



Behaviour for Learning Policy

Author of Policy
James Buchanan
Deputy Headteacher

Date adopted by Governors/Academy
May 2020

Contents

- Appendix 1: Family Academy Agreement**
- Appendix 2: Referral form to Student Support Services**
- Appendix 3: Rewards Policy**
- Appendix 4: Behaviour for Learning Consequence categories**
- Appendix 5: Summary guide to behaviour for learning C1-C5**
- Appendix 6: Reflection Sheet**
- Appendix 7: Intervention and Detention System**
- Appendix 8: Report Card**
- Appendix 9: Academy contract**
- Appendix 10: Uniform policy**
- Appendix 11: Covid-19**

Version Control

Policy author: James Buchanan

Policy approved by: Pastoral Committee (May 2020)

Next policy review date: May 2021

Version	Date	Details
1.1	11/19	Refusal to hand over mobile phone (C4) - added sanction. Failure to attend KO detention (C3)
1.2	4/20	Review process (JB/LP) Brunel Seclusion Rephrasing of Pastoral AH to Pastoral SLT Amended Detention System (added Thursday SLT detention).

OUR MISSION

'I have come that they may have life and have it to the full' John 10:10

All Saints Academy ensures that every student is **well-educated**, prepared for the **future** and is able to **live life** to the full. Our mission here at All Saints is summarised by the motto 'Together We Succeed'.

OUR VALUES

To achieve our mission, we have four core values:

- FAITH – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- FOUNDATIONS – creating strong foundations in learning, behaviour and success for all
- FAMILY – understanding the importance of family, the value of community and ensuring support for all
- FUTURES – preparing for bright futures shaped from excellent progress, achievement and choice for all

This policy and the associated procedures are based on these principles, aims and beliefs.

AIMS

- To develop an understanding of how good behaviour and attitude contribute to school life, adult life and work.
- To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- To provide a framework for rewards and sanctions that is communicated and is consistently applied across the Academy.
- To use data from behavioural incidents to inform early interventions.
- To encourage positive relationships with parents/carers in order to develop a collaborative approach to good behaviour and attitude.
- To develop relationships with external agencies to offer support or alternative provision for students at risk of permanent exclusion.

EQUAL OPPORTUNITIES

Under the Equality Act the Academy acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that academies must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice. Teachers should seek to identify the underlying cause of behaviour (for example an unmet educational need) and put in place measures to address the cause, to prevent the behaviour from re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that students who are displaying challenging behaviour because of an underlying educational need are not discriminated against.

The Equality Act 2010 is also clear that students and staff must be given equal opportunities and that education must meet the needs of all students. The protected characteristics are marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age.

EXPECTATIONS

At All Saints Academy we have the highest expectations of our students, staff and families. We strongly believe that there should be no gradation of expectation for our students, that every student is able to access their right to an education and that it is the responsibility of the whole school community to ensure that this is facilitated. Our approach at All Saints Academy is one that is flexible, but consistent; where reasonable adjustments will be considered so as to prevent discrimination against any protected characteristic.

RESPONSIBILITIES

Students

Students are expected to take responsibility for their own behaviour. This includes abiding by our core values (family, faith, foundations and futures), our mantras and our vision statement. Students have the right to disruption-free learning and have the responsibility to treat all staff and stakeholders with respect. Students are expected to wear the correct uniform and adhere to the Academy behaviour and uniform policy. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Students have the responsibility to resolve incidents and to have ownership of their progression and learning at All Saints Academy.

Parents/carers/families

Parents/carers are expected to take responsibility for the behaviour of their child, both on site and when travelling to and from the Academy. This includes working partnership with All Saints Academy to assist in maintain high standards of behaviour. Meetings should always be arranged with the specific member of staff; if you have a safeguarding concern that you wish to report then this can be made to the school reception or directly to the Designated Safeguarding Lead. The Headteacher reserves the right to ban parents/carers/families from the Academy site where good cause is warranted. From September 2019 they must sign the Family Academy Agreement (**Appendix 1: Family Academy Agreement**). Parents should use the Class Charts Parents application to track behaviour, attendance and in order to receive notifications of detentions.

Staff

All staff are integral to behaviour for learning at All Saints Academy. All staff are responsible for ensuring the Academy policies are followed and implemented.

Tutors have the responsibility for:

- Fostering a supportive relationship with all tutees.
- Registering their tutor group.
- Checking and following up on uniform, attendance (with SSOs) and low-level behaviour concerns.
- Creating a high-quality learning environment when delivering the tutor sessions.

Teachers have the responsibility for:

- Supporting every student so that they are well-educated, prepared for the future and able to live life to the full.
- Delivering a high-powered, knowledge-based curriculum, as well as checking and following up on homework completion (Knowledge Organisers).
- Setting challenging academic targets.
- Scaffolding the curriculum to ensure that every student is able to succeed.
- Rewarding students' effort and attainment.
- Ensuring that all elements of pastoral care are implemented.
- Caring about students' wellbeing and protecting their safety at all times.
- Enforcing the All Saints Academy Behaviour policy consistently and fairly.
- Protecting students from challenging behaviour by insisting on the highest standards and holding students to account for their actions.

Heads of Department (HODs) have a core responsibility to ensure that learning comes first. This means that the HOD makes it a priority to ensure that there are consistently high standards of behaviour in their subject areas. The HOD should work with their departments to ensure that planning and resource preparation within lessons removes any potential barriers for learning. HODs should analyse behaviour data in order to identify the need for any support. Where needed for any reason, intervention at HOD level should be implemented.

Heads of House (HOHs) have the responsibility for the pastoral support, behaviour and attitudes, personal development and social and emotional wellbeing within their house. Heads of House lead their houses, which are vertical (whereby each HOH is responsible for students from Year 7 to Year 11), in embedding our core values (faith, foundations, family and futures) and work with their house to promote social and academic progress.

Working alongside the tutor and SSO, the HOH should track, monitor and intervene when there is cause for concern about student's progress and achievement. HOHs should implement intervention to prevent escalation of any concerns through working with students, teachers, tutors and parents. Heads of House are responsible for management of behaviour, including the investigation and resolution of incidents and preparing reports for Pastoral SLT /Deputy Head. HOHs are responsible for making decisions for internal exclusions.

The Senior Leadership Team are responsible for the implementation and daily management of the behaviour policy. They have a responsibility to ensure that all staff at All Saints Academy take a consistent approach to behaviour management. They are also responsible for dealing with serious incidents when the SSO/HOH is not available or feels the matter is serious enough to be referred to a senior member of staff for action.

Incidents that warrant a fixed term exclusion should be referred to the Pastoral SLT for an initial investigation. This should then be passed to the Deputy Head for a decision to be made in conjunction with the Headteacher.

Student Support Services Panel

The Deputy Headteacher will accept referrals from staff members where there is a particular group of students or an individual student who is not responding positively to agreed procedures and systems. Referrals will be discussed at a panel meeting, where appropriate support will be put in place. Support could consist of a range of strategies including in-class support, team teaching, short term group work and work with members of the inclusion team. In serious cases the panel will also plan for intervention from external agencies and alternative provision.

(Appendix 2: Referral form to Student Support Services).

The Headteacher

The Headteacher is responsible for making final decisions on exclusions. In doing so the Headteacher is responsible for ensuring that statutory requirements are met for both the DFE and governing body. The governing body will support All Saints Academy in maintaining high standards of behaviour. Through disciplinary panels as well as the Appeals process, they will ensure that statutory requirements have been met in cases of exclusion.

BEHAVIOUR MANAGEMENT SOFTWARE – CLASS CHARTS

The Academy works with Class Charts, a behaviour management system, used to log and track all behaviour. Class Charts can be used and accessed through an application by students, staff and parents/carers. Class Charts is used to notify parents and carers of detentions (through push notifications).

MAINTAINING A POSITIVE LEARNING ENVIRONMENT

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At All Saints Academy, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

REWARDS

All Saints Academy regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed in the appendices and may be reviewed by students, parents and staff during the academic year.

(Appendix 3: Rewards Policy)

SANCTIONS

Sanctions are needed to respond to challenging and inappropriate behaviour. A stepped approach to setting sanctions should be applied consistently, giving students opportunities to de-escalate situations at each stage.

Different categories of inappropriate behaviour have been agreed, starting at C1 (representing low-level disruption which can be dealt with effectively by the teacher) and moving up to C5 (where a student is at risk of a fixed-term or permanent exclusion). These categories have been detailed alongside expected action at each level (Appendix 4: Behaviour for Learning Consequence categories). A summary document for staff to use is shown in Appendix 5: Summary guide to behaviour for learning C1-C5.

Recording information on ClassCharts

An event should be entered on ClassCharts where there has been any C1 to C5 incident. Consistent recording of incidents by all staff is important as parents/carers have access to logged incidents. Therefore, written reports must be written factually without personal comment/judgements. Statements such as 'poor behaviour' or 'bad language' must be avoided. Details outlining what was done and said must be written and all reports must be written in the third person.

Positive behaviour is also recorded on ClassCharts with staff awarding House points to celebrate and reward students' behaviour and learning.

Safeguarding concerns / incidents / events and follow-up should be logged accordingly on CPOMS.

Warning system, on-call alert and restorative justice (RJ)

If low-level disruption persists, a warning system should be used. Teachers are encouraged to explain why warnings are being issued by referring to our focus of disruption-free learning and the human right of every child to have access to education.

For the first incident a verbal warning (warning 1) is given by the teacher. If this persists, a second verbal warning (warning 2) is given. Further disruption results in another warning (warning 3) and the student is then required to be removed from the classroom. This should only be used when the classroom teacher no longer feels that they are in control of the situation or that the student is severely disrupting the learning of other students. Students should not be placed outside the classroom. The student will need to attend The Lighthouse for the remainder of that lesson where they will have an opportunity to provide their account of the incident. The student is expected to resolve (RJ) with the member of staff at an appropriate time, prior to the next lesson together. Additionally, students referred to The Lighthouse will be expected to serve a 20-minute House detention at the end of the day (with their House team).

Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator. Restorative Justice is designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning.

By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship. Reflection forms (Appendix 6:

Reflection sheet) are used in the Reflection Room to give students the opportunity to have their voice heard and to begin the restoration process.

Regulating student conduct and misbehaviour outside the school premises

All Saints Academy aims to prepare students for a life beyond education. The Academy therefore reserves the right to apply all aspects of this policy to students recognisable as All Saints Academy students (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

All Saints Academy may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

The Academy is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from the Academy, educational visits or other placements such as work experience or college courses.
- good behaviour on the way to and from the Academy.
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public.
- reassurance to members of the public about school care and control over students in order to protect the reputation of the Academy.
- protection for individual staff and students from harmful conduct by students of the Academy when not on site.

The same behaviour expectations for students on the Academy premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the Academy premises.

Sanctions may be given for poor behaviour off the Academy premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing punishments, the following will be considered:

- the severity of the misbehaviour.
- the extent to which the reputation of the Academy has been affected.
- whether students were directly identifiable as being members of the Academy.
- the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- whether the misbehaviour was on the way to or from the Academy, outside the Academy gates or in close proximity to the Academy.
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of an Academy programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the Academy) which might affect the chances of opportunities being offered to other students in the future.

Serious incidents

Serious incidents of bullying, fighting, discrimination or the use of inappropriate language both inside and outside of lessons, and both inside and outside of school, will be treated very seriously. Any C4 or C5 incident leads to an investigation. Students complete a statement sheet detailing their involvement or actions. The staff member who witnessed the incident must report the incident in writing to the relevant SSO/HOH. This should include a full and detailed report. Any witnesses to the incident must also be listed. Statements need to be full and clear as they may be used in disciplinary proceedings such as exclusions and disciplinary panels. They should contain no personal comments/judgments about the student(s) and be signed by the person making the statement. The member of staff who witnessed the incident should call home to inform the parent/carer of the incident that took place and inform the parent that they will be contacted by the SSO/HOH or relevant SLT with the outcome or consequence. Following the incident, the SSO/HOH will inform the tutor, Pastoral SLT and any relevant staff members (for example those involved in the incident, SENDCO etc.) of the outcome of the incident.

DETENTIONS

Detentions are used as a means to sanction poor and challenging behaviour. Unless there are valid and recognised (by the pastoral Deputy Headteacher) reasons for students not to complete after-school detentions, all students are expected to complete after-school detentions. Following a C2 incident (second warning after disruptive or challenging behaviour) the student is required to resolve with the

member of staff on the day of the incident taking place. This should happen at the end of the lesson. If this is not appropriate or in the best interest of an effective resolution, this should happen at the end of the day. It is the students' responsibility to resolve with the member of staff. Failure to resolve will lead to a House Detention the following day.

If a student continues to demonstrate disruptive or challenging behaviour they are removed from the lesson and are sent to The Lighthouse for the remainder of the lesson. They are then required to attend a House Detention for 20 minutes at the end of the day (Monday to Thursday; on Friday the House Detentions are brought together with the Friday SLT detention. Students on the House Detention list (only) will be released after 20 minutes). The House Detention provides an opportunity for staff members to come to the house areas in order to resolve with students who had been removed from their lesson. Staff members are required to log the behaviour as a C3 incident on ClassCharts; this will generate a list for the SSOs who will pick up students at the end of the day. (Appendix 6: The Intervention and detention system)

Students who receive a red card (unacceptable behaviour around the Academy, during break, lunch, before and after school and transitions between lessons) are also required to attend a House Detention at the end of the day. Staff members should either log on ClassCharts as a C3 Red Card or call through The Lighthouse in order to log the behaviour. Students who fail to attend the House Detention will be logged by the SSO/HOH as having failed to attend the House Detention.

Students who fail to attend a House Detention will be escalated to a Thursday SLT detention (45 minutes). Students who fail to attend the Thursday SLT detention will be entered into the Friday SLT detention (of that week) for 75 minutes after school.

Students who fail to attend the Friday SLT detention will be entered into The Lighthouse for one day the following week; this will be logged by the member of SLT on duty.

Students are considered late to the Academy if they arrive after 8.40am. This will be logged by Lesson 1 teachers, and once collated will be communicated home by the SSOs. Students will then be entered into an afterschool House detention. Failure to attend the House detention on that day will result in an SLT detention. If a student is late to a lesson (4 minutes or more) this will result in a House detention.

Students are expected to complete their Knowledge Organisers (KO) on a daily basis. Failure to complete Knowledge Organisers will result in an up to 90 minute intervention session after school on either Tuesday or Wednesday depending on the House. Teachers log failure to complete KO on ClassCharts on Monday; this generates a list for The Lighthouse to be able to run the detention. Failure to attend the KO Intervention will result in a Friday SLT detention for 75 minutes.

INTERVENTIONS

Guidance on reports

Reports should be used for short periods of time (e.g. two weeks) and relate to specific areas of concern (e.g. homework, truancy, behaviour, effort, etc.). Three smart targets should be set. The success of these targets must be measured from 1-5 where 1 is not met and 5 is fully met.

Targets should be judged against the attitude to learning (ATL) criteria used by the Academy for reporting progress. If the target is focused on a more specific area of concern, staff should use a best fit approach whereby a score of 5 means the target has been fully met and where 1 means the target has not been met.

5 - Student is highly motivated and is able to work exceptionally well in all situations.

4 - Student is well motivated and completes all work set to a good standard.

3 - Student is not always well motivated and sometimes requires support to work well.

2 - Student requires teacher support to stay on task and work is often incomplete.

1 - Student requires significant teacher support to produce work and behaviour disrupts the learning of others.

Targets could be areas identified through academic monitoring or as a result of analysis of behaviour report. Reports should normally be issued by tutors, SSO, HOD, HOH or Pastoral SLT and checked on a daily basis. The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and the targets set.

Parents/carers must be informed that a student is on report. Parents/carers need to sign the report daily and must be contacted at the beginning and end of the report process. The completed report card must be passed on to the school office to be placed in the student's file.

It is important that follow-up action is taken in the event that a student fails a report. In this instance the tutor must refer to the SSO, then to the HOH/HOD and then to a member of SLT affiliated with the students' house. Students who fail on report to a member of SLT will begin on the Pastoral Support Process (PSP) (Appendix 7: Report Card).

'No excuses' – our 'work hard' ethos

We expect students to try their very best, each and every day. This will lead to effective habits and mastery. We do not make excuses for not trying hard and work together to overcome problems. For example, we expect every student to complete their homework every day.

No excuses, no opt-out - By not accepting excuses allows our students to make more rapid progress and achieve well in their exams. By taking this approach they will have access to a range of opportunities and can go on to do amazing things with their lives. Excuses lead to failure – no excuses leads to success.

Students who fail to complete classwork or who demonstrate poor effort in class will initially receive a C1 behaviour log. A repeat of this will be logged as C2. Students who persistently demonstrate a failure to complete classwork or poor effort will receive a C3 log and be removed from the classroom. At the end of each week, all students who received two or more C3 incidents for persistent failure to complete classwork will be followed up with by their respective Student Support Officer (SSO) and class teacher. The teacher should then organise a meeting with the student to discuss obstacles to learning and strategies in order to move forward.

The student will also be put on report to HOD (see appendices) for two weeks to monitor their progress, effort and attainment in that specific subject. Failure on report leads to a parent/carer meeting to discuss progress and obstacle to learning. Discussion should investigate pastoral, curriculum and SEND elements of the students' learning experience. An Academy contract (see appendices) should be completed (and then uploaded to SIMS through linked documents) and a Student Support Services (SSS) panel meeting referral form completed and submitted to the Deputy Headteacher.

Referral to student support services (SSS)

If any student is not responding to the usual behaviour for learning strategies or Learning Passports or inclusion strategies, then they can be referred to the Student Support Services (SSS) for assessment of possible support. Staff complete SSS Panel referral form and pass to Deputy Headteacher (Appendix 2: Referral form to Student Support Services). The SSS Panel meets fortnightly and agrees further actions and by whom (HOHs, SENDCO, SSOs, EWO, Safeguarding manager, Pastoral SLT and Deputy Headteacher). The recipient of the referral then carries out actions and provides feedback to the referral source. Possible interventions are outlined in the Support section.

Support

We aim to support all our students to ensure that every child succeeds during their time at All Saints Academy. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Referral to relevant agencies
- Referral to SEMH support staff
- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), teaching assistants, keyworkers, youth workers, trainee psychology students, the Child Protection Co-ordinator.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management

- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Reduced timetable
- Referral to outside agencies such as the school's Educational Psychologist, CAMHS, Social Care
- Additional support around transition points

Every child is different, and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

EXCLUSIONS

Internal Exclusion

A student can be internally excluded for a lesson/remainder of lesson following a C3 incident. Students who demonstrate C4 behaviour (mid to high level behaviour) can be internally excluded (see Appendix 5: Summary of categories). The school day in The Lighthouse is from 8.40am to 3.30pm. Students in The Lighthouse will be expected to undertake work from their Knowledge Organisers or work set by teachers. Students in internal exclusion will not be allowed out at break or lunch but will be given time in the day to have refreshments.

If a C4 incident has occurred, then this should be referred to the student's SSO/HOH for investigation. The member of staff witnessing the event must call home and refer to SSO/HOH. Statements should be written and signed by the students involved or witnesses of the event. The HOH will then:

- email the member of staff in charge of the internal unit to arrange the time when the student can go into the internal exclusion unit. Ensure the tutor, SSO and pastoral SLT members are informed.
- contact home to inform parent/carers of the incident and the length of time to be spent in internal exclusion.
- incident and actions to be logged on ClassCharts.
- The member of staff in charge of the Lighthouse sends a text home on the day of the internal exclusion.

Off-site exclusion

Isolation at the Ready to Learn Centre at Marine Academy, Plymouth – As a Ted Wragg Multi-Academy Trust School, we have a working partnership with another TWMAT school, Marine Academy, Plymouth. If a member of the Senior Leadership Team at All Saints deems a child's behaviour as inappropriate and thinks they would benefit from completing a set period of time in the internal exclusion at Marine Academy, Plymouth, then this is arranged with the partner school. Careful planning to ensure students can get to and from the school is taken into account, along with any requirements for lunch/dietary requirements for them. A member of the SLT will always inform the parent and student of this sanction in advance. A letter is sent home to parents outlining the reason for the off-site exclusion, the duration and details about the host school. This is then attached to the students' profile on SIMS (linked documents). A reintegration meeting is then organised for when the student

is due to return to school and a contract is signed (Appendix 8: Academy contract); at this meeting the reason for the exclusion is discussed, targets are set and support from the Academy is agreed upon. All stakeholders sign this contract and it is then attached to the students' profile on SIMS (linked documents) and a copy is given to the parents/carers, HOH and Deputy Head.

Brunel Seclusion

In order to prevent an exclusion taking place, students may be secluded in the Brunel Centre for a fixed period for a single serious incident or persistent disruptive behaviour. Contact will be made home regarding this sanction by a HOH or member of SLT. A reintegration meeting is then organised for when the student is due to return to school and a contract is signed (Appendix 8: Academy contract); at this meeting the reason for the exclusion is discussed, targets are set and support from the Academy is agreed upon. All stakeholders sign this contract and it is then attached to the students' profile on SIMS (linked documents) and a copy is given to the parents/carers, HOH and Deputy Head.

Fixed Term Exclusion (FTE)

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, malicious setting of the fire alarm or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or referral to the Lighthouse to be appropriate. Only the headteacher can exclude, and in their absence this power falls to the Deputy Headteacher. A letter is sent home to parents outlining the reason for the fixed term exclusion and the duration. This is then attached to the students' profile on SIMS (linked documents). A reintegration meeting is then organised for when the student is due to return to school and a contract is signed (Appendix 8: Academy contract); at this meeting the reason for the exclusion is discussed, targets are set and support from the Academy is agreed upon. All stakeholders sign this contract and it is then attached to the students' profile on SIMS (linked documents) and a copy is given to the parents/carers, HOH and Deputy Head.

Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion. The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. A list of reasons for a permanent exclusion, but is not limited to, can be found in the C1-C5 categorisation of behaviour (Appendix 5).

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England

<https://www.gov.uk/government/publications/school-exclusion>

Only the headteacher can exclude, and in their absence this power falls to the Deputy Headteacher. Prior to any decision being taken on a permanent exclusion, an interview must be conducted between the student and Headteacher (Deputy Headteacher in Headteacher's absence) to enable the student to make their case. This is then documented.

If a decision to permanently exclude a student is made by the head teacher the Governing Body will be required to follow the latest DFE guidance, as above, and set up a Disciplinary Hearing to review the Headteacher's decision.

The Governors' Panel will comprise of three members of the Governing body. They should have had sufficient training to be able to effectively challenge the Headteacher's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

The following people should be invited to attend, and every effort made by the school to enable them to attend:

- parents/carers (the student may also attend)
- a Local Authority representative (typically an Inclusion Officer)
- the Headteacher and other relevant representatives from the school.

Prior to the hearing, All Saints Academy will also provide a body of evidence which contains the following reports/statements to all parties prior to the disciplinary panel hearing. This may include the following:

- A log of behaviour incidents and associated sanctions
- The letter from Headteacher to parent/s confirming exclusion and stating the reason/s for exclusion
- Details of any previous exclusions
- Previous correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident/s which led to the permanent exclusion. (The school will anonymise or summarise student statements to protect the identity of those providing statements.)
- Reports of counselling/support undertaken.
- Details of the support provided the student prior to the decision to exclude.
- A statement from the SENDCo detailing the student's needs and the school's adjustments to meet these needs, and any additional reports from other professionals such as Educational Psychologists.
- A copy of the school's policies on behaviour and up to date DfE guidelines.
- A record of the student's attendance/absence
- A copy of any external or other reports by other agencies e.g. social care, EWO, that may be appropriate
- A report of action taken against other students who may have been involved in the incident/s.

The typical structure for the hearing is set out below, however the order may be varied at the discretion of the Chair of the panel.

- Introductions and initial questions
- Headteacher's report and presentation of school evidence
- Questions of the Headteacher from the panel members
- Questions of the Headteacher from the others represented at the hearing
- Presentation from the parents/carers
- Questions of parents/carers from the panel
- Questions of the parents or carers from others represented at the hearing
- A short final statement from the Headteacher
- A short final statement from the parents or carers
- An opportunity for comment from the Local Authority representative
- The hearing will then be suspended to allow the governors to decide.
- Once a decision has been agreed, the governors will reconvene the hearing and inform all parties of their decision.
- At the Governors Review Hearing the Governing Body Disciplinary Panel will decide whether to uphold the exclusion or direct reinstatement of the student immediately or on a particular date.
- Should further information be required to make the decision the Disciplinary Panel may adjourn the meeting to a later date agreed by all parties.
- A letter detailing the Disciplinary Panel's decision should be sent to all relevant parties. The minutes taken from the hearing should be signed as accurate by the Chair of the Panel and retained on file at All Saints Academy.

Smoking – including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment.

Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, then this will result in 1-2 days in The Lighthouse (depending on context). Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. Students will also receive sanctions for smoking near the school and on their way to and from school. Items will not be returned to students and parents will be contacted to come and collect the items. If they do not, they will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include matches, lighters, 'legal highs', and laser pens
- E-cigarettes
- pictures of staff or students without appropriate consent
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Heads of House or SLT.

Searching students - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
2. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please refer them immediately to the Lighthouse/SLT depending on the nature of the concern.
3. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
4. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
5. Parents should be informed of anything found which is inappropriate.
6. All searches should be logged.

Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance: What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in emergency situations. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

All Saints Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance. Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the Academy's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the Academy sanctions will be applied in a way that the Academy considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the Academy. Fixed term exclusion is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

Mobile Phone Policy

Developments in mobile technology have been rapid in recent years, meaning that mobile phones (and other personal devices) can now do much more than make voice calls. Integrated cameras, video messaging, mobile access to the internet and location-based services are now commonplace, allowing access to a whole array of new content and services.

Children and young people have always been keen to grasp the opportunities offered by new technology and, with increasing rates of ownership at an ever-lower age, mobile phones are no exception. However, as with any technology, there are associated risks: children and young people need to understand the issues and develop appropriate strategies and behaviours for keeping themselves safe.

This policy is based on the Be-Smart guideline and relates to personal mobile devices (e.g. phones, laptops, iPods, iPhones, MP3 players, memory sticks, DSs, Apple watches, headphones).

There may be times when students are photographed as part of normal school activity. Any parent not wishing their child to be included in this should make this known to the school in writing. This includes photos for display around the school, on our website or newsletter and in the local press.

This policy outlines the acceptable use of mobile technology.

Aims of this policy

- To inform staff, students and parents about safe mobile technology use in school;
- To ensure staff, students and parents are familiar with the school policy on student use of personal mobile technology in school;
- To highlight the child protection issues of using camera and video phone technology in the school;
- To counter the use of text messaging in school as a form of bullying;
- To determine exactly when and where mobile phone use is permitted in the school;
- Offer safety guidelines to the students/staff on general mobile phone use;
- To outline the consequences of not adhering to the school mobile devices policy;
- To outline who has responsibility in the case of loss, theft or damage of mobile technology.

Staff use (this means School Staff, Volunteers and Governors)

- The school allows staff to bring in personal mobile phones and devices for their own use;
- Staff are advised to use passwords/pin-codes to ensure their phone cannot be used by an unauthorised person;
- There should be no personal use of mobile devices during student contact time or in sight of students;
- Staff should not give their personal mobile phone numbers or personal email addresses to students, parents or carers;
- Staff personal mobile phones should not be used for any school related matters except in emergencies, unless authorised to do so by a member of SLT;
- Only the mobile devices belonging to school may be used to take appropriate and relevant images of students. E.g. for observations/school events. Personal mobile devices should not be used, unless authorised by a member of SLT. These images should be downloaded and then deleted from personal mobile devices;
- Staff bringing personal devices into school must ensure there is no inappropriate or illegal content on the device;
- During off site visits, staff will be provided, where possible, with a school mobile phone and this should be used to contact school or parents should an emergency arise. However, if a school mobile device is not available then staff can use their personal mobile device with authorisation from a member of SLT.

Student Use

As there is no legitimate use for mobile devices on school premises, students may not use them for any purpose whilst on the school premises and must keep them out of sight at all times, including all social times. In exceptional circumstances. E.g. family emergency, students should seek permission from a senior member of staff to use their personal mobile device. This should then be done in an office, under the supervision of the senior member of staff:-

- Students who ignore this policy and use a mobile device and associated items (e.g. headphones attached to a phone) on school premises will be required to hand over their device and associated items to a member of staff. This is logged as per the Behaviour for Learning Policy and the following procedure applies¹:
 - 1st time: mobile device confiscated and left behind reception for the student to collect at the end of the day;
 - 2nd time: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the next convenient time;
 - 3rd time: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the end of the working week;
 - 4th time and additional times: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the end of the working week. Additional sanctions will apply such as time in the Ready to Learn Centre, student required to hand over their mobile device on a daily basis, parent meeting with SLT.
 - Students who fail to co-operate with this policy will then be managed using under Behaviour for Learning Policy with reference to the refusal to follow staff instructions sanctions.
- If a member of staff of the school has any suspicion that a mobile device has unsuitable material stored on it, students will be required to hand over the device to a member of staff and parents will be asked to collect it from a senior member of staff. In circumstances where there is a suspicion that the material on the mobile may provide evidence relating to a criminal offence, the phone will be handed over to the police for further investigation. Parents will need to recover the phone from the police in such circumstances;
- Any failure to comply with the above guidelines may result in normal disciplinary action being taken up to and including the consideration of permanent exclusion of the student concerned;
- On off-site visits, student use of personal mobile devices will be clarified by the school prior to the visit;
- Parents should be aware that whilst there are obvious benefits to students having mobiles in terms of personal safety, there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons;
- If a student needs to contact his/her parents/carers they will be allowed to use a school phone;

¹ The repetition of offences is applied throughout the academic year.

- If parents need to contact students they should contact the school and a message will be relayed promptly.

Visitor use

- Visitors should not use their personal mobile devices during student contact. These should be turned off whilst in school;
- Parents/carers are not permitted to take photos/videos during assemblies or other school performances as the school is unable to make sure photos are not edited or put on social media websites;
- School Photographers will be treated as any other visitor and appropriate levels of supervision will be in place at all times.

Responsibility for mobile phones and other mobile devices

- The school accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile technology. It is the responsibility of staff, parents, students and visitors to make sure that mobile technology is properly insured

Appendix 1: Family Academy Agreement

ALL SAINTS Family Academy Agreement

ACADEMY PLYMOUTH

	As a parent/carer...	As a student of All Saints Academy...	At All Saints Academy...
Being prepared and equipped for All Saints Academy	<p>We will make sure our child wears the full academy uniform to school each day.</p> <p>We will make sure our child has the correct equipment (including knowledge organiser) every day.</p>	<p>I will always wear the full correct uniform.</p> <p>I will bring the correct equipment to school (knowledge organiser, pencil case, pen, pencil, rubber and calculator when needed). I will bring in my PE kit when needed.</p>	<p>We will ensure that correct Academy uniform is worn at all times.</p> <p>We will inform students what equipment they need on a regular basis.</p>
Attendance and punctuality	<p>We will ensure that our child is punctual and arrives to the Academy by 8.35am every morning.</p> <p>We will ensure that our child attends school every day, except in cases of illness or another legitimate reason and will not plan holidays during term time.</p> <p>We will report any absence to the school by 8.30am on the day of absence to report the reason.</p>	<p>I will arrive at All Saints Academy by 8.35am every day at the latest, ready for an 8.40am start.</p>	<p>We will encourage, praise and reward good attendance (over 97%) and punctuality.</p> <p>We will sanction any student who becomes a persistent absentee (below 90%) or has persistently poor punctuality. This can result in referrals being made to Plymouth City Council which can ultimately lead to warnings, fines and court action.</p>
Learning at All Saints Academy	<p>We will respect the vision and ethos of the Academy.</p> <p>We will support our child in achieving success.</p> <p>We will support the Academy's efforts by encouraging the best possible standards in our child's studies.</p> <p>We understand our child will have homework and it is our responsibility to see that it is completed.</p>	<p>I will aim for the best possible standards in my studies, both at home and in school.</p> <p>I will raise my hand and ask questions in class if I do not understand something.</p> <p>I will complete my knowledge organiser every night and I will speak with my teachers if I have a problem with the homework.</p>	<p>We will teach excellent lessons that scaffold and challenge our learners enabling them to make outstanding progress.</p> <p>We will provide a broad and balanced, knowledge rich curriculum that will enable students to succeed.</p> <p>We will distribute a termly knowledge organiser to support students' learning outside of school.</p>
Behaviour for Learning	<p>We will support the Academy's Behaviour for Learning policy.</p> <p>We understand that detentions are one of the sanctions used by the Academy and that there is an escalation for failure to attend detentions.</p>	<p>I will demonstrate outstanding behaviour at all times, both in and outside of the Academy.</p> <p>I will respect all members of the Academy.</p> <p>I will complete any sanctions including detentions.</p>	<p>We will model the highest standards of behaviour and respect all individuals.</p> <p>We will reward students and sanction where appropriate and in accordance with our Behaviour for Learning policy.</p>
Pastoral Support	<p>We will let the Academy know if there are any problems likely to affect our child's learning.</p> <p>We will not use social media to raise concerns about our child or the school but instead follow the agreed policy.</p>	<p>I will let my tutor/SSO/HOH or other member of staff know if I am worried or concerned about anything.</p> <p>I will not use social media to raise concerns about the school.</p>	<p>We will use inclusive strategies to meet the diverse needs of students.</p> <p>We will respond to any concerns raised in a timely manner.</p> <p>We will liaise with both internal and external support to support and safeguard our students.</p>
Our All Saints community	<p>We will always make ourselves available to the school by providing an up-to-date phone number and e-mail address.</p> <p>We will read all reports carefully, attend all parent meetings and parent evenings.</p>	<p>I will take part in enrichment opportunities.</p> <p>I will be proud of my house and will take part in house activities.</p>	<p>We will report regularly on progress, curriculum, attendance, punctuality and behaviour.</p> <p>We will hold Parents' evenings.</p> <p>We will publicise all events to parents/carers and students.</p>

Parent/carer signature

Date.....

Student signature

Date.....

Academy signature

Date.....

Appendix 3: Rewards policy

Rewards

All Saints Academy regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

Points will be awarded for pastoral, attendance and academic aspects. There will be no additional rewards system.

Points tariff:

Day to day rewards – open to all staff unless stated:

Achievement	Number of House Points
Good class work (futures)	5
Good progress (futures)	5
Good contribution (futures)	5
Excellent class work (futures)	10
Excellent progress (futures)	10
Excellent contribution (futures)	10
Attending extra-curricular club (foundations)	10
Care for the environment (faith)	10
Good citizen (family/faith)	10
Representing the academy (family)	10
Excellent KO practice (futures)	10
100% equipment for a full week (futures/foundations) - Tutor	20
100% uniform for a full week (futures/foundations) - Tutor	20
100% attendance for the week – SSO (futures/foundations)	20
Student of the Week (foundations) – tutor staff nominate to HoH	20
Student Shout Out (foundations) – any staff can nominate to HoH	20

Postcards can be sent/distributed by any member of staff at any time. This would be in line with a student being repeatedly rewarded "excellent" across a number of lessons with that member of staff or for a one-off positive behaviour that has been logged in ClassCharts under one of the headings provided.

Weekly Rewards

- Top point score for the week – ten students from each House
- Star of the Week – one from each tutor group
- Student Shout Outs

Certificates are distributed and photos taken with HoH/SSO. All displayed on House notice board in atrium, on academy screen, social media as appropriate.

Also displayed on House notice boards for each week:

- Tutor group weekly point score
- Tutor group weekly attendance

Half Termly

- Celebration Assembly for each House
- Top point score for the half term – top of each year group in the House
- 100% attendance

Photos with Deputy Head and/or Headteacher. Appropriate reward given along with certificate.

- Student recognised for faith, family, foundations, futures – one student from the house for each category.
- HoH Award – given to one student who has demonstrated a particular strength not recognised in the above list.

Photos with Deputy Head and/or Headteacher. Appropriate reward given along with certificate.

Termly

- Reward event – top 20 of each House, plus 5 at the discretion of the HoH (25 for each House in total). This would mean 100 students in total from across the academy, allowing for appropriate staffing levels. Activity will need to take into consideration students with disabilities and the additional staffing with which to support this.

Faith - demonstrating care and support for others in our community, demonstration of sound morals

Foundations - outstanding all-round behaviour and resilience

Family - achieving highly, outstanding progress

Futures - achieving highly, outstanding progress

Appendix 4: Behaviour for Learning Consequence categories C1-C5

<p>Consequence 1 (C1) First warning / low level behaviour: This is a first low-level incident / low-level disruption around the Academy</p> <p>A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable and is affecting learning and therefore needs to be changed. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken. Warnings (first and second) should always be logged on ClassCharts.</p>			
C1 Incident	Consequence	By whom	Information follow through
Calling out / talking in lesson	Reinforce expectations	Member of staff	Logged on Classcharts as C1 incident
Failure to complete classwork	Adhere to Teaching and Learning policy	Member of staff	Logged on Classcharts as C1 incident
Off-task behaviour	Reinforce expectations	Member of staff	Logged on Classcharts as C1 incident
Failure to follow instructions	Reinforce expectations	Member of staff	Logged on Classcharts as C1 incident
Incorrect uniform (single incident)	Reinforce uniform expectations	Member of staff	Logged on Classcharts as C1 incident
Computer misuse	Reinforce expectations	Member of staff	Logged on Classcharts as C1 incident
Lateness to lesson (4 minutes or less)	Reinforce expectations – Punctuality policy	Member of staff	Logged on Classcharts as C1 incident
Possession of a minor banned item	Confiscate and return at the end of the week	Member of staff	Logged on Classcharts as C1 incident
Failure to bring equipment	Reinforce expectations	Member of staff	Logged on Classcharts as C1 incident

Consequence 2 (C2) Repeat C1 incidents / medium level of disruption, managed by teacher & HOD which may lead to referring to HOH

This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed and they are expected to resolve / complete restorative justice with the member of staff at the end of the day. The incident is logged on ClassCharts. At this stage, teachers will reiterate the consequence of receiving a C3. If the student does not attend a C2 resolution, a C3 detention will be issued.

C2 Incident	Consequence	By whom	Information follow through
Repeat calling out / talking in lesson	Reinforce expectations and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Repeat failure to complete classwork	Adhere to Teaching and Learning policy and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Repeat off-task behaviour	Reinforce expectations and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Defiance	Reinforce expectations and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Repeat incorrect uniform	Reinforce uniform expectations and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Repeat computer misuse	Reinforce expectations and resolution at end of day	Member of staff	Logged on Classcharts as C2 incident
Minor damage to property	Community service	Member of staff	Logged on Classcharts as C2 incident
Disrespecting canteen environment	Community service	Member of staff	Logged on Classcharts as C2 incident
Disrespecting the academy environment	Community service	Member of staff	Logged on Classcharts as C2 incident
Mobile phone seen on site	Student to hand over phone, placed in reception. Handed back at end of day.	Member of staff	Logged on Classcharts as C2 incident

Consequence 3 (C3) Medium to high level of disruption / repeat of C1 and C2 incidents / red card behaviour and sanctions.

Students who disrupt learning persistently or significantly will be issued a C3 and will be removed from the classroom. Our member of staff 'on-call' will be called and the student will be sent to The Lighthouse. Parents/carers will be informed of the 20-minute detention by app notification. If the student does not attend a C3 detention, a Friday after school detention (75 minutes) run by SLT will be issued.

C3 Incident	Consequence	By whom	Information follow through
Persistent calling out / talking in lesson	Removed by on-call to The Lighthouse. House detention at end of day.	Member of staff / SSO/ HOH	Logged on Classcharts as C3 incident. If a student fails to attend the House detention, HOH/SSO logs on ClassCharts as C3 Failure to attend House detention. Parents informed by app notification. List is generated for Thursday SLT detention (45 minutes on Thursday). If a student fails to attend Thursday SLT detention it escalates to a Friday SLT detention (75 minutes) If student fails to attend Friday SLT detention log as C4 Failure to attend Friday SLT detention. This leads to 1-day Lighthouse (internal exclusion).
Persistent failure to complete classwork	Removed by on-call to The Lighthouse. House detention at end of day.	Member of staff / SSO/ HOH	
Persistent off-task behaviour	Removed by on-call to The Lighthouse. House detention at end of day.	Member of staff / SSO/ HOH	
Persistent defiance (or defying 2 members of staff)	Removed by on-call to The Lighthouse. House detention at end of day.	Member of staff / SSO/ HOH	
Persistent incorrect uniform	Removed by on-call to The Lighthouse. House detention at end of day.	Member of staff / SSO/ HOH	
Persistent computer misuse	Removed by on-call to The Lighthouse. House detention at end of day. Suspension of IT credentials.	Member of staff / SSO/ HOH	
Failure to complete KO	KO detention	Tutor / Subject teacher	
Failure to attend House detention	Thursday SLT detention (45 minutes on Thursday)	Member of staff / SSO/ HOH	
Failure to attend Thursday SLT detention	Friday SLT detention (75 minutes on Friday)		
Failure to resolve C2 incident	House detention (20 minutes)	Member of staff / SSO/ HOH	
Late to school (after 8.40) / lesson (4 minutes or more)	House detention (20 minutes) for lateness.	Member of staff / SSO/ HOH	
Exam misconduct (class-based assessment)	House detention (20 minutes)	Member of staff / SSO/ HOD	
Failure in Study Hall	House detention (20 minutes)	Member of staff / SSO/ HOD	
Red Card: Refusal to follow instructions or co-operate with staff (defiance)	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Running indoors	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Dropping litter	House detention (20 minutes)	Member of staff / SSO/ HOH	

Red Card: Physical contact	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Swearing / foul language	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Out of class without cause/note	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Eating/drinking in corridors	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Truancy	House detention (20 minutes)	Member of staff / SSO/ HOH	
Red Card: Less than acceptable behaviour during transitions/line ups/line outs (talking, no pencil case, unacceptable uniform)	House detention (20 minutes)	Member of staff / SSO/ HOH	

Consequence 4 (C4) Serious level of disruption – led by HOH which may lead referring to Pastoral SLT / Deputy headteacher.

Time in The Lighthouse under strict supervision. Students who will be required to sit in isolation (8.40am – 3.30pm), to work in silence and to complete the work that is set. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our community. The time in The Lighthouse gives them a chance to reflect on the choices they have made. This sanction will involve a phone call to the parents/carers or possibly a parental meeting by the either the teacher issuing the sanction, a member of the Senior Leadership Team or the head of house. Students who misbehave during their time in The Lighthouse, or refuse to complete a C4 sanction, can receive an offsite or fixed term exclusion.

Parents/carers will be contacted to inform them that a C4 detention has been issued. Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will be expected to complete the isolation. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary.

C4 Incident	Consequence	By whom	Information follow through
Verbal abuse to staff	1 day FTE	SSO / HOH / DH	HOH to log on ClassCharts as C4 incident. Contact home made by IR staff.
Cyber bullying / social media bullying	1-2 days Lighthouse	SSO / HOH	
Social media misuse	1-2 days Lighthouse.	SSO / HOH	
Verbal bullying	1-3 days Lighthouse	SSO / HOH	
Physical bullying	1-3 days Lighthouse	SSO / HOH	
Disability discrimination	1-3 days Lighthouse	SSO / HOH	
Use of derogatory language	1-3 days Lighthouse	SSO / HOH	
Dangerous behaviour	1-3 days Lighthouse	SSO / HOH	
Inappropriate physical contact	1-3 days Lighthouse	SSO / HOH	
Fighting inside or outside of the Academy	1-3 days Lighthouse	SSO / HOH	
Bringing All Saints' name into disrepute	1-2 days Lighthouse	SSO / HOH	
Uniform – persistent defiance	1 day Lighthouse	SSO / HOH	
Serious damage to property or building	2-5 days Lighthouse. Invoice for damage. Community service and contract.	SSO / HOH	
Theft	1-3 days Lighthouse and return/payment of goods.	SSO / HOH	
Graffiti	1-3 days Lighthouse. Invoice for damage. Community service and contract.	SSO / HOH	
Persistent truancy from lessons (3+ incidents)	1 day Lighthouse. Referral to EWO. May lead to external alternative provision.	SSO / HOH	

Persistent lateness to lesson (5+ sessions in 1 week)	SLT detention	SSO / HOH	
Racist incident	1-3 days Lighthouse. Apology to victim.	SSO / HOH	
Homophobic / bi-phobic / transphobic incident	1-3 days Lighthouse. Apology to victim.	SSO / HOH	
Sexist bullying	1-3 days Lighthouse. Apology to victim.	SSO / HOH	
Inappropriate sexualised language	1-3 days Lighthouse. Apology to victim.	SSO / HOH	
Failure to attend Friday SLT detention	1 day Lighthouse	SSO / HOH	
Smoking on or off-site (including e-cigs)	1-2 days Lighthouse	SSO / HOH	
Refusal to hand over mobile phone	Lighthouse until handed in	SSO / HOH	

Consequence 5 (C5) At risk of Permanent Exclusion (PEX) managed by Deputy Head and Headteacher.			
C5 Incident	Consequence	By whom	Information follow through
Defiance in The Lighthouse	Off-site exclusion / Brunel seclusion / fixed term exclusion.	Pastoral SLT / Deputy Head	Pastoral SLT/DH to book and ensure attendance at off-site provision / communication of sanction.
Malicious allegation	Off-site exclusion / Brunel seclusion / fixed term exclusion.	Pastoral SLT / Deputy Head	Pastoral SLT /DH to book and ensure attendance at off-site provision / communication of sanction.
Fire Alarm misconduct	Off-site exclusion / Brunel seclusion / fixed term exclusion / Permanent exclusion (PEX)	Pastoral SLT / Deputy Head	Pastoral SLT /DH to book and ensure attendance at off-site provision / communication of sanction.
Failure to attend off-site exclusion placement	Brunel seclusion / Fixed-term exclusion	Pastoral SLT / Deputy Head	Communication of sanction.
Persistent breaches / persistent high-level behaviour <i>which has not been resolved by interventions available to the school / outside agencies.</i>	PEX prevention meeting Referral to Governors' Disciplinary Panel Brunel seclusion Fixed Term Exclusion Pastoral Support Programme External agencies / PRU Alternative provision / support package. <i>If the above strategies have been completed and there are still incidents of persistent disruptive behaviour, then the student may have an FTE or PEX.</i>	Pastoral SLT / Deputy Head Governors	CPOMS logs Notes from meetings Incidents recorded on Class Charts PSP / intervention data log Full report prepared All paperwork/reports retained in event of appeal.
Being in possession of an offensive weapon	Permanent Exclusion (PEX)	Head	Full PEX report prepared All paperwork/reports retained in event of appeal.
Being in possession of drugs/alcohol		Deputy Head	
Serious ongoing bullying			
Serious dangerous behaviour			
Serious assault on a student			
Serious assault on a member of staff			

Serious vandalism on Academy property or building Sexual harassment / sexual violence Serious threatening behaviour to staff or other students Serious incident outside school Serious distribution of illegal images Persistent malicious allegations			
---	--	--	--

Appendix 5: Summary guide to behaviour for learning C1-C5

Rewards	Consequence 1 (C1) First warning / low level behaviour: This is a first low-level incident / low-level disruption around the Academy.	Consequence 2 (C2) Repeat C1 incidents / medium level of disruption, managed by teacher & HOD which may lead to referring to HOH
<p>Outstanding classwork Outstanding progress Organisational skills Respecting the environment Outstanding contribution in lesson Attendance at club Outstanding homework Good citizen around the Academy Excellent Academy Leader Postcard Faith – demonstrating care and support for others in our community, demonstration of sound morals Foundations – outstanding all-round behaviour and resilience Family – supporting others, demonstrating excellent manners Futures- achieving highly, outstanding progress Headteacher Award / Star of the term</p>	<p>Calling out / talking in lesson Failure to complete classwork Off-task behaviour Failure to follow instructions Incorrect uniform (single incident) Computer misuse Lateness to lesson (3 minutes or less) Possession of a minor banned item Failure to bring equipment</p>	<p>Repeat calling out / talking in lesson Repeat failure to complete classwork Repeat off-task behaviour Defiance Repeat incorrect uniform Repeat computer misuse Minor damage to property Disrespecting canteen environment Disrespecting the academy environment Mobile phone seen on site</p>
<p>Consequence 3 (C3) Medium to high level of disruption / repeat of C1 and C2 incidents / red card behaviour and sanctions.</p>	<p>Consequence 4 (C4) Serious level of disruption – led by HOH which may lead referring to Pastoral SLT / Deputy headteacher.</p>	<p>Consequence 5 (C5) At risk of Permanent Exclusion (PEX) managed by Deputy Head and Headteacher.</p>
<p>Persistent calling out / talking in lesson Persistent failure to complete classwork Persistent off-task behaviour Persistent defiance (or defying 2 members of staff) Persistent incorrect uniform Persistent computer misuse Failure to complete KO Failure to attend House detention Failure to attend Thursday SLT detention Failure to resolve C2 incident Late to school (after 8.40) / lesson (4 minutes or more) Exam misconduct (class based assessment) Failure in Study Hall Red Card: Refusal to follow instructions or co-operate with staff (defiance) Red Card: Running indoors Red Card: Dropping litter Red Card: Physical contact Red Card: Swearing / foul language Red Card: Out of class without cause/note Red Card: Eating/drinking in corridors Red Card: Truancy Red Card: Less than acceptable behaviour during transitions/line ups/line outs (talking, no pencil case, unacceptable uniform) Failure to attend KO Intervention</p>	<p>Verbal abuse to staff Cyber bullying / social media bullying Social media misuse Verbal bullying Physical bullying Disability discrimination Use of derogatory language Dangerous behaviour Inappropriate physical contact Fighting inside or outside of the Academy Bringing All Saints' name into disrepute Uniform – persistent defiance Serious damage to property or building Theft Graffiti Persistent truancy from lessons (3+ incidents) Persistent lateness to lesson (5+ sessions in 1 week) Racist incident Homophobic / bi-phobic / transphobic incident Sexist bullying Inappropriate sexualised language Failure to attend Friday SLT detention Smoking on or off-site (including e-cigs) Refusal to hand over mobile phone</p>	<p>Defiance in The Lighthouse Malicious allegation Fire Alarm misconduct Failure to attend off-site exclusion placement Persistent breaches / persistent high-level behaviour which has not been resolved by interventions available to the school / outside agencies. Being in possession of an offensive weapon Being in possession of drugs/alcohol Serious ongoing bullying Serious dangerous behaviour Serious assault on a student Serious assault on a member of staff Serious vandalism on Academy property or building Sexual harassment / sexual violence Serious threatening behaviour to staff or other students Serious incident outside school Serious distribution of illegal images Persistent malicious allegations</p>



Reflection Sheet

Date:

Student Name: _____ Tutor Group _____

Teacher Name: _____ Subject _____

1. What has happened?

.....
.....
.....

2. What were you thinking at the time?

.....
.....
.....

3. Who was affected by my actions and how?

.....
.....
.....

4. What needs to be done to make things right?

.....
.....
.....

5. How can we do things differently in the future?

.....
.....
.....

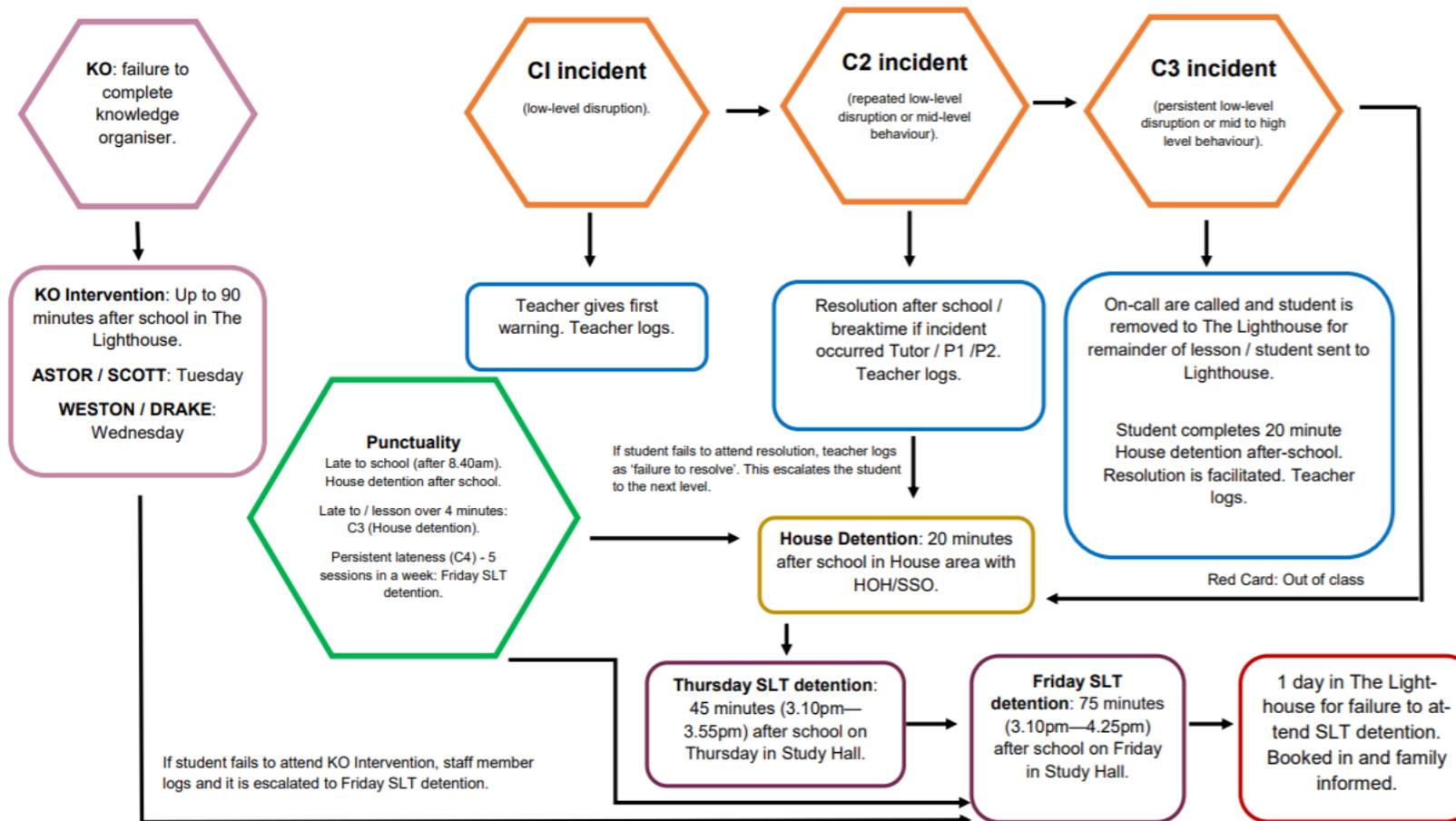
STAFF COMMENTS

Date:

.....
.....
.....

Signed _____

Our intervention and detention system (from September 2020)





ALL SAINTS **Report Card**
ACADEMY PLYMOUTH

Name _____ House/Tutor Group _____

Targets:

A.

B.

C.

On report to: _____

Date start: _____ Date end: _____

Please retain a copy for student file and HOH folder

- Tutor
- HOH
- HOD
- SENDCO
- SLT
- SSO / PSP
- Youth Worker

Appendix 9: Academy contract



Student / Parent / Academy Contract

Name: _____ House / Tutor Group: _____

Date: _____ Subject: _____

Reason for contract:

<p>Targets:</p> <p>A.</p> <p>B.</p> <p>C.</p>
--

Support from Academy:

-
-
-

Support review date:

Restorative Justice required?

Date agreed:

Signed by student: _____

Signed by parent / carer: _____

Signed by staff member: _____

Appendix 10: Uniform Policy

	Description	Further Information
Academy blazer	Grey with Academy logo	To be kept smart and worn during the day as well as to and from the Academy, unless directed otherwise by staff. Sleeves to be worn at full length and not rolled-up. Only Academy issues badges to adorn the blazer.
Trousers	Black, formal, classic style, full length	No jean-like, corduroy, high-fashion, overly-tight trousers, leggings or shorts. Trousers should be worn with a secure fit around the waist. Belts should be black, plain and functional. Trousers should not be tapered.
Skirt	School tartan skirt.	This a skirt provided/purchased from the school. No other skirts are permitted.
Shirt	Plain white traditional school shirt	The shirt should be tucked in, buttoned at the neck and sleeves worn at full length. Any t-shirt or underwear worn underneath should not be visible. No designer shirts or fitted blouses.
Tie	Official school purple tie.	Must be kept in good condition and worn with a closed knot covering the shirt collar button at the neck. Tie should be appropriate length.
Shoes	Polished black, traditional style, black stitching, black sole and heel.	A plain design, no trimmings, logos, decorative buckles, coloured laces or stitching, labels, tags or other decorations. No shoe/trainer hybrid footwear with Velcro fastenings, trainers or fabric shoes. No Vans. No ankle boots or long boots.
Bag	Appropriate for school use	Must be able to carry A4 sized books/folders.
PE top	Black polo shirt ActivDri with purple side panel and logo	Official school sports hoodie (optional)
PE shorts	Black shorts with Academy logo	
PE trainers	Astro/training shoes	
Further Information		
Jewellery / accessories	<ul style="list-style-type: none"> ▪ No earrings except one pair of small stud earrings in the ear lobe (max 4mm in diameter). ▪ No other visible jewellery including bracelets, wristbands, necklaces or ankle bracelets. ▪ No oversize buckles or belts ▪ No nose studs, facial or body piercings are permitted. ▪ No rings. 	
Hair	<ul style="list-style-type: none"> ▪ No decorative attachments are to be worn in the hair ▪ No mohicans or shaved lines in the hair are permitted ▪ No shaved patterns in eyebrows are permitted ▪ No extreme hair styles or contrasting colours are permitted. Un-natural colours or bleached hair is not permitted. 	

Make-up / appearance	<ul style="list-style-type: none"> ▪ Make-up must be discreet. ▪ No heavy eyeliner ▪ No nail varnish or nail extensions ▪ No false eyelashes ▪ No lip gloss or lip stick
Headphones and mobile phones	<ul style="list-style-type: none"> • Should not be seen or heard as per the mobile phone policy during the school day on the Academy site. Students who ignore this policy and use a mobile device and associated items (e.g. headphones attached to a phone) on school premises will be required to hand over their device and associated items to a member of staff. This is logged as per the Behaviour for Learning Policy and the following procedure applies²: <ul style="list-style-type: none"> ▪ 1st time: mobile device confiscated and left behind reception for the student to collect at the end of the day; ▪ 2nd time: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the next convenient time; ▪ 3rd time: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the end of the working week; ▪ 4th time and additional times: mobile device confiscated and left behind reception. Parents/carers informed and asked to collect at the end of the working week. Additional sanctions will apply such as time in the Ready to Learn Centre, student required to hand over their mobile device on a daily basis, parent meeting with SLT. ▪ Students who fail to co-operate with this policy will then be managed using under Behaviour for Learning Policy with reference to the refusal to follow staff instructions sanctions.

² The repetition of offences is applied throughout the academic year.

The safety of pupils and staff is paramount as we face this public health crisis together, as a community. Safety for all includes their mental, emotional and physical wellbeing. Outlined below are our expectations of our community from 15 June 2020 until further notice;

1. Students will access 4 lessons per week (English x1, Maths x1, Science x1 History or Geography x1), each being 75 minutes long. Online learning will continue and students should refer to subject specific instructions and expectations.
2. Students are grouped so that they do not mix or move around the school site. They will be based in the English area, Maths area or the hall. There are staggered start times and breaks for cleaning, so that pupils do not mix, inside and outside of the school.
3. In order to reduce the risk as much as possible and due the limit on space with some of our teaching spaces, we intend to limit group sizes to approximately 15 in the summer term. There will also be staggered start times.
4. 2 metre marking lines will be visible from the gate all the way down to the main entrance and in front of each entrance being used to access the building. Signs will be visible encouraging social distancing and staff will be present to reiterate this.
5. Unless a prior agreement/ appointment has been made, parents should avoid coming in to reception. If a child has a vulnerability or medical condition and needs to be dropped off at school then this should be done before 08.30 and the school must be notified.
6. Upon entering the school, there will be temperature checks of pupils undertaken by staff wearing PPE and using digital thermometers.
7. All students and staff must use the hand sanitiser provided at the designated entrance point before entering the building.
8. At the end of the day, students and staff will be asked to use the hand sanitiser before leaving their final session.
9. The arrival and lesson changeover break will be supported by SLT, who are on a rota for this. Students should not leave their areas in the lesson changeover, other than to go to the toilet (1 at a time) and for washing hands. The 2nd lesson teacher should lead students out of the school at the end of the session to ensure they still socially distance on departure.
10. Reception will not be open to pupils.
11. Students must use the designated toilets in their area and no others; they will not be allowed to the toilets in groups.
12. Student expectations:
 - Arrive to school and leave to go home at the designated time. Do not gather in large groups before or after school and maintain social distancing throughout your journey to and from school and during school.
 - Use hand sanitizer to disinfect your hands on entering and leaving school.
 - Avoid physical contact at all times. No hugs, shaking hands etc.

- In the classroom, sit in your designated seat and do not move the table or chairs.
- Do not use any other areas of the school.
- Do not share belongings including stationary.
- Use the designated toilet for your area. Only enter the toilets if it is safe to do so. One person at a time.
- When using IT equipment, wipe the keyboard and mouse at the start of each session and again at the end.

13. Specific Covid behaviour logs have been added to our behaviour policy;

C1 Covid-related remark (inappropriate) /single incident of disruption

C2 Covid-related behaviour (inappropriate) / repeated incident of disruption

C3 Covid-related behaviour (inappropriate) / persistent disruptive behaviour

C4 Covid Behaviour that threatens the safety and wellbeing of others

14(a). Students who demonstrate challenging behaviour (inclusive of low-level disruption) will potentially have their physical school place revoked. Education is still being provided through our online systems and Knowledge Organisers. Students' behaviour will be managed through the Behaviour Policy as per usual and therefore sanctions will be enforceable in the event of challenging behaviour.

14(b). In the event of a student demonstrating challenging behaviour (i.e. demonstrating behaviour of a C3 level or above) a family member will be contacted to arrange for the student to either be collected or sent home. If this is not possible, the student will be isolated on site.