

Attendance and Lates (See attendance policy)

- **Rewards** – Rewards will be given for:
 - **Managing yourself :**
 - Excellent classwork and homework – named during lesson (2 points) criteria for naming - Engagement, Participation, Leadership, Quality of classwork, Quality of homework. Student of the week (10 points), postcard home must be at least 2 student of the weeks (25 points).
 - 100% attendance and punctuality for a term– 10 points
 - **Team working** – Planning and Delivering an assembly (10 points)
 - Representing academy sports team – (10 points),
 - Participation in any academy event – (10 points),
 - Attending house council meeting – (10 points),
 - Roles and responsibility for the year (10 points for each half term successfully completed).

Appendix 1
Managing your behaviour

Behaviour Level	Responsibility	Sanction
Level 1 Incorrect uniform. Chewing gum. For first offence No school bag. No equipment eg PE kit, planner, pencil case Insufficient equipment Late to form period/ lesson Drinking/ eating in class	Form tutor/ class teacher	15 minutes detention for first offence in a week 30 minute detention for second offence in a week. House reflection for third offence in a week.
Level 2 Persistently engaging in level 1 behaviours Classwork/homework not completed Disturbing the learning of others Refusal to follow instructions Poor attitude to learning Silly behaviour Inappropriate language Inappropriate use of ICT equipment Using a portable media device inappropriately Poor corridor behaviour	Class teacher/ HoD / HoH	After school detentions (department) Change of seating plan Subject/ House report Letter home Red card Meeting with parent/ carer House reflection
Level 3 Persistently engaging in level 1/ 2 behaviours Possession of inappropriate ICT material Vandalism – minor Theft – minor Racism - minor Invading personal space of student or staff Smoking including e-cigarettes Anti-social corridor behaviour Inappropriate behaviour on an academy trip Truancy – internal, shorter time period	Pastoral Manager/ Head of House	House reflection SLT detention. Banned from Academy trips Parents/ Carers informed House report
Level 4 Persistently engaging in level 1/ 2/ 3 behaviours Bullying Fighting Extortion Confrontational behaviour Using a portable media device maliciously Posting offensive material on social media Any discriminatory behaviour Criminal damage Racism - major Theft - major Vandalism – major Intimidating behaviour Truancy – External/ longer time period	Pastoral Manager/ Head of House/ Assistant Principal/ DSL	3 or 5 day isolation placement Meeting with Parent/ Carer Meeting with PCSO COI report for two weeks

<p>Level 5 Persistently engaging in level 1/ 2/ 3/ 4 behaviours Verbal abuse of staff / other students Endangering the health and safety of staff/ community/ students. Extortion with violence Assault Inappropriate behaviour in isolation Possession/ consumption of illegal substances/ alcohol</p>	<p>AP/ VP (Pastoral) / DSL</p>	<p>3 day fixed term exclusion followed by 3 days in COI Meeting with Parent/ Carer Meeting with PCSO COI report for two weeks Pastoral Support Plan implemented. Possibility of managed move explored.</p>
<p>Level 6 Persistently engaging in level 1/ 2/ 3/ 4/ 5 behaviours Possession / use of an offensive weapon Inciting / aiding and abetting others to bring into the Academy an offensive weapon. Possession of illegal substance with an intent to supply Excessive/ sustained acts of aggression Persistently endangering the Health and Safety of staff/ students/ community. Inciting severe racial/ religious/ discriminatory hatred Arson Sustained emotional/ physical bullying Inappropriate sexual behaviour Continued persistent refusal to follow the Academy's Code of Conduct. Serious "one off" incident that may include any one of the above behaviours.</p>	<p>VP (Pastoral) / Principal 5 day fixed term exclusion followed by 5 days in the COI Meeting with Parent/ Carer Referral to appropriate outside agencies. Meeting with PCSO COI report for two weeks Pastoral Support Plan implemented.</p>	<p>Engaging in these behaviours may lead to Permanent Exclusion</p>

Appendix 2
Ten checks to avoid Permanent Exclusion

Check	Sanction	Actions to deal with/ de-escalate behaviours
<p>Check 1 Student persistently engaging in level 1 and 2 behaviours fails to respond to being on report– 5 or more 1s and 2s on House report over a two week period</p>	<p>One day in COI for the first offence of each term only</p>	<p>Review of setting/ banding Review of curriculum. Parental meeting. Head of House to oversee report.</p>
<p>Check 2 Student engaging in Level 3 behaviour</p>	<p>Three to five days house reflection</p>	<p>Review of setting/ banding Review of curriculum. Parental meeting conducted by Head of House</p>
<p>Check 3 Student engaging in Level 4 behaviour or second COI placement</p>	<p>Three to five days COI</p>	<p>Possible contact with external agencies for persistent offenders Review of setting/ banding Review of curriculum. Parents informed. COI exit targets set and reviewed after two weeks.</p>
<p>Check 4 Second 3-5 day COI placement for persistent level 4 behaviour</p>	<p>Second three to five days in COI</p>	<p>Possible contact with external agencies for persistent offenders Review of setting/ banding Review of curriculum. COI exit targets set and reviewed after two weeks. Or in some cases action plan established involving parent, student and staff overseen by HoH</p>
<p>Check 5 Student engaging in Level 5 behaviour</p>	<p>Three days Fixed Term Exclusion followed by 3 days in COI</p>	<p>Review of setting/ banding Review of curriculum Contact with external agencies PSP Established Meeting with HoH COI exit targets set and reviewed after two weeks. Or in some cases action plan established involving parent, student and staff overseen by HoH</p>
<p>Check 6 Student engaging in Level 6 behaviour (Note this can lead straight to permanent exclusion)</p>	<p>5 day fixed term exclusion followed by 5 days in COI (or second FTE)</p>	<p>Review of setting/ banding Review of curriculum Contact with external agencies PSP Established Meeting with HoH/ AP</p>

		COI exit targets set and reviewed after two weeks. Or in some cases action plan established involving parent, student and staff overseen by HoH
Check 7 Three separate spells in COI for related issues in one academic year	Meeting with VP	Contact with external agencies PSP Established
Check 8 Two separate spells of FTE or More than 3 spells in COI for related issues in one academic year	Meeting with Principal.	Parents contacted and VP begins to look at alternative provision
Check 9 Further COI or FTE offence beyond check 7 and 8: Two separate spells of FTE or More than 3 spells in COI in one academic year	Meeting with Governors	VP may activate alternative provision
Check 10 Any COI or FTE offence following meeting with Governors.	FTE exclusion meeting before Governors	Parental appeal
Permanent Exclusion		

Appendix 3 Detention Procedure

Students may be given a detention in accordance with Academy policy

Staff must complete a detention slip for all detentions occurring after Academy hours. The detention must be recorded on Sleuth in accordance with the academy policy.

Students must have at least 24 hours' notice of a detention.

Please encourage students to return the reply slip at the bottom of the detention slip.

Where possible, set the detention on a day where the member of staff is free lesson 6 and is able to collect the student at 3pm.

Staff may keep students for up to 10 minutes after Academy without informing parents / carers (**STAFF MUST NOT KEEP STUDENTS BEYOND THIS TIME LIMIT**).

If you are giving students a lunchtime detention you must ensure that they have sufficient time to eat lunch.

Students must be given a worthwhile task to complete whilst in detention.

Appendix 4

Serious Incident Referral Procedure (Red Card)

This system should only be used in extreme circumstances when one of the following incidents may have occurred:

- Other students are in danger
- Student is in danger of hurting himself
- It is impossible to teach the group with a particular student present
- Verbal abuse aimed directly at a member of staff
- Verbal abuse of another student

If any of these behaviours occur, try to stay calm and send a student, using the red card to the main office or main reception from where the duty Pastoral Manager or SLT member will be called.

Do not get involved in a confrontation with the student, this will generally make matters worse.
If a student is determined to leave your classroom

NEVER ATTEMPT TO STOP THEM

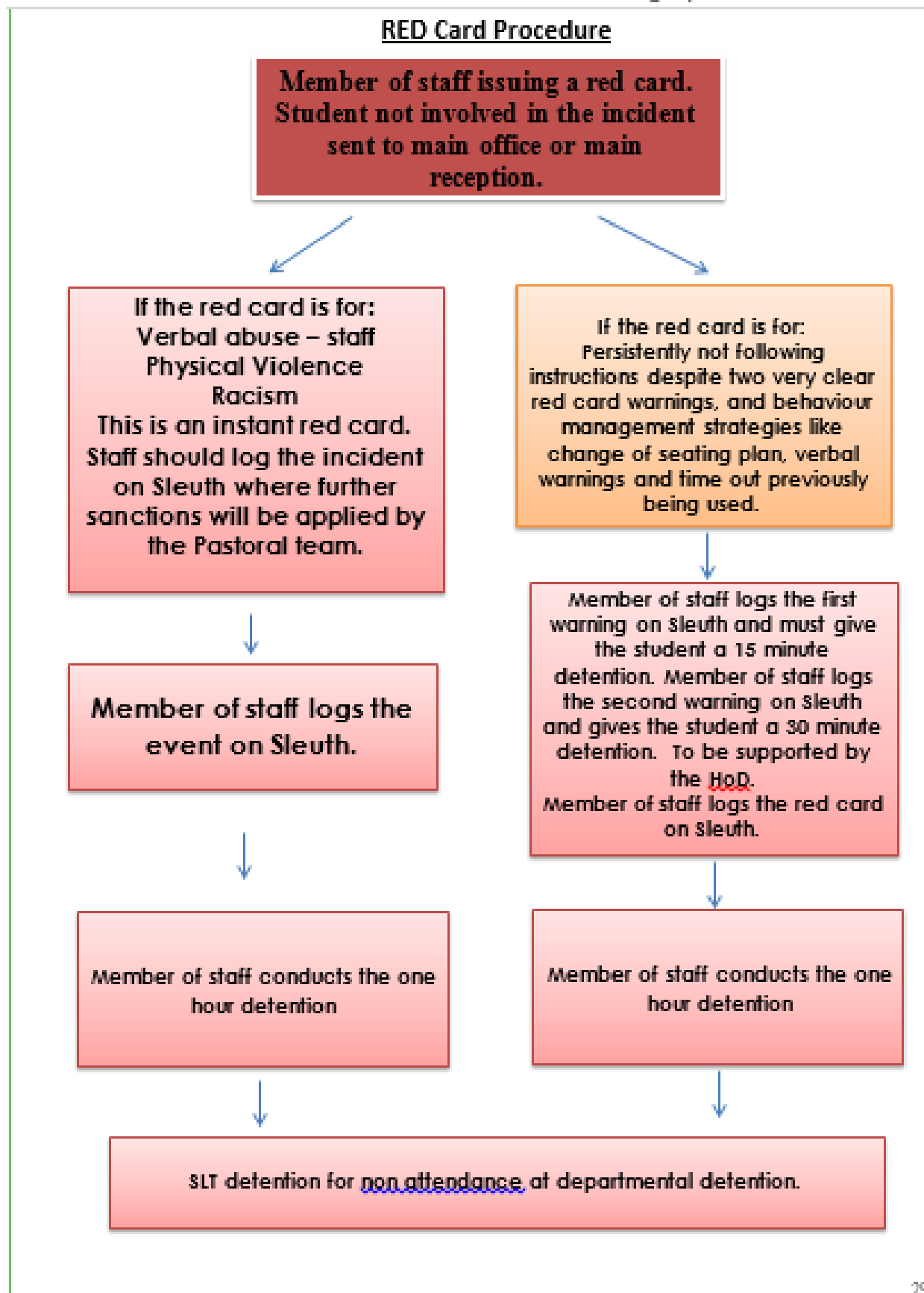
You may provoke a situation where physical contact is made; let the student leave the classroom and inform the main office or main reception who will contact the duty Pastoral Manager or SLT.

The Red Card System must not be used for less extreme behaviours, these should be dealt with in the first instance by the class teacher and students should always be given the opportunity to modify their behaviour. Such behaviour may include:

- Refusal to move seat
- Disagreement with another student
- Failure to complete an adequate amount of work
- Constant talking
- Out of seat, walking around room
- Disrupting the learning of other students.








You must record any warnings you give and any red cards on Sleuth. Students should get a 15 minute detention for a first warning and half an hour for the second warning with the classroom teacher.

Appendix 5
Red Card Procedure

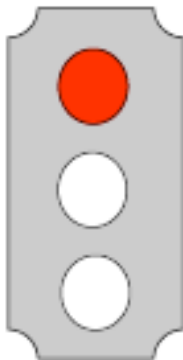


**Appendix 6
Rights and Responsibilities**

Rights and Responsibilities

<p>We have the right not to be bullied in any way, shape or form.</p>		<p>We have the responsibility not to bully others and report any bullying we see.</p>
<p>We have the right to feel safe in and around the Academy.</p>		<p>We have the responsibility to help keep all students safe by behaving in a reasonable manner in and around the Academy</p>
<p>We have the right to an education and to learn according to our ability.</p>		<p>We have the responsibility not to make fun of others or to disturb the learning of others.</p>
<p>We have the right to be treated with respect by all people irrespective of age, gender, colour or status.</p>		<p>We have the responsibility to respect others within the community.</p>
<p>We have the right to express our own opinions and be heard.</p>		<p>We have the responsibility to allow others to express their opinions and be heard.</p>
<p>We have the right to expect our possessions to be secure in and around the Academy.</p>		<p>We have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that we see.</p>
<p>We have the right to choose our friends.</p>		<p>We have the responsibility not to force friendship upon others or to abuse our friendships.</p>
<p>We have the right to play in safety and without interference.</p>		<p>We have the responsibility not to disturb or endanger the play of others.</p>

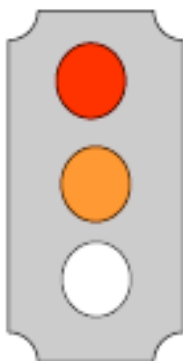
Classroom Expectations



STOP !

Anti-social Behaviour!

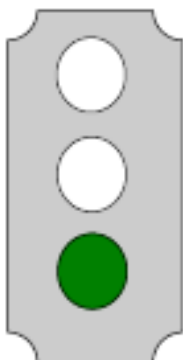
- Remember, the teacher is in charge of the lesson
- Do not interrupt the teacher
- Raise your hand when wishing to speak
- Respect the classroom as a positive working environment
- Accept your share of group responsibilities
- Do not run in the Academy



Get Ready!

Be Organised!

- Always have your books and equipment
- Be punctual to lessons at all times
- Plan your day carefully
- Wear appropriate footwear and clothing
- When in lessons, aim to complete the session without leaving the room
- Be responsible during breaks



Go!

Work Hard, be a good citizen!

- Follow the directions and work laid out by the teacher
- Work to the best of your ability for the whole of your lesson
- Co-operate with all within your classroom
- Treat others with courtesy and respect
- Leave the classroom as you would expect to find it

Appendix 8 Code of Conduct

The following code of conduct has been drawn up to ensure that we all act with care, courtesy and consideration at all times so that G.S.A. is a secure and pleasant environment where learning can take place. To achieve this we must:

ARRIVE ON TIME FOR REGISTRATION AND LESSONS

Show respect by being in your tutor/teaching room promptly and ready to work

ATTEND REGULARLY

If you are not in Academy you are not learning. We expect all students to have attendance of at least 95%. You must bring a note to explain any absence.

Students must not leave the Academy site during Academy hours without permission obtained from their Head of House or Pastoral Manager.

BRING CORRECT EQUIPMENT

All students must carry a bag containing planner, pen, pencil, ruler and rubber as basic equipment. On P.E. days students must bring correct P.E. kit.

WEAR CORRECT ACADEMY UNIFORM

All students should take pride in their personal appearance and be proud to wear the uniform of G.S.A.

BEHAVE SENSIBLY AND WITH RESPECT

Always treat people with courtesy and respect, do not prevent others from working or learning. Academy buildings, furniture and equipment must also be treated with care and respect. Always show respect for other people's property, theft will not be tolerated.

CLASSWORK/HOMEWORK

Always complete classwork and homework to the best of your ability and meet all homework/ coursework deadlines.

CORRIDOR BEHAVIOUR

Think about your safety and that of others, always walk along the corridors and keep to the left. Students should move around the Academy in a quiet, sensible manner.

BE PLEASANT AND POLITE

Do not use language that is abusive, offensive or rude. Do not shout out, call out, interrupt or answer back.

LITTER

The dropping of litter on the Academy premises is unsightly and anti-social. All litter should be kept until it can be placed in litter bins.

BE CONSIDERATE TO OTHERS

Everyone has a right to attend the Academy without fear of bullying. This applies equally when students are on their way to or from Academy. Bullying will not be tolerated, ours is a TELLING ACADEMY and incidents should be reported immediately to a member of staff. Racist and sexist remarks are unacceptable and will not be tolerated.

VALUABLE ITEMS

Valuable items such as mobile phones must not be brought into the Academy due to the risk of loss, damage or theft. The Academy cannot be held responsible for the loss or damage of valuable items.

SMOKING

Smoking is not permitted anywhere on the Academy site or the surrounding area.