

Behaviour policy



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by:	Sue Teal	Date: 15.10.2021
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Christian Vision

To lead the best life possible.

Our distinctively Christian vision is that everyone will be able **to lead the best life possible**, now and in the future. It's underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness.*

This promise of life in all its fullness is lived out through our Academy values of:

Respect

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

Community

Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our Academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

Courage

Rooted in the Parable of the Lost Son, our Academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

Wisdom

Rooted in the Parable of the Wise and Foolish Builders, our Academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.

1. Aims

At the Archbishop Sentamu Academy we believe in a place where behaviour management procedures are formulated in the light of Christian Values, ensuring the rights of teachers to teach and students to learn in a safe, calm and purposeful environment.

As a Church of England Academy:

- We value every young person in our Academy equally regardless of race, background or creed as being created in the image of God
- We value good timekeeping and politeness as well as empathy and respect for others
- We value good relationships as a basis for the development and fulfilment of ourselves, others and the good of the community
- We value and encourage the contribution made by families, community groups and other to the well-being, education and nurture of our students

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Ensure a **safe, calm and purposeful** learning environment
- Promote a **positive environment** in teaching areas and around the Academy so that learning can be effective, and staff and students feel safe and respected.
- **Define** what we consider to be unacceptable behaviour, including bullying
- **Minimise low-level disruption** so that the **maximum amount of time is available for learning**, enabling all students to have a positive experience of the curriculum
- Outline **how students are expected to behave**
- **Empowering staff** with the **confidence, skills and knowledge** to respond in a consistent and effective way to challenging and difficult situations; thereby reducing conflict and uncertainty in encounters between students and staff and enabling students and staff to emerge from difficulties in a positive manner.
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management
- Outline our system of **rewards and sanctions** promoting a **culture of praise and encouragement** in which all students can achieve.

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines an Academies duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require Academies to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Academies the authority to confiscate students' property

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

3. Definitions

3.1. For the purpose of this policy, the Academy defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the Academy within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco including paraphernalia
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist/prejudicial remarks or threatening language
- Fighting or aggression
- Persistent defiance or disruption

3.2. For the purpose of this policy, the Academy defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, not completing homework, or arriving at Academy without homework
- Use of mobile phones without permission
- Graffiti

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

4. Training of staff

4.1. The Academy recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Smoking and drug policy

5.1. In accordance with part 1 of the Health Act 2006, our Academy is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

5.2. Parents/carers, visitors and staff are instructed not to smoke on Academy grounds and should avoid smoking in front of students and/or encouraging students to smoke.

5.3. Students are not permitted to bring smoking materials or nicotine products to the Academy. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

5.4 In the interest of health and hygiene, the Academy requests that people refrain from smoking outside the Academy gates.

5.5. Students and staff are required to follow the Academy's Drug and Alcohol policy.

6. Bullying

6.1. **Bullying** is "behaviour by and individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." Prevent and Tackling Bullying DfE.

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 Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

7. Roles and responsibilities

7.1. The Principal has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the Academy.

7.2. The Principal has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

7.3. The governing body is responsible for handling complaints regarding this policy, as outlined in the Academy's Complaints Policy.

7.4. The Principal is responsible for establishing the standard of behaviour expected by students at the Academy.

7.5. The Principal is responsible for determining the Academy rules and any disciplinary sanctions for breaking the rules.

7.6. The Behaviour and attitudes lead is responsible for the day-to-day implementation of this policy.

7.7. The Behaviour and attitudes lead is responsible for publishing this policy and making it available to staff, parents/carers and students at least once a year.

7.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all students do too.

7.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

7.10. Members of staff, as authorised by the Principal, are responsible for sanctioning students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in Academy or in the charge of a member of staff.

7.11. Students are responsible for their own behaviour both inside the Academy and out in the wider community.

7.12. Students are responsible for reporting any unacceptable behaviour to a member of staff.

7.13. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of the Academy.

7.14. Parents/carers are responsible for informing the Academy of any changes in circumstances that may affect their child's behaviour.

8. Student code of conduct

8.1. Students will be expected to follow the Academy Code of Conduct which requires students to:

- Conduct themselves around the Academy premises in a safe, sensible and respectful manner.
- Arrive for lessons on time and be fully prepared.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside Academy
- Treat the Academy buildings and Academy property with respect

Along with the expectations above students have the following rights and responsibilities:

- Students have the **right** to learn and the **responsibility** to behave in a way that allows staff to teach and other students to learn.
- Students have the **right** to be and feel safe and have a **responsibility** to act in a way that allows other students to be and feel safe.
- Students have the **right** to expect that their property remains safe and have a **responsibility** to act in a way that allows their property and that of others to remain safe.
- Students have the **right** to be treated fairly and with respect and a **responsibility** to treat others fairly and with respect.
- Students have the **right** to have their efforts recognised and have a **responsibility** to recognise the efforts of others.
- Students have the **right** to attend a safe, calm and purposeful Academy and the **responsibility** to keep it safe, calm and purposeful.
- Students have the **responsibility** to meet the Academy's expectations.

9. Rewards and sanctions

The Positive Discipline Policy is based on the belief that the majority of students behave well most of the time.

Rewarding good behaviour

9.1. The Academy recognises that students should be rewarded for their display of good behaviour.

9.2. The Academy will use the following rewards for displaying good behaviour:

- Stamps collected on the relevant planner page
- Verbal praise
- Certificates
- Postcards home
- Principal awards
- Prizes
- Reward points
- End of term whole-class rewards
- Trips and visits
- Celebration assemblies and evenings

Consequences for poor behaviour

9.3. Teachers are able to discipline students whose behaviour falls below the established Code of Conduct at the Academy.

9.4. If a student misbehaves, breaks a Academy rule, or fails to follow instructions issued by a member of staff, the teacher is able to give consequences to the student for their poor behaviour.

9.5. In order for the consequence to be lawful, the Academy will ensure that:

- The decision to sanction a student is made by a paid member of Academy staff, or a member of staff authorised to do so by the Principal.
- The decision to sanction a student is made on the Academy premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to sanction a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights.

9.6. The Academy will ensure that all consequences are reasonable in all circumstances, and will consider the student's age, religious requirements and any special educational needs or disabilities.

9.7. The Principal may delegate the power to sanction poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

9.8. The Principal may limit the power to sanction poor behaviour from individual members of staff.

10. Behaviour management

Behaviour and sanctions

10.1. Where students display aggressive and/or threatening behaviour, or illegal activity is discovered, the Academy will not hesitate to contact the police.

10.2. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

10.3. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the student. This sanction process will follow the Academy's Positive Discipline policy detailed in appendix 1.

10.4. The Academy has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Setting additional work as a consequence, e.g. writing tasks
- Taking away privileges, e.g. not being able to participate in non-uniform days, losing social time or losing extra, prized responsibility.
- Missing break/lunchtime, or detentions during lunchtime, after Academy and at weekends
- Engaging in Academy-based community service, e.g. picking up litter
- Placing the student on report for constant monitoring or other consistent behaviour checks
- Placing the student in seclusion
- Excluding the student either temporarily or permanently, in extreme cases (as per the Exclusion policy, this is solely the right of the Principal or delegated deputy in their absence).

10.5. Teachers will use their judgement when issuing sanctions, considering whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour. Teachers are expected to act reasonably and fairly. Senior leaders will make the final decision as to the sanction required where it is appropriate to do so.

10.6. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any recurrence behaviour.

10.7. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a student, must report this to the Head of Year and/or Assistant/Vice Principal.

10.8. The Assistant/Vice Principal will keep a record of all reported incidents – normally this will be via the Archbishop Sentamu Academy SIMS platform.

10.9. The Academy does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the students within the Academy.

10.10. All bullying incidents will be dealt with in accordance with the procedures outlined in the Academy's Anti-bullying policy.

10.11. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the Academy's Child Protection and Safeguarding Policy.

10.12. The Academy will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the Academy's Child Protection and Safeguarding Policy will be followed.

10.13. The Academy will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the Academy will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

Behaviour off Academy premises

10.14. Teachers are able to sanction students for misbehaviour outside of the Academy premises.

10.15. Teachers may discipline students for misbehaviour off the Academy premises when the student is:

- Wearing an Academy uniform.
- Travelling to or from Academy.
- Taking part in any Academy-related activity.
- In any way identifiable as being a student at the Academy.

However, the final decision about the consequence given will be from a member of the Senior Leadership Team (SLT).

10.16. Teachers may also discipline students for misbehaviour off the Academy premises that, irrespective of the above:

- Could negatively affect the reputation of the Academy.
- Could pose a threat to another student, a member of staff at the Academy, or a member of the public.
- Could disrupt the orderly running of the Academy.

The final decision for the level of consequence will be made by a member of the SLT.

10.17. Any bullying witnessed outside of the Academy premises and reported to a member of staff, will be dealt with in accordance with the Academy's Anti-bullying policy.

10.18. The Academy will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the Academy premises, as would be imposed for the same behaviour conducted on Academy premises.

10.19. In all cases of misbehaviour outside of the Academy premises, teachers will only impose any behaviour sanctions once the student has returned to the Academy premises or when under the supervision of a member of staff.

Malicious allegations

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

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

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

Classroom management

10.21. 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 students to be engaged
- Create stimulating, well-resourced and planned lessons that are linked to the curriculum content and are adapted to the needs of each child in their care.
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
- Greeting students 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

Physical restraint and use of reasonable force

10.22. Members of staff are able to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.

10.23. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom. Incidents of physical restraint 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

10.24. The Principal and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

10.25. Though members of staff are able to search for all of the items listed in section 10.26 (items banned) of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

10.26. Items banned from the Academy premises are listed below:

Fire lighting equipment – matches, lighters etc.

Drugs and smoking equipment, possession of which could result in a permanent exclusion –

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances, possession of which could result in a permanent exclusion –

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas cannisters
- Fireworks
- Dangerous chemicals

Other items –

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Carbonated drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Mobile phones must not be seen within the Academy

Confiscation

10.27. **Any prohibited items (listed above) found in a students' possession will be confiscated.** These items will **not** be returned to students.

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

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

The Academy is not liable for any damage to, or loss of, any confiscated item.

10.28. Searches will be conducted by a same sex member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Student support

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

The Academy's special educational needs co-ordinator will evaluate a student 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, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, 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.

11. Detentions

11.1 The Academy will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of Academy hours.

11.2. All teachers at the Academy are able to impose detention on a student unless the Principal decides to withdraw this power from any teacher.

11.3. The Principal may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visits/trips.

11.4. The following indicate the times during which detention can be issued outside of Academy hours:

- Any Academy day where the student is not authorised to be absent
- Any non-teaching day, e.g. INSET days

11.5. Parental consent is not required for detentions and therefore, the Academy is able to issue detention as a sanction without first notifying the parents/carers of the student. If the detention clashes with a medical appointment, parents/carers are expected to contact the

Academy directly (not via the student) and provide medical evidence e.g. appointment card or letter.

11.6. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student.

11.7. If the detention is during lunchtime, 15 minutes will be allocated to allow the student time to eat, drink and use the toilet.

11.8. Lunchtime detentions run daily from 12.20pm to 12.35pm for KS3 & 13.20pm to 13.35pm for KS4 (unless alternative arrangements are communicated to parents). Failure/refusal to attend a lunchtime detention will result in a 1 hour after-Academy detention from 3.00pm to 4.00pm Monday to Thursday. Failure/refusal to attend this after Academy detention will result in the student being issued a Principal's detention for 1.5 hours on a Friday.

11.9 Detentions issued for H codes (see appendix 1) will run daily from 3.00pm to 3.30pm in room 109.

11.10 Detentions issued for U/L/E (see appendix 1) codes will take place at lunch time in the theatre.

11.11 Detentions issued for B/A/S/P codes (see appendix 1) will take place in the activity studio and will run from 3.00pm until 4.00pm

11.12 Principal detentions will run in the theatre from 3.00pm until 4.30pm each Friday. Failure/refusal to attend an after-Academy detention will result in the student spending the next available day in internal exclusion until up to 3.30pm.

11.13. When issuing detentions which are set to be outside of Academy hours, the Academy will consider:

- Whether the detention is likely to put the student at risk.
- Whether the student is a young carer with identified caring responsibilities which would make the detention unreasonable.
- Whether suitable transport arrangements are in place between the parents/carers and the student. NB. It does not matter whether these transport arrangements are inconvenient to the parents/carers.

12. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to another Academy or Academy. Information relating to behaviour will be sought from feeder Academy's to inform practice.

13. Monitoring arrangements

13.1. This policy will be reviewed by the Assistant/Vice Principal on an annual basis, who will make any necessary changes and communicate this to all members of staff.

13.2. This policy will be made available for inspection and review by the chief inspector, upon request.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Drug and Alcohol policy

Appendix 1: Positive Discipline Rationale

Our Academy believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

The Academy's behaviour policy seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Students are introduced to 'Positive Discipline' upon transition to Archbishop Sentamu Academy. They then take part in Positive Discipline sessions in tutor time in order to refresh their understanding of the policy and review their positive and negative behaviour choices with their tutor, Head of Year and BLT-link.

Defining Terms:

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the Academy. The term 'Academy Community' refers to staff and students.

Student Code of Conduct: At Archbishop Sentamu Academy, students are expected to abide by a 'Code of Conduct', that whilst simple in its approach, ensures that the high expectations of the Academy are met. Students are expected to adhere to the Code of Conduct at all times whilst in Academy, thereby ensuring that the Academy remains well ordered and an ideal environment for learning.

Positive Discipline Comments

A Positive Discipline comment will be issued by staff when a student fails to meet one of the Academy expectations. These codes are listed below:

B – Behaviour

A/S – Around Site

P – Progress and Passivity

H – Homework

U – Uniform

L – Late

E – Equipment and Organisation

However, the administering of these codes will fall into two different areas; organisational codes and behavioural codes.

Organisational codes

As an Academy that aims to prepare students for later life, we feel that it is important to teach students the importance of being organised. Therefore, there are several codes set aside where consequences will follow for acting in a disorganised manner. These codes are:

- H – Homework**
- U – Uniform**
- L – Late**
- E – Equipment and Organisation**

At every breach of the expected standards, the appropriate code will be issued to students. If there are three examples of any single code within a half term, a detention will be issued.

After the detention has been completed, there will be a further detention to serve every time there are three further codes received for that particular type.

“H” code – Homework

Homework codes are recorded on the table in the first weekly double page of the planner. Wherever possible the missing homework should be completed in detention. If the homework is not completed this may lead to a further detention.

A detention is set for the accumulation of 3 “H” codes on the left-hand side of the planner.

“U” code – Uniform

Students should move about the Academy and arrive at all lessons in full uniform. Blazers should be worn (sleeves should not be rolled up). Uniforms should be worn correctly with top buttons fastened, shirts tucked in, ties at the right length etc. During the Summer term students will be permitted to wear the blue summer shirt. Blazers and ties are not expected to be worn with Summer shirts.

U codes are recorded on the table in the first weekly double page of the planner, and detentions are issued for 3 “U” codes.

“L” code – Late

Students must be in assembly or tutor time by 8:40am and arrive at all subsequent lessons on time. It is best to deal with “lates” at the end of a lesson and not in front of the whole class which avoids disruption and spares embarrassment for a student. If another member of staff is alleged to have detained someone, said member of staff is expected to write a note in the planner of that student. Without such a note, a code will be issued.

L codes are recorded on the left-hand side of the planner, and detentions are issued for 3 “L” codes.

“E” code – Equipment and Organisation

Students should arrive at lessons with all the equipment expected of them by staff, this includes their exercise books if they have been taken home. For students with very poor organisational skills or very difficult home situations staff should make special arrangements to

provide equipment on an individual basis and not issue codes. Form tutors should also support students in this manner.

E codes are recorded on the table in the first weekly double page of the planner. A lunchtime detention will be issued for the accumulation of every 3 codes on the left-hand side of the planner in a week. This detention is submitted by the member of staff assigning the 3rd code.

Behavioural codes

We feel that it is important that the Academy is able to operate in a calm and purposeful manner and therefore, there are certain codes available to staff to issue when the student fails to meet the high standards required by the Academy. These codes are known as the behaviour codes and are as follows:

B – Behaviour

A/S – Around Site

P – Progress and Passivity

If three of these codes are issued within one half term, a detention will be issued.

“B” code – Behaviour

Any form of unacceptable behaviour or breaking of Academy rules should be challenged so that learning is not disrupted. During lessons, all minor transgressions should be initially dealt with subtle verbal and non-verbal behaviour management strategies, before progression to a verbal warning (phase 1), with a code being issued if an offence is repeated (phase 2).

Any serious behaviour issues such as disobedience, rudeness, aggression etc. should result in an immediate ON CALL. This also applies to behaviour that breaks health and safety requirements of some lessons such as science, DT or Motor Vehicle. This will result in a student being removed and a code being issued (and as such as detention).

B codes are recorded on the table in the second weekly double page of the planner. 3 B codes within a lesson will result in a detention. This will be submitted by the member of staff issuing the 3rd code.

“A/S” code – Around Site

The Agora and Winter Gardens are the only places students are allowed to eat out of lessons (unless special arrangements are made by staff who are supervising an activity – students will need a pass from said member of staff). All related litter must be placed in the bins provided.

Food is not to be consumed outside, nor is any item to be eaten or drunk on the corridors.

There should be no eating in lessons, although drinking water from reusable bottles with safety tops on is generally permitted.

Chewing gum, fizzy drinks, crisps and energy drinks etc. are banned from the premises at all times. Anyone found in possession of these items will have them confiscated and disposed of then issued with an A/S code.

Any student caught 'out of bounds' will also be issued with an A/S code. This refers to both internal and external out of bounds areas.

Any student found running in the corridors or behaving in a boisterous or disruptive manner, will also be issued with an AS code.

AS codes are recorded on the table in the second weekly double page of the planner. 3 AS codes within a half term will result in a detention. This will be submitted by the member of staff issuing the 3rd code.

“P” code – Progress and passivity

Any student who fails to engage with the work set within a reasonable time frame, will be issued with a P code. Prior to a staff member issuing a P code, they must check that the student fully understands what is expected of them to complete the task. This may be done by asking the student to explain the task back to the member of staff. Also, the member of staff may need to check a student's work if this has already been completed. If a student, once their understanding of the work has been confirmed or if the work is complete and they are issued with further work, continues to play a passive role in the lesson, they will be issued with a P code.

P codes are recorded on the table in the second weekly double page of the planner. 3 P codes within a lesson will result in a detention. The member of staff submitting the third code will issue the detention.

ALL ACCUMULATED CODES SHOULD BE BOXED AND INITIALLED BY THE MEMBER OF STAFF TO INDICATE THAT THOSE CODES HAVE BEEN SANCTIONED FOR BY A DETENTION. THIS PREVENTS DUPLICATION OF SANCTIONS AND SHOWS PARENTS WHERE THE DETENTION HAS ORIGINATED FROM. STAFF MUST WRITE THE DETENTION IN THE STUDENT PLANNER ON THE DAY OF THE WEEK THE DETENTION IS SET FOR.

These codes can also lead to the child being part of the Positive Discipline process, which is outlined below.

The Positive Discipline Process within the classroom

Pre-PHASE: VERBAL WARNING

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include

settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) To indicate to students that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious PHASE ONE sanction if it is required.

The words 'VERBAL WARNING' will be used by the member of staff, at which point the member of staff will take the student's planner and place it on the teacher's desk.

PHASE 1: FIRST WRITTEN COMMENT

A student who continues to behave unacceptably despite being given a verbal warning will move into phase one and receive their first written comment which is verbally reinforced by the member of staff.

This is then recorded in the appropriate page of the Student Planner with a code and a brief comment followed by staff code. Students will move straight into phase one for lateness, homework, coursework and equipment misdemeanours.

Students could move into phase one as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a student reaches the maximum number of written comments allowed each week they will move into phase 4 - seclusion.

PHASE 2: SECOND WRITTEN COMMENT

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first written comment. Such behaviour will result in the student moving into phase 2.

Students are given a second written comment in their planner and will then be moved to another seat for the remainder of the lesson.

PHASE 3: THIRD WRITTEN COMMENT

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and two written comments at this stage.

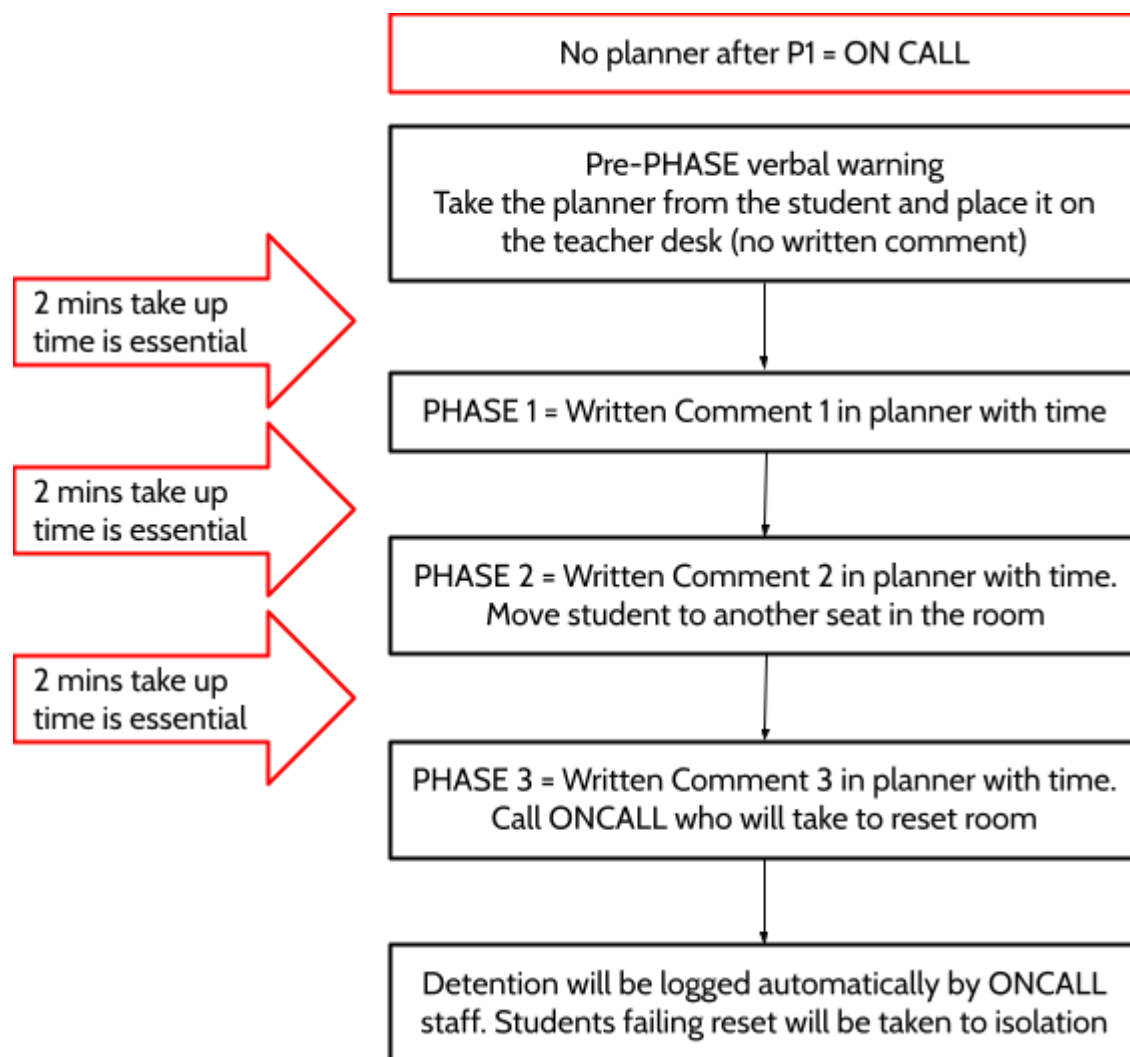
Students are now given a third and final written comment in their planner (no more than 3 comments can be issued in any single lesson). The student will now be removed from the classroom and placed in a 'reset' relocation.

Archbishop Sentamu Academy has a whole Academy 'lesson reset' timetable in place. This comprises a range of KS3 and KS4 teaching rooms that have been identified as being able to 'receive' students who have been removed from lessons as a result of phase 3. ON CALL will escort the phase 3 student to an appropriate lesson reset.

The removed student must now complete an Academy detention. This will be at the earliest opportunity.

The detention will be written into the next available day in the student's planner at this time, providing both the student and their parents/carers with notification of this detention.

When a student is given a fifth detention, parents will be informed of the seriousness of the situation and the consequence of any further Academy detentions being received. When a sixth Academy detention is given to any child, that child will automatically move into phase 4 - Seclusion.



PHASE 4: SECLUSION

Seclusion is an extremely serious sanction. The seclusion room is a functional and purposeful environment with a bank of work which covers every curriculum area. The seclusion room is staffed by our Seclusion Manager supported by the Assistant/Vice Principal and others. A video camera will be in operation at all times; supervision at lunchtime will be staffed by the duty rota.

Mobile phones will need to be handed in at the start of the seclusion day and will be returned when it is time for students to leave at 15:30.

Students will be 'secluded' in the fullest sense of the word. Lunch-break will be taken in the seclusion room and at no time will the secluded student be allowed to socialise with other students. The duration of the day in Seclusion will be from 08:50 until 15.30. All students who are placed in seclusion must bring their planner and equipment for that day. Any student who reaches phase 4 during the Academy day will go directly to seclusion and remain there until they have completed five full periods successfully; both good quality work produced and good behaviour observed. The work will be administered by the Seclusion Manager.

Parents will be notified of this through the student planner. Students placed in seclusion arriving late without good reason will still have to complete the full number of good quality lessons that remain.

A student who is absent during the course of a seclusion session and does not produce a formal medical note will still need to complete the required 5 good lessons of behaviour and work. The period of seclusion should begin at the earliest convenient time. A record of the period of seclusion will be kept on file. It may also be worth noting once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A student who fails to behave appropriately in seclusion is at risk of a fixed term exclusion. Students in seclusion will follow the same Positive Discipline process as in lessons. Once a student receives their second written comment, a member of staff will attempt to contact their parent/carer to allow them to discuss the poor behaviour with the student. If a student receives a third written comment, they will be given a fixed term exclusion, irrespective of whether parental contact was possible or not.

If a student completes phase 4 and returns to their mainstream education in the same week, but then receives another two written comments in the remainder of that week they will return to seclusion.

Students will enter seclusion when they receive their 6th detention; reach 8 comments in a single week; receive an additional 4 comments in the same week after completing seclusion; failing to attend the Principal's detention; or for behaviour incidents deemed to be of a serious nature – identified by the Assistant/Vice Principal.

PHASE 5 - BEHAVIOUR CONTRACT

Students will be placed on behaviour contracts when it is deemed that they have a history of poor behaviour. This will be at the Academy's discretion, however, a student will not be placed on contract until they have at least accrued 5 days in seclusion within a half term, or they have received 5 Fixed Term Exclusions. Each time the contract is broken the student will serve one day's seclusion. Once the contract has been broken on five occasions the student will be excluded from the Academy for a fixed term period.

Students will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again. Students on contract will have a red contract stamp placed in the weekly section of their planner. This will be done by the appropriate member of the pastoral staff. Though some generic comments will remain, contracts will be more individually

tailored to the needs of the students concerned. An up-to-date contract list will be emailed to staff weekly. At the end of the academic year students who are on contract will complete the full five-week period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full five-week period without any breaks of contract has been achieved. All other students will be given a 'clean slate' at the beginning of each academic year.

PHASE 6 – FIXED TERM AND PERMANENT EXCLUSION

Please see the exclusions policy for further details.

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 6. Fixed term exclusions are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour. Fixed term exclusions are issued for a range of serious behaviour incidents including, but not being limited to, defiance, unprovoked assault, being abusive towards staff, and use of derogatory prejudicial language towards a student or a member of staff. If it is felt that a student's behaviour has been dangerous, threatening or persistent bullying then fixed term exclusion could be issued. A decision to exclude is made entirely by the Principal and the Governor Board.

Categories that fixed term exclusions operate within are:

- **Verbal and physical abuse towards other members of the Academy community**
- **Persistent disruptive behaviour - This includes, amongst other things, refusal to follow instructions and general defiance.**
- **Bullying**
- **Presenting a risk to others – This includes things such as damaging other people's property, theft, sexual misconduct, the involvement of drugs and / or alcohol, etc.**
- **Any other breach of the behaviour policy that places the child or other children at risk**
- **Other**

The Principal reserves the right to vary any exclusion tariff dependent on the severity of the offence committed. Once a student has triggered the 15-day exclusion mark, discussions with other Academics in Hull will take place to discuss if a managed move may be appropriate. Alternatively, consideration of whether Alternative Provision is necessary will be discussed.

A student returning to the Academy after being excluded for failing or refusing seclusion, will be reintegrated by a Head of Year, Behaviour Leadership Team, Senior Leader, or in some cases the Principal. The student will automatically be placed in seclusion until five hours of good behaviour and work have been completed, and until 3:30pm.

The Academy also reserves the right to, where it sees appropriate, vary the consequence for failure to adhere to the high standards required by the Academy. This may take the form of, though is not exclusive to, spending time with senior Academy leaders, being sent to other Academies within our trust to complete the sanction or being sent to an alternative provision for a period of time. These sanctions will be administered at the discretion of the Principal.

Positive Discipline Detentions

Detentions issued to students for three comments are held on weekdays. Homework detentions are for half an hour from 3.00pm until 3:30pm and are held in room 109. Behaviour and Progress/passivity detentions are for one hour and will be held in the theatre (unless alternative arrangements have been made).

The classroom teacher detention may be issued to a student for accruing 3 comments within a single lesson (phase 3), or it may be as a result of the accumulation of a combination of any 3 Behaviour, Homework, or Progress/passivity comments within that subject over a half term. Tutors will issue detentions for the accumulation of Lates, Uniform, and Equipment comments. All students are given a 'fresh start' at the beginning of each half term, in relation to the accumulation of comments for detentions.

The number of comments remains on the central database for monitoring purposes. Parents are given 24 hours' spoken or written notification of a detention through the student planner.

If a student fails to attend a detention, they will be entered automatically for a Principal's 1.5 hours detention on a Friday. Failure to attend the Principal's detention will result in the student completing a full day in seclusion. Registers will be taken by staff running the detention within the first 10 minutes. Pastoral staff will notify parents of the failure to attend detention and the seclusion on the next available day. If a student accrues more than 5 detentions in a half term, this will also result in a day in seclusion.

Positive Discipline Rewards

On entry to the Academy students are allocated a form. Year group achievement is celebrated through rewards assemblies every term. During this, attendance, achievement and points are collated, and successes rewarded. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

All members of staff have a reward stamp and they are encouraged to reward good progress, active engagement in lessons and meeting both the classroom and around-site expectations of Archbishop Sentamu Academy.

Students are given clear guidance on how they can achieve reward points/stamps and how the system works:

Reward points/stamps are given for a variety of reasons including arriving on time; being fully equipped; having excellent attendance; being in correct uniform; producing good work; demonstrating positive behaviour; displaying the Academy values of Respect, Community, Courage and Wisdom; and helping others.

Reward stamps are tallied and collected by Form tutors each week.

Students are able to trade in their rewards points throughout the year for smaller rewards, or save them up for more expensive rewards such as trips; prom; leaver's hoodies etc.

Each term, there is a rewards assembly where team and individual rewards can be won.

Positive Discipline Planners:

Parental Monitoring:

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the planner, the need for parental involvement is outlined in some detail. Most importantly, it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an Academy.

Form Tutor Monitoring:

Within the Academy, student planners will be monitored each week by the Form Tutor. When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. That the planner is free from graffiti and is being kept in a tidy manner;
2. That homework details are being recorded in sufficient detail;
3. That, whenever they occur, comments made in the planner in relation to equipment (E); uniform (U); late (L); and around site (AS) by any member of staff are responded to;
4. That, whenever they occur, comments made in the planner by parents are responded to in an appropriate way;
5. In order to communicate as form tutor to parents upon any Academy based issue which they feel would be best communicated through the planner;
6. In order to monitor the awarding of reward points.

Using the Planner:

Planners are a crucial piece of equipment in the Academy and support the students in being organised and responsible for their own learning. It is also the main form of communication between home and the Academy - informing parents and carers about rewards, sanctions and other Academy events. Students are given new planners at the start of the academic year and if they are subsequently lost or defaced the students are expected to buy a replacement (currently priced at £3).

Students are given the following guidance on planners by Form Tutors and Heads of Year:

- Planners must be in the Academy every day. If a student arrives to registration or a lesson without a planner, the member of staff should immediately alert the SLO.
- On the first occasion each term, the Form tutor or SLO will issue the student with a planner sheet (must be left with form tutor at the end of the day) – any comments or stamps will be transferred into the student's planner the following day by the form tutor.
- If the student then forgets their planner for a second time within the same academic term, they will be placed in seclusion for the day or until the missing planner is brought in.
- Planners must be signed every week by a parent or carer, the student, and the tutor. If planners are not signed, then an E comment will be issued for each day that it is not signed.
- If pages are torn out of planners or there are attempts to cover up comments, staff will email HOY/SLO staff and a member of the pastoral team will sanction the student accordingly. Parents are not permitted to cross out comments that they do not agree with.

- If a student refuses to hand over a planner, staff will call ONCALL staff and the SLO will issue an appropriate sanction, possibly seclusion.
- No personalising of the planner will be allowed. The planner should be carried in the student's bag not in a jacket pocket.
- At the beginning of each lesson, students will take out their planners. Students who have not brought their planner should be immediately referred to the SLO via an ONCALL.