

Student Behaviour and Discipline Policy in Practice

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1. INTRODUCTION

- 1.1 All staff have a collective responsibility to manage the behaviour of students on the Academy site. Staff have a duty of care to students as they are in 'loco parentis' and should thus act with the actions of a reasonable parent or carer.
- 1.2 The Principal's authority applies on the Academy site, within the immediate vicinity of the Academy (50 metres) and also to students involved in Academy trips. Students displaying poor behaviour on Academy trips will therefore be treated with the same sanctions as if on Academy premises. The Governors will expect parents and carers to be supportive of this.

2. AIMS AND OBJECTIVES

- 2.1 This 'Policy in Practice' sets out the protocol for Attleborough Academy Norfolk (AAN) by:
 - Giving clear guidance to parents and carers, staff and stakeholders on the expectations and practice of the academy with respect to student behaviour and the methods used to ensure the maintenance of good order.

3. SCOPE

- 3.1 This is a 'Part 2 Attleborough Academy Norfolk Policy in Practice'. As such, it provides the protocol to be followed by Attleborough Academy Norfolk acting on the Part 1 Norfolk Academies Multi-Academy Trust Policy:

Student Behaviour and Discipline

- . Part 2 policies state the procedure followed by the individual institutions relating to this policy.

4. CLASSROOM ROUTINES

- 4.1 The Academy operates a programme of routines to which all colleagues are expected to adhere. These are:
 - Wherever practical, the teacher welcomes the students into the room and students are aware of and operate the appropriate standard routine for entry, for example, having lined up outside or entering as soon as they arrive;
 - Staff check uniform and appearance on entry and act accordingly;
 - Teachers to have a seating plan for all lessons where applicable (these seating plans highlight vulnerable groups);
 - Students get out their equipment, books and handbook and engage with the arrival activity;
 - A check is made on attendance and recorded on SIMS within the first ten minutes of the lesson;

- Teachers manage the behaviour of the group using the consistent code of, “Behaviour for Learning” (BFL – see below);
- Students leave the lesson in an orderly fashion having followed established exit and tidying up routines.

5. CODES OF CONDUCT FOR LESSONS

5.1 Specific simple codes of conduct for lessons are published in the Student Handbook/Planner. These detail the expected conduct requirements for students when in lessons (please see Appendix 2).

6. REWARDS

6.1 Aims

- Rewarding students for their effort and achievement is one of our core values. The ‘A’ of our core values acronym, ‘CARE’ stands for ‘Acknowledgment of the efforts and achievement of others’.
- Staff will use praise in a way that develops a ‘positive growth mindset’ in our students i.e. to focus on the effort made and the determination and resilience shown rather than solely on the outcome produced.
- We aim to praise and reward the ‘whole’ child through the Award of PRIDE points across the Academy.
- We will continue to develop the range of rewards through increased engagement with students and parents and carers

6.2 Main Focus of Rewards

The Academy will focus rewards (and praise) on:

- “Attitudes to Learning” (AtL) through the Pastoral (House) system and
- “Progress in learning’ and it’s contributory factors (i.e. effort, commitment, resilience etc.) through the Academic (Subject) areas

6.3 Types of Reward

PRIDE Symbols

PRIDE rewards are given out mostly in lessons but also across the Academy to students showing the attributes below.

P = Participation	Given to the student who: <ul style="list-style-type: none"> • shows a very high level of engagement • exhibits very good cooperation/ teamwork skills in a lesson
R = Respect <i>(replaces C)</i>	Given to the student who: <ul style="list-style-type: none"> • shows a very high of care for others • goes beyond what is expected to help others
I = Independence <i>(replaces R)</i>	Given to the student who: <ul style="list-style-type: none"> • shows a high level of independence in their work • goes above and beyond expectations e.g. conducting extra research etc.
D = Determination <i>(replaces E)</i>	Given to the student who: <ul style="list-style-type: none"> • shows excellent effort • shows resilience, grit especially when dealing with initial failure etc.
E = Excellence <i>(replaces A)</i>	Given to the student who: <ul style="list-style-type: none"> • shows a very high level of achievement

- The Academy will reward those individuals in each year group who score the most individual points in an Academic Year for the five categories. There is an annual trophy for each of the five attributes above per year group. These trophies are awarded at the annual Presentation Evening. Students who win these annual trophies are also awarded an engraved silver salver to keep.
- PRIDE Leagues are produced at the beginning of each term and show the current accumulation of rewards for the top performing students in each year group for the previous term.
- Students receive a grade for their 'Attitude to Learning' from each of their subject teachers per term. Attitudes to Learning (ATL) grades are derived from clear assessment criteria which are published in the Student Planner (see Appendix 4)
- In class, subject teachers will focus on the awarding of 'D' points in line with our Growth Mindset aims.

The Progress Award and Progress Leagues

All students are given the express aim to try to make one sub-level progress in each of their subjects every term. Their progress towards this is averaged out across all their subjects and Progress Leagues are published in the new term to show the results.

In this way, students achieving at lower levels are not disadvantaged because the measure is on the progress made from the start to the end of one term, no matter at what level. At the end of the academic year, the student with the most individual progress scores in each year group is invited to the Presentation Evening event whereby they win the annually awarded cup for 'Progress' for their year group.

They are also awarded an engraved salver to keep. Photographs of the prize winners are then displayed in the main corridor trophy cabinet.

“AAN is Proud of You”

Postcards with “AAN is Proud of You” are sent home to the highest achievers in the PRIDE points by House Leaders. They are acknowledged in weekly House Assemblies. These postcards are also available for Senior leaders, Heads of Faculty, Subject Leaders or House Leaders to send when students have represented the Academy admirably.

House Commendations (ATL Badges)

ATL Badges are awarded to the student in each year group in the House who achieved the highest ATL grades in all their subjects last term. Five badges are available per House per term.

Subject Commendations (Subject Badges)

Subject Commendation badges are awarded per term. Two badges are available per term per subject per year group. They are awarded to the two students in each year who have made outstanding progress in that subject. This initiative is new in the academic year 2016-2017 and in this year only will be awarded twice (once, after Easter, for progress in the Spring term and once, at the end of the academic year, for progress in the Summer term). Additionally, some subjects may also wish to award subject certificates to those students who did not receive a Subject Commendation Badge.

Principal Commendations (Academy Badge)

The Principal presents Principal Commendation certificates on an individual basis as relevant. Teachers are asked to alert the Principal to the highest quality work or achievements of students as they arise. Students receiving a Principal’s Commendation receive a certificate, letter home and an Academy Badge

Presentation Evening Event (Main Academy)

Prize Evening is the main public event to acknowledge the success of main Academy students from the past academic year. Individual subject prizes are presented to the previous Year 11 students and then the annual trophies are awarded for the highest PRIDE points in each year group. Students who make Outstanding Achievements outside of the Academy are also rewarded.

Gold Book

A member of LT visits the classrooms where Year 10 and Year 11 students are being taught on a daily basis and records in the Gold Book students in Key Stage 4 who have shown outstanding determination in their lessons. Students are proposed by the subject teacher. These are then recorded on SIMS. Gold stars are awarded for the top two students in Year 10 and Year 11 who achieve the most gold book entries per term. For Year 11, the two students accumulating the most Gold Book entries over the academic year (male and female) are rewarded with free Prom tickets.

Sixth Form PRIDE Points

PRIDE points will be awarded to the Sixth Form to recognise achievements and positive contributions to Sixth Form/Academy life.

P	Participation in and promotion of Sixth Form
R	Representing the Sixth Form at external organisations and events
I, D, E	In line with the rest of the Academy

Presentation Evening (Sixth Form)

Sixth Form Presentation Evening is the main public event to acknowledge the success of Sixth Form students from the past academic year. Individual subject prizes are presented to past Year 13 students.

6.4 Displays

The intention of providing high quality displays of student work around the Academy is to acknowledge success but also to reward students by the public display of their effort and achievement. Photographs of the students who were rewarded at Presentation Evening are displayed in the corridors and the main corridor trophy cabinet displays the annual trophies.

6.5 Recording

Commendations and the Gold Book rewards will be recorded on the Growth profile to ensure this profile records the developing picture of the child's progress in the Academy.

7. MANAGING BEHAVIOUR: BEHAVIOUR FOR LEARNING (BFL)

- 7.1 The Academy operates a 'Behaviour for Learning' (BFL) management system (please see Appendix 1) to deal with poor behaviour in lessons and around the Academy.
- 7.2 The BFL management system is designed to complement and support the individual skills of each member of staff with regard to student management.
- 7.3 It is expected and encouraged that each staff member will wish to develop and practice their own behaviour management strategies within the framework provided by these Academy guidelines.
- 7.4 BFL is a system that is well known and understood and puts the initial responsibility on the student to correct their behaviour. It is a consequence system that will be consistently applied.
- 7.5 In the first instance, the class teacher has the best understanding of what has happened and will be responsible for dealing with that student.

7.6 Teachers are expected to deal with the following in the first instance:

- Attendance and punctuality, equipment, organisation of work, monitoring of effort and achievement, monitoring of homework, eating in class, removal of outdoor clothing, bad manners, litter/care for the environment, bad language and misuse of mobile phones;
- Students displaying poor behaviour that disrupts the education of peers and does not allow the teacher to teach or undermines the calm respectful ethos of the Academy will be subject to the BFL system;
- Students that follow classroom protocols will be praised appropriately by the member of staff.

7.7 A classroom teacher may call upon a range of additional strategies to deal with an issue including sending home a letter, telephoning parents or carers (after checking with the SAFE Team), keeping the student back at the end of the lesson (where this will not inconvenience later lessons nor cause the student to miss the school bus) or contacting the Inclusion Centre).

7.8 Within lessons, at Level 2 of the BFL system, the teacher may choose to move a student to an alternative place within the classroom.

7.9 Students will only be asked to stand outside for a maximum of five minutes when at Level 3 of the BFL system. This gives time for the student to calm down and the teacher to consider whether to issue a Yellow Card removal. If the reaction of the student is such that reintegration back into the lesson is not productive, then Yellow Card removal is the next best option as it allows the class teacher to be supported by a senior member of staff and allows the Head of Faculty or Subject Leader to address issues that are subject specific. This type of referral is the best response for all but the most serious of incidents. When on a Yellow Card removal, a student will be expected to work silently in the room to which they have been sent. A detention will be given as a result of being Yellow Carded.

7.10 In the most severe cases, a student may be sent directly to the Inclusion Centre by Red Card removal. The Inclusion Centre is best placed to deal with issues that span more than one lesson or which are serious or long term. A referral to the Inclusion Centre means that the subject teacher has passed responsibility for that student to the SAFE Team, but only temporarily.

This means that the classroom teacher must supply as much information as possible to make the referral productive and the class teacher and the SAFE Worker must meet at the earliest possible time to discuss the incident. The teacher must then meet with the student in the following two working days or before the next lesson to mend the relationship and discuss the next time the student is in their lesson.

7.11 Each incident will be judged on its own merit but all staff should refer students immediately to a senior colleague or the Inclusion Centre for the following behaviour:

- Use of obscene/offensive language and inferences;
- Racist incidents;
- Homophobic incidents;
- Child protection/cause for concern;
- Bullying;
- An assault on a member of staff;
- An assault on another student;
- Fights between students;
- Acts of theft;
- Acts of vandalism;
- Truancy from Academy or lessons;
- Willful disobedience;
- Possession or abuse of smoking/drugs/alcohol or paraphernalia related to these;
- Suspected possession of anything that can be classed as a weapon.

8. REMOVING STUDENTS FROM LESSON

8.1 On occasions, a subject teacher may feel that it is inappropriate for a student to return to their next lesson. If this is the case, it can be arranged in advance with the Head of Faculty or Subject Leader for them to be educated in another lesson or by agreement with the Inclusion Centre Manager for them to accommodate the student. It is not appropriate or respectful to wait until the next lesson and then send the student directly to the Inclusion Centre without prior arrangement. If this is to happen, the student must be informed well in advance of the next lesson.

8.2 When there is a removal of a student for more than one lesson, an extraction form should be completed and returned to the Inclusion Centre Manager. This has to be counter signed by the Head of Faculty/Subject Leader and then approved by the Leadership Team. A restorative/support package will be started.

9. COMMUNICATION WITH THE INCLUSION CENTRE: YELLOW AND RED CARDS

9.1 It is essential that the Inclusion Centre receive a completed 'Red Card' through the Virtual Learning Environment (VLE) as soon as possible when a member of staff issues a Yellow or and Red Card to a student. The SAFE Team needs as much information as possible to be able to deal appropriately with the student.

10. PARENT PORTAL

10.1 The current 'Parent Portal' allows parents and carers to sign in securely over the website in order to view the current status of attendance and BLUES symbols along with the progress and achievement for their son or daughter.

10.2 The current 'Parent Portal' will be phased out in this academic year (2015-2016) and be replaced with 'Parent App' ("Groupcallxpressions"). This will have all the same features but be able to be accessed by parents from their mobile telephone or mobile device.

11. ANTI-BULLYING

11.1 If bullying is suspected or reported, the incident will be immediately dealt with, in the first instance, by the member of staff who has been approached. The member of staff concerned must make the Inclusion Centre aware of the incident. A clear account of the incident will be recorded on the appropriate bullying log by the SAFE Team. The SAFE Team will interview all concerned and will deal with the incident.

11.2 Relevant staff will be kept informed. Parents and carers will also be kept informed.

11.3 Punitive measures will be used as appropriate and in consultation with all parties concerned. Support will be offered to the student who has been bullied to rebuild confidence and self-esteem. Support will also be given to the offender to ensure there are no further incidents. Please refer to the Academy's Anti-Bullying Policy.

12. ICT ACCEPTABLE USE POLICY

12.1 Students are required to sign up to an Acceptable Use Policy to access the ICT facilities of the Academy. This is done electronically on screen on student first access.

13. INAPPROPRIATE USE OF ELECTRONIC COMMUNICATION AND SOCIAL NETWORKING FOR E-SAFETY

13.1 Attleborough Academy has a stated protocol in order to protect and support our students and staff (please see Appendix 3) against the inappropriate use of electronic communication directed towards them or the Academy itself.

14. ACADEMY UNIFORM

14.1 Having a formal uniform is an important part of Academy life. It provides the Academy and all students with a strong common identity. If worn properly it sends out a message to peers and the wider community that Attleborough Academy is a place of importance and endeavour that takes pride in itself and everything it does. It promotes high standards and expectations and sends out a firm signal of the attitudes and the behaviour required inside the Academy to promote effective learning. We believe therefore that the uniform must be non-negotiable, consistent and worn correctly.

14.2 Uniform and clothing requirements for all students are as follows:

Blazer

The Academy blazer should be worn at all times in the Academy, with sleeves rolled down. However, students may remove their blazer when on the playground and in the Dining Hall when seated.

Out of courtesy students will ask the supervising teacher's permission to remove a blazer in class.

Shirt

Plain white shirt with a traditional collar and top button that can be fastened. Shirts should be fully done up at the neck at all times. Shirts should be tucked in at all times.

Tie

The Academy tie is a clip-on variety. It must be worn correctly at all times which means that the top shirt button must be fastened. The Academy logo will be visible on the vertical part of the tie (i.e. below the knot).

The only exception is when a supervising teacher in class gives students permission to remove their ties. Students must put their ties back on at the end of the lesson.

Overcoats

Outdoor coats can be worn but **only** over the Academy blazer. The blazer should thus be worn before a coat. No outdoor coat should be worn in any Academy room (class/Dining Hall etc.) and should be removed on entering. Outdoor coats can be worn in corridors if students are moving between buildings. Coats and scarves should be removed before entering the Main Hall for an Academy Assembly.

'Hoodie' style garments (with 'sweatshirt' material) are inappropriate for the Academy and are not considered to be overcoats. If students are wearing a hoodie it will be confiscated.

Sweaters and Cardigans

All sweaters and cardigans should be plain black and 'V' neck - no patterns, logos, hoods or round necks.

Hats and Scarves

Hats and scarves may **only** be worn outside and removed immediately inside any building.

Trousers

Trousers should be tailored, plain black trousers. Our preferred trouser for girls is 'the Westby', available from The Schoolwear Centre. No hipsters/denim or denim imitation/corduroy/leggings/skinny trousers/tight trousers/shorts/ski pants/combat/flare/decorative features (zips/studs etc.) and not excessively long.

Skirts

Skirts should be plain black and an appropriate length for the Academy (i.e. just above the knee). Our preferred skirt is the 'Salisbury' black straight skirt, (20", 22") available from The Schoolwear Centre.

Socks/Tights (worn with a skirt)

Socks must be plain and not brightly coloured

Tights must be black or natural with no patterns

Shoes

Plain black shoes should be worn at all times except in PE/on the playground. Shoes should not have bows or any other decoration. No trainers/boots/visible logos/sandals/ sling-backs/high heels (please see Summer uniform). Boots may be worn to/from the Academy but should be removed in morning tutor time (please see 'adverse weather').

Belts

Should be black/narrow/attached to trousers or skirts (through belt loops)/not decorated (studs, oversized buckles etc.) or decorative.

Undershirts

May be worn but must not be visible in any way (colour/arm length/logos etc.).

Head/Face Coverings

For the purpose of identification and safeguarding, no face coverings or head coverings are allowed unless there is specific permission from the Principal on religious grounds.

Jewellery

We discourage the wearing of jewellery for health and safety reasons but the following are acceptable:

- One pair of 'stud' earrings;
- One wrist band (watch/ bracelet/ charity band etc.);
- One small ring;
- Necklaces should not be visible;
- No visible body or facial piercings. If students have facial piercings they are to wear a transparent piercing retainer when at the Academy. Non-compliance of this will result in sanctions.

Make-Up

Any make-up, if worn, should be discreet. Nail varnish will need to be removed in Food Technology lessons.

Summer Uniform

The majority of the requirements, above, remain in place in the Summer Term. The exceptions/ alterations are set out below:

- A blue polo shirt with the Academy logo may be worn instead of the Academy shirt, tie and blazer.

- If students choose to remain wearing the normal Academy uniform, the shirt can be short sleeved as long as it is plain white with a traditional collar and worn with the Academy tie.
- In the Summer Term wearing the blazer is optional but the rules on overcoats remain. Outdoor coats can be worn but **only** over the Academy blazer. The blazer should thus always be worn before a coat.
- Requirements regarding shoes/trousers/skirts/hats and scarves/sweaters and cardigans/overcoats/belts/undershirts remain unaffected.

Adverse Weather

In the event of exceptional weather conditions, the Academy Leadership Team will make a decision about whether alternative footwear etc. can be worn. Staff, students, parents and carers will be informed. When conditions improve and normal uniform requirements are to be reinstated, a similar announcement will be made.

Students Not In Acceptable Uniform

If a student cannot adhere to any of the requirements above, parents and carers are asked to provide a note to explain the reason (i.e. medical). A uniform pass will then be issued. Any student not providing a parental note will receive a 'U' on the Academy behaviour system.

Most of the above is non-negotiable but members of the SAFE Team will be on duty daily to adjudicate on questionable items of clothing.

14.3 PE Kit

Compulsory PE Kit for Year 7-11 Students

Boys' Compulsory PE Kit

Multi-blue AAN polo shirt (Academy supplier)
 Multi-blue AAN rugby shirt (Academy supplier)
 Navy blue shorts (Academy supplier)
 White socks
 Navy blue football socks (Academy supplier)
 Training shoes or plimsolls
 (appropriate for activity e.g. non-mark soles)
 Football boots
 Shin pads
 Gum guard

Boys' Additional PE Kit Items

Navy blue tracksuit bottoms (Academy supplier)
 or plain tracksuit
 Navy AAN fleece (Academy supplier)
 or plain navy sweatshirt

Girls' Compulsory PE Kit

Multi-blue AAN polo shirt (Academy supplier)

Navy blue shorts (Academy supplier)

White socks

Navy blue football socks (Academy supplier)

Training shoes or plimsolls (appropriate for activity e.g. non-mark soles)

Football boots

Shin pads

Gum guard

Girls' Additional PE Kit Items

Navy blue skort (Academy supplier)

Navy blue tracksuit bottoms (Academy supplier) or plain tracksuit

Navy AAN fleece (Academy supplier) or plain navy sweatshirt

PE kit ordered from the Academy website or in-store. Please visit www.schoolwearcentrenorfolk.co.uk for details.

Physical Education Requirements

No jewellery may be worn in PE lessons and all piercings must be removed. If a student is unable to remove jewellery or piercings, they must be covered for all practical sessions.

Gum guards are a compulsory piece of safety equipment for some PE lessons. When playing Rugby or Hockey, all students are required to wear a gum guard.

Long hair must be tied up.

All valuables should be handed in at the start of the lesson.

If a student is ill or injured, they are still required to bring their PE kit and get changed as they will be taking on such roles as coach and official within lessons. Please note the following with regard to this:

- The student's kit should be suitable for the activity they are studying e.g. warm clothes (tracksuit) if outside or if they are suffering from a cold.
- The student should be supplied with a note to explain their reason for not being able to participate fully and to what degree they can participate.
- If the condition is long term, the PE department should be contacted by the parent or carer to discuss a suitable plan to ensure learning is possible yet suitable.
- The student will not be expected to get changed if they have a condition which will be exacerbated by changing or cause undue discomfort e.g. broken limbs, severe back injuries. This should be made clear in a note to the PE department.
- If the injury affects the lower limb, PE kit for the upper body should be supplied e.g. if they have a sprained ankle, they change into T-shirt (tracksuit top) only.

14.4 Physical Education Sanctions

The Academy PE kit is compulsory and it is important that all students abide by the Academy's policy to ensure high standards and consistency is maintained.

If a student forgets their PE kit (and does not have a note to explain lack of kit), they will receive an 'S' for stationery and PE kit and will be expected to borrow an Academy PE kit.

If a student refuses to borrow an Academy PE kit, they will be removed from the lesson using the Yellow Card system and will be automatically placed into a Faculty Detention.

If a student is unable to participate fully due to illness or injury, they must be provided with a parental note and bring appropriate PE kit. If they do not have a note it will be treated as forgotten kit. The parental note should be written into the Student Handbook/Planner. If there are legitimate reasons for a student being unable to bring the correct PE kit (e.g. moving house, problems with washing machine etc) then the student should arrive to lessons with a suitable sports kit and a note to explain why it is not the correct compulsory PE kit, giving a date when their kit will be rectified by.

15. CONFISCATING ITEMS OF NON-ACADEMY UNIFORM

15.1 A high standard of personal appearance is expected of all students and anyone arriving to Academy in non-uniform will be expected to remove the incorrect garments. Such items will be confiscated, retained in the Inclusion Centre and can then be collected by the student at the end of the Academy day on polite request.

Repeated misuse will result in parents or carers being expected to collect the item from Academy. Persistent offenders of uniform rules will be subject to the BFL system.

15.2 Hoodie' style garments (with 'sweatshirt' material) are inappropriate to wear in the Academy and are not considered to be overcoats. They will be judged as 'incorrect garments' and dealt with using the BFL system.

15.3 Jewellery is generally inappropriate to wear in the Academy and can be a hazard. Therefore, it should be limited to a watch and one pair of stud earrings to be worn in the lobe of each ear. No other body piercing is permitted.

15.4 Hairstyles should not be extreme and this includes unnatural colours and patterns shaved into the hair.

15.5 Discreet make-up may be worn, but again, students who continue to take advantage of this privilege will be required to remove it. Coloured nail varnish is not allowed in Food Technology lessons.

15.6 The Academy reserves the right to send home any student who does not comply with the Academy uniform code.

16. PERSONAL AUDIO DEVICES

- 16.1 Personal audio devices within lessons is at the discretion of the Head of Subject/Faculty and with the permission of the subject teacher. Each faculty should decide their policy on whether personal audio devices should be allowed and ensure this is clearly communicated to students.
- 16.2 The use of personal audio devices outside of lessons is forbidden and such items will be confiscated if seen.

17. MOBILE PHONES

- 17.1 Students are permitted to bring a mobile phone onto the Academy site but it must be switched off and kept in a pocket or school bag so that it is not visible to staff. Any mobile phone seen by a member of staff will be immediately confiscated and handed to the Inclusion Centre. The Academy takes no responsibility for mobile phones brought onto the site.
- 17.2 The use of a mobile phone or any device on the Academy site for taking photographs and audio/video images is not permitted without prior permission. Students who want to have this permission should put it in writing to the Principal.
- 17.3 Students must not have mobile phones on their person in any public examination. If they do, they risk disqualification by the Examination Boards. Warning posters to this effect are always displayed in examination halls. Students are therefore discouraged from bringing mobile phones to the examination halls. Examination Invigilators will try to assist this process by reminding students at the start of exams.
- 17.4 If students hand mobile phones to Examination Invigilators or to PE staff as 'valuables' when students are changing for PE, then they do so at their own risk. Staff will take reasonable precautions to hold the mobile phone securely as they would any other valuable but this cannot be guaranteed.
- 17.5 Misuse of a mobile phone in Academy, on Academy transport or on an Academy trip will result in the phone being confiscated until the end of the Academy day/trip and the misuse logged.

Repeated misuse will result in parents or carers being expected to collect the phone from the Academy. Persistent misuse will result in withdrawal of the permission to bring a mobile phone onto the Academy premises and/or on Academy trips.

18. LUNCHTIMES

- 18.1 Students are generally not permitted to leave the Academy site at break times or lunchtimes. As a privilege, Senior Prefects will be given a lunch time pass with parental/carer approval. They cannot go into town on duty days. All Senior Prefects with a lunch pass must have returned to the Academy site at the start of afternoon lessons. They are not allowed to bring hot food, bought in town, onto the Academy site.

Sixth Form students are permitted to leave the Academy at any time during the Academy day when they are not expected to be in lessons. The students must sign out/sign in at Student Reception accordingly.

18.2 All classrooms are out of bounds during the lunch hour unless taking part in a supervised lunchtime activity.

18.3 The Academy operates an Academy canteen as well as a separate food stall, the 'Snack Shack'. The Academy employs midday supervisors to oversee student behaviour at lunchtimes in addition to staff who are on duty.

19. LITTER

19.1 All students bear a responsibility to keep the physical environment clean and free from litter. It is an expectation that every student will put their rubbish in bins provided. Any student may be asked to help pick up litter regardless of whether they are responsible for it.

20. ASSEMBLIES

20.1 There are two assemblies each week; a main Academy assembly and a House assembly. All students are expected to attend both unless they are being mentored. Excellent behaviour in assemblies is important to reinforce good conduct throughout the Academy. Students should enter the Main Hall and Gym in an orderly fashion. Uniform will be checked at the doors and followed up by tutors when students are seated. Coats and scarves must be taken off **before** entering the assembly Hall. Bags should be carried into the assembly area or left in the locker areas. Staff should position themselves equally around the assembly to ensure students are well supervised.

21. STUDENT HANDBOOK/PLANNER

21.1 The Student Handbook/Planner should be used for:

- Recording current levels and targets;
- Providing evidence that the student has signed permission to be out of class in lesson or form time;
- Parent, carer and teacher comments;
- Recording reading and spelling;
- Recording of Parents' Evening appointments;
- Recording of PRIDE points and BLUES symbols;
- Recording the student review window targets;
- Reference to important Academy information.

21.2 Form Tutors are expected to check and sign the Student Handbook/Planner weekly. The Student Handbook/Planner is the main means of communication between home and the Academy. The Form Tutor signature indicates to parents and carers that they have seen messages from them and monitored the student's PRIDE and BLUES points for the week. Form Tutors should be careful

to check retrospectively for parental or carer comments as the dates of signing may not coincide. Form Tutors can also communicate messages to parents and carers in the allotted space in the Student Handbook/Planner.

22. PLAYING FIELD

22.1 The playing field is out of bounds during the Autumn and Spring Terms unless students are taking part in a supervised activity. During the Summer Term, permission will be granted to use designated areas of the field at lunchtime by the Principal when it is deemed that the field is suitably dry and its use will not be detrimental to the condition of the grass.

23. OUT OF BOUNDS

23.1 The following areas are out of bounds to students:

Main Drive and Car Parks

The main drive roadway and car parks are out of bounds to students at all times.

Students wishing to access breakfast club should walk down the left pathway of the drive and cross at the pedestrian crossings near the back entrance to the canteen.

Front of the Academy

The turning area in front of reception and the drive and pathway in front of the main building are out of bounds to students at all times unless accompanied by an adult. The continual presence of Academy transport coaches, minibuses, delivery vans and other vehicles make this a danger to students.

Square Plinth in the Snack Shack Area

Students are not permitted to stand on this area.

Playing Field

Please see 25.1 for Autumn and Spring Term ruling.

Behind the David Bartram Building/SEND (Learning Hub Mobile) and SRB

This applies unless students are involved in a supervised activity e.g. working in the Academy garden.

24. PASTORAL SYSTEM: RATIONALE

24.1 Form Groups

We operate a 'Vertical Tutor Group' pastoral system whereby the main student body is split into four Houses which then split into five mixed age Form Groups. Each student therefore belongs to a form and to a House as well as the Academy. Various form and House activities are planned throughout the year to develop collegiality in Form Groups and the House and House Competitions encourage a competitive spirit and loyalty towards the House.

The vertical tutor system means that the Tutor Group should operate as a 'family' with the older students being a role model and support to the younger students. Senior Prefects and Prefects (Year 10) will have a specific role within this and act as the role model leaders.

24.2 Form Tutor

The strength of the pastoral structures and procedures which operate at Attleborough Academy is built on the principle that the Form Tutor is the central focus through which all information is passed.

The key role of the Form Tutor is to build relationships with the young people in their care. This overriding responsibility can be exercised in a number of ways but most significantly, in taking time to get to know each student in the group as an individual. This ensures a physically safe and emotionally secure environment for all students.

The Form Tutor's special responsibility is to help their students achieve success, enable growth, encourage and develop self-esteem as they move towards adulthood. To this end, Form Tutors have significant key tasks to perform.

Key Tasks

Support, Guidance, Monitoring and Reporting

1. To consider the students' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
2. To monitor the social and academic progress of students, including the progress in form time.
3. Form Tutors should help students explore thoughts, feeling and solutions to problems.
4. To support the students throughout, by mentoring in form time as required.
5. To write the annual student report as a comment on the overall progress of each member of the Tutor Group.
6. To lead purposeful activities in form time and develop a sense of community within the form.
7. To give impartial Information and Guidance Advice.
8. To attend Academy assemblies with their form (except when mentoring individual students).
9. To monitor and maintain students who are on green reports (please see Appendix 5).
10. To give praise and encouragement to students who achieve purple and green rating on the "Growth Profile".

Please refer to the VLE for the Form Tutor role, Form Tutor mentoring, Form Tutor protocol and Specific Tutor tasks.

24.2 Form Time

Morning Registration: 08.40 – 09.00

The purpose of morning registration is to:

- Carry out the statutory responsibility to take an accurate register;
- Set the right tone for the Tutor Group at the start of the day;
- Keep a careful check on attendance trends;
- Ensure that the Tutor Group is in correct Academy uniform;
- Ensure all students have basic equipment and are Prepared for Learning (PFL);
- Pass on relevant information to the Tutor Group as needed;
- Get to know individuals and watch over the welfare and general attitudes of the Tutor Group;
- Help the Tutor Group to grow together as a community within their Tutor Group, their House and the Academy;
- Monitor the “Growth Profile” purples and greens on a half termly basis, putting students on green report as appropriate.

The expectation is for the Form Tutors to complete the register and send students to Period 1 in a calm frame of mind ready for learning. Any students requiring attention for poor uniform must be registered first and then sent to the Inclusion Centre for uniform check. Form Tutors will also ensure that all their students are Prepared for Learning (PFL).

Students who are late to the Academy will have their names taken at the late gate and will lose their morning break and lunchtime for that day. If later than 08.50 then the student must report to the Academy Office and sign the late book. The SAFE Team will be informed of their late arrival and the student will be sent to the Inclusion Centre.

There is a rota of form time activities which is decided by the House Leaders at the beginning of the year. Form Tutors are expected to follow these activities in consultation with the House Leaders. Form Tutors must always check and read out any relevant notices from the register, the VLE or from Staff Briefing.

Form Tutors must always end the form time with a period of reflection. This is to ensure a calm start to the day. Form Tutors are responsible for their tutees at Form Time and therefore, if any student is let out in Form Time, the Form Tutor must sign this in the student’s planner and the student must take their planner with them otherwise they may well be sent back.

House assemblies will take place once a week. Academy assemblies will take place once a week.

24.3 House Leaders

The pastoral system is partly in place to ensure that we have outstanding attitudes to learning from students. House Leaders create an identity within their House and demand collegiality and loyalty to the House cause.

As we are set up in vertical Tutor Groups which form our House system (Years 7 to 10), the Form Tutors led by the House Leaders are key to achieving outstanding attitudes to learning (ATL) in our students. It is the House Leader's responsibility to drive towards creating outstanding attitudes to learning in their House. It is the responsibility of the House Form Tutors to support the House Leader in this aim. The House Director (Leadership Team) will act as a support and mentor for the House Leader in this aim. In turn, the House Director will be expected to drive towards achieving outstanding Tutor Groups in their House.

25. ACADEMY BEHAVIOUR MANAGEMENT STAGES

25.1 The Academy operates a series of staged coherent consequence systems with the view to improving the behaviour of a student in the long term.

Behaviour for Learning (BFL)

The Behaviour for Learning system is a staged consequence system. The majority of poor behaviour is corrected by the use of this system (please see Appendix 1) in the classroom.

On Report

The Academy operates a system of 'On Report' for those students whose barriers to learning are interfering with the students' progress. Students will be closely monitored by a member of staff half termly. They have targets set and are mentored with the aim of the student improving over this period of time.

The member of staff who is designated to monitor the report depends upon the stage of the "Growth Profile" report (please see Appendix 5). The colloquial name for this system is "RAG-P".

Students who do not correct their barrier to learning satisfactorily when on report, will be placed on or move up to the next stage of the Intervention Ladder.

Intervention Ladder

In a few cases, the Academy operates a staged 'ladder' system for students whose barriers to learning remain persistent. This means that if students move up this ladder system, they must have proven that they have improved in order for them to move back down and off the ladder (please see Appendix 6).

The first stage of the Intervention Ladder will be a student attending a meeting with their parents or carers. If parents or carers decline to attend this meeting then the student will be allowed an adult advocate. The student will then report regularly to the relevant member of staff. If barriers to learning improve, the student will move down and off the ladder. If the barriers to learning continue, the student will move up the ladder to be monitored by the Inclusion Centre Manager.

The next stage will involve the Assistant Principal (Student Support). If the behaviour is still not modified, the student will need to meet the Governors' Student Discipline Panel.

The next stage is a discipline hearing with the Principal. The seriousness of any future or continued misbehavior will be discussed with the student.

Issues concerning the student's barriers to learning and failure to respond to being 'On report' will be discussed. The severity of the Intervention Ladder will be explained together with the implications if there is no improvement.

The final stage of the Intervention Ladder will be a meeting with the Governors (please see Appendix 6).

26. DETENTIONS

26.1 There are three main types of detention used in the Academy as follows:

Teacher Led Detention

An individual teacher may use a short detention to deal with a disciplinary issue within their lesson. This may be a ten minute detention at break or a longer detention at lunchtime. Students may only be held back for a maximum of five minutes at the end of the day unless prior notice is given to parents or carers. This enables students who use the Academy bus to catch their bus.

Lunchtime Detention

Students receive a Lunchtime Detention for either a Yellow Card or a 'L' symbol (Lack of Inadequate Homework).

After School Detention

This is operated twice per week and takes place for forty-five minutes after School. Students who have failed to attend a Faculty/Subject Detention or have received one Red Card will receive an After School Detention.

Detention Escalation

The following system is used when students fail to attend detention:

Level 1 Class teachers can issue a short detention for ten minutes at break and 10 minutes at lunch. Failure to attend results in escalation to Level 2.

Level 2 Subject run Lunchtime Detentions operate every day. These are recorded on the Academy Information Management System (SIMS). The names of students are highlighted in red on the class registers. Parents or carers are informed by GroupCall as a text message. Form Tutors and relevant teaching staff are to inform students of detention. Detentions are set at 20 minutes. Failure to attend results in Level 3.

Level 3 After School Detentions are held each Thursday and Friday and are recorded on SIMS. Detentions are set for forty-five minutes. Parents and carers are informed by a text message from GroupCall and the students are given a letter with a reply slip to be returned.

Level 4 Failure to attend a Level 3 detention results in Level 4 Internal Exclusion.

After School Detentions

Although some parents or carers may find it difficult to collect students from After School Detentions, it is important that students are not able to “demote” their detention. Therefore, the Academy will not permit detentions to be moved from after Academy to lunchtime apart from in very exceptional circumstances.

27. EXCLUSIONS

27.1 Only the Principal (or the Deputy Principal in his absence) has the authority to make the decision to exclude a student. The authority of the Principal in terms of this policy covers the Academy site and also extends to the immediate vicinity of the Academy (50 metres). The Principal’s authority is also in operation when students are on educational visits/trips. The Principal will ensure that staff receive appropriate training and support in order to operate the behavioural management systems which lead to the possibility of exclusion and that the statutory guidelines in place regarding exclusions are applied.

Exclusions are the most severe sanctions available to the Academy in cases of poor conduct. The Academy uses three types of exclusion, each with a prescribed process to follow. These processes are described in Appendix 7. The three types of Exclusion used by the Academy are:

27.2 Academy Centred Fixed Term Internal Exclusions (ACFTIE)

This is where a student is required to work under supervised conditions in the Inclusion Centre. Students on ACFTIE will begin their day at 08.40 and finish at 16.00. Students will have different break and lunchtimes to the rest of the Academy and will not be allowed to mix with their peers during the break and lunch periods. A discussion is held with parents or carers and the student before the student may return to lessons.

27.3 Fixed Term Exclusion (FTE)

This is where a student is required to stay at home for a period of days. Fixed Term Exclusion is governed by guidance from the Department for Education and the Academy follows that guidance.

27.4 Permanent Exclusion (PEX)

Although rarely used, Permanent Exclusion remains the Academy’s ultimate sanction. A student who is permanently excluded is not permitted to return to the Academy.

Permanent Exclusion is governed by guidance from the Department for Education and the Academy follows that guidance. This is further explained in Appendix 7

27.5 Combination Exclusions

In some cases, it may be necessary for a fixed term exclusion to be granted pending the possibility of a Permanent Exclusion, due to the need for further investigation of an incident to take place before the Principal can make an appropriate decision. In this case, Parents will be made aware of this possibility when the Fixed term Exclusion is issued.

28. REINTEGRATION MEETING AND FOLLOW-UP

28.1 For all exclusions, a reintegration meeting will be arranged in order to assess that the student; understands the reason for the exclusion, is in the right frame of mind to return and to assess whether the student requires further support.

28.2 Different types of exclusion require a different level of reintegration meeting to be arranged (please see Appendix 7).

29. STUDENTS SENT HOME DURING THE ACADEMY DAY

29.1 Students collected by parents and carers during the Academy day, who are not ill, should be marked in the register as follows:

- If sent home prior to 14.15 (the opening of afternoon registration), the morning mark remains as present, the afternoon mark depends on the arrangement with the parent or carer.
- If the student has a Fixed Term Exclusion, the mark is 'E' and the exclusion process for Fixed Term Exclusion outlined in this policy must be followed.
- If sent home after 14.25 (the closure of afternoon registration), the student will be marked present for both sessions. The SAFE Team must ensure that the House Leader is aware of situation in case of fire or evacuation.
- The student must sign out at Student Reception. The student must print and sign their name in the signing out book and after verifying the student's identity as shown on SIMS, a member of the Academy Office will countersign the entry made by the student. Students will only be allowed to sign out with their parents' or carers' permission which should be provided in writing or by telephone. No student will be permitted to sign out without this permission.

29.2 If a parent or carer agrees to a student being sent home alone, the following must be explicitly stated to the parent or carer by the member of staff arranging for the student to return home:

- The time that the student will leave the Academy site.
- The student becomes the responsibility of the parent or carer as soon as they leave the Academy site and the Academy cannot be held responsible for anything that happens to them on the journey home.
- It is the responsibility of the parent or carer to inform the Academy if the student does not arrive home within a reasonable period of time.
- The student will sign out at Student reception in line with the requirements in 14.1 above.

APPENDIX 1: BEHAVIOUR FOR LEARNING PROTOCOL (STAGE 1)

Rationale

This is a Behavioural Management system for use by teachers in the classroom that the students can understand and all teachers can apply **consistently** when teaching. It therefore gives a structure at classroom level that is simple to use and remember. Students can understand it as it is loosely based on a sporting scenario (verbal warning/BLUES Symbol/Yellow Card/Red Card).

At the heart of the system is a series of 'consequences'. This word is useful when explaining the system to students i.e. 'if you break the rules there will be a consequence'. The emphasis is on cause and effect; the responsibility for consequence lies with the student. Certain actions, decisions and failures will lead to certain consequences so the responsibility for avoiding the consequences lies with the (potential) rule breaker. To be successful, the system must be used **consistently** by all teaching staff. It is a code and is not negotiable. Teachers are decisive and clear. Students and teachers and support staff know exactly what the position is. It is a fair system for all.

This protocol is Academy policy and must be used consistently by teachers and support staff. There are four levels of consequence:

Level 1: Verbal Warning

Action: Teacher and support staff issue a clear verbal warning to the student.

Level 2: Second Verbal Warning and Use of BLUES Symbol

Action: Teacher and support staff issue a clear second verbal warning to the student, reinforces the fact that this is a second warning and consequently, the teacher or support staff add the appropriate BLUES symbol to SIMS. Optional additional action is to move the student to a new work place within the room. The student should be warned that future misdemeanours will result in a Yellow Card.

B = Behaviour	Given to the student who: <ul style="list-style-type: none">• Persistently disrupts the learning of others• Behaves inappropriately in a lesson
L = Lack of Homework	Given to the student who: <ul style="list-style-type: none">• shows a lack of effort in producing homework• misses a Homework deadline without parental note
U = Uniform	Given to the student who: <ul style="list-style-type: none">• does not present in the correct uniform
E = Eating	Given to the student who: <ul style="list-style-type: none">• eats in class• eats in a non-eating area
S = Stationery / PE Kit	Given to the student who: <ul style="list-style-type: none">• does not bring the correct stationery equipment to the Academy• does not bring the correct PE kit without a note from parents or carers

Level 3: Yellow Card

Action: Teacher or support staff clearly tell the student they are now on a Yellow Card.

The teacher or support staff asks a trusted student to take the Yellow Card to Student Reception. The senior member of staff on duty arrives and takes the student away to the designated room. This is normally where a Head of Faculty/Subject or senior member of staff is teaching. The student subject to the Yellow Card sits in the room and completes their class work. A student subject to a Yellow Card will receive a Faculty/Subject Detention. The Head of Faculty/Subject may also decide to place the student on Faculty Intervention Report.

A third Yellow Card will result in a day's isolation in the Inclusion Centre. Every subsequent Yellow Card will result in another day's isolation. At this point, a restorative programme is initiated.

Level 4: Red Card

A Red Card is normally issued when all previous levels have been actioned and the student has not modified their behaviour or an incident is judged serious enough for the immediate removal of the student.

Action: The teacher or support staff asks a trusted student to take the Red Card to Student Reception. The senior member of staff on duty arrives and takes the student away to the Inclusion Centre. A Red Card will result in an After School Detention.

Serious issues may also result in a period of isolation, internal exclusion or an external exclusion.

An accumulation of three Red Cards in a half term period will result in a day's internal exclusion and the student will be placed on report. Every Red Card after will result in another internal exclusion. At this point, a restorative programme is initiated. Intervention Ladder will be considered.

Applying Behaviour for Learning (BFL)

An example:

A student who disrupts a class by behaving inappropriately is issued with a verbal warning. This can be used for low level disruption or inappropriate behaviour. The student should also be told that if he/she chooses to continue to misbehave, it will result in a BLUES point. If the student persists, the teacher or support staff issues a second verbal warning and records a "B" on SIMS (BLUES) and tells the student they are at 'BLUES' level and that if he/she chooses to continue to misbehave, it will result in a Yellow Card.

If the student still fails to stop the disruption, they are told they have moved to a Yellow Card. In serious cases a Red Card is issued.

Teachers or support staff may wish to note a tally on the board so that students can see exactly where they are. It is a code and is not negotiable. Teachers and support staff are decisive and clear. Students and staff know exactly what the position is. It is a fair system for all.

Some misdemeanors (e.g. aggressive language) will jump straight to a Level 3 Yellow Card or even a Level 4 Red Card (physical aggression) depending on the judgment of the teacher. It must be noted that these incidents are rare and so for most incidents, going through the sequence of consequences will correct the behaviour in class.

The system requires appropriate teacher judgment at all stages as to when to progress to the next level and as to what sanction to use.

APPENDIX 2: CODES OF CONDUCT FOR LESSONS STUDENT EXPECTATIONS

Students should:

- Wait outside the classroom in an orderly queue if the teacher has not arrived
- Know what level/grade you are currently working at in each subject.
- Have your Student Handbook/Planner out on the desk in all lessons in classrooms.
- Make every effort to achieve your expected learning outcome in every lesson.
- Be punctual to lessons and be in correct uniform.
- Actively engage in all learning activities in the lesson
- Approach all activities with a growth mindset
- Try to achieve as many PRIDE points as possible in the lesson
- Have the Basic Stationery Kit (or the required Sports Kit for PE) for each lesson.
- Be able to identify the progress you have made in each subject.
- Not eat in the classroom.
- Let the teacher teach the lesson.
- Ignore anyone who tries to disrupt your learning.
- Understand the BFL system and BLUES symbols.
- Stay focused when the teacher is talking.
- Respond positively to your own success and to that of others.
- Meet all deadlines set by the teachers.

APPENDIX 3: PROTOCOL ON THE USE OF ELECTRONIC COMMUNICATION AND SOCIAL NETWORKING FOR E-SAFETY

Attleborough Academy Norfolk is committed to safeguarding and E-Safety. It is recognised that the use of technology has greyed the barriers between home and the Academy. Whilst trying to embrace new technologies for learning, the following has been agreed in order to protect and support our students and staff.

Scope

Electronic communication such as:

- Social networking
- Email
- Mobile technologies such as SMS, MMS
- Forums

Introduction

Electronic communication by chat/messaging and all types of Social Networking (such as facebook, flickr, Instagram, MSN, Tumblr, Snapchat, Twitter, WhatsApp etc.) are an inevitable part of many students' everyday lives. It is recognised that for the vast majority, these sites and technologies are used in a proper and respectful manner.

Protocol

This protocol is made to deal with those instances where electronic communication has been used inappropriately, in order to ensure a transparent and consistent approach.

This protocol aims to ensure that all students and staff are free to work in a safe environment where learning is central and not undermined.

Accordingly, any case of offensive, harmful, libelous or otherwise inappropriate postings/messages using any form of electronic communication which is directed towards any student, employee or Governor within the Academy community or the Academy itself will be treated as a very serious matter. In any such instance, the Academy will trigger its discipline/behaviour policy, putting the student responsible for the communication at risk of fixed term or permanent exclusion.

Additionally, external agencies such as the police may be called in to investigate the incident or to protect others. In serious cases where a crime has been considered to have been committed, prosecution of the individual student responsible could result.

Any questions or concerns relating to this agreement should be directed in the first instance to the Principal of the Academy.

APPENDIX 4: ATTITUDE TO LEARNING ASSESSMENT CRITERIA

Attitude to Learning (ATL) Student Assessment Grid

(to be used in conjunction with the classroom expectations protocol)

	Expert Learner (1)	Advanced Learner (2)	Developing Learner (3)	Potential Learner (4)
PFL (Prepared For Learning)	Fully prepared for learning	Prepared with pen, pencil and homework	Prepared with pen and pencil	Unprepared for learning
Effort and Determination	Excellent effort given for lessons	Good effort given throughout lessons	Needs to be reminded to maintain effort	Poor effort for all or part of the lessons
Participation and Engagement	Plays a full part in all parts of lessons	Contributes to lessons	Makes some contribution and is able to answer questions	Does not contribute in lessons
Concentration	Full concentration given in all tasks	Concentration without disruption	Needs reminding about concentration	Poor concentration
Respect	Friendly and polite at all times, is helpful to others in the lesson	Is friendly and polite at all times	Is mostly friendly and polite	Needs to address lack of politeness at times
Team working	Always works effectively as a team player	Works well in teams	Can work well with others	Has difficulty working with others
Independent learning	Able to complete tasks independently	Completes tasks with minimal assistance	Needs teacher support and encouragement	Rarely works independently
Thirst for knowledge	Is always active, enquiring and interested	Is mostly active, enquiring and interested	Is sometimes active, enquiring and interested	Is rarely active, enquiring and interested
Presentation	Work in book is presented to a very high standard and up to date	Work in book is neatly presented and up to date	Work in book is neatly presented but with some gaps/feedback from teacher incomplete	Work in book is poorly presented and incomplete.
Homework	Homework completed to a high standard	Homework completed well	Some homework completed	Homework not completed
Reflective	Understands fully how to improve work	Can identify ways to improve own learning	Is able to assess own learning	Does not evaluate own learning
Target Grades	Meets target level/targets set out in learning outcomes	Meets most of the learning outcomes	Meets some of the learning outcomes	Meets no learning outcomes
Quality of Work (Excellence)	Work can be used as an example to others	Work completed well	Work completed	Work poorly completed

APPENDIX 5: ON REPORT PROTOCOL (STAGE 2)

Designation

Students will be identified by the Student Support team using the “Growth Profile” Students are colour coded. Red is a serious concern, amber is a cause for concern, green is good and blue is excellent using a variety of different criteria of BLUES, Isolations, Internal Exclusions, External Exclusions, the students Attitude to Learning, Attendance, Late to Registration and Late to Lessons.

- Form tutors will congratulate and boost students colour coded Purple, they will monitor the Greens and place on the green report for certain criteria/s if felt necessary.
- House Leaders will monitor and where appropriate, place those students that are colour-coded amber on to the amber report
- The SAFE Team will monitor and place students that are coded red onto the red report and where necessary, initiate the Intervention Ladder for the criteria/s.

These students stay being helped and monitored for the following half term until the Growth Profile” is rerun. This ensures that no student goes under the radar and is supported with their progress at all levels.

Communication

There is a regular meeting of the Student Support Team to discuss issues and cause for concern students. There is a regular meeting between Form Tutors and House Leaders.

Time Span

On Report	Will be dependent on which type of report is applicable
Behaviour	For up to six weeks
Late/Attendance	For two weeks (minimum)
Uniform	For two weeks (minimum)
Achievement	For up to six weeks
Homework	For two weeks (minimum)
Stationery	For two weeks (minimum)

Report Colours

Depending on who the student is on report to determines the colour of the report:

Green	Form Tutor
Amber	House Leader
Red	SAFE Team

Impact

If the student does not achieve the set targets they will move colour on the “Growth Profile” and if the behaviour persists they may be put onto the Intervention Ladder.

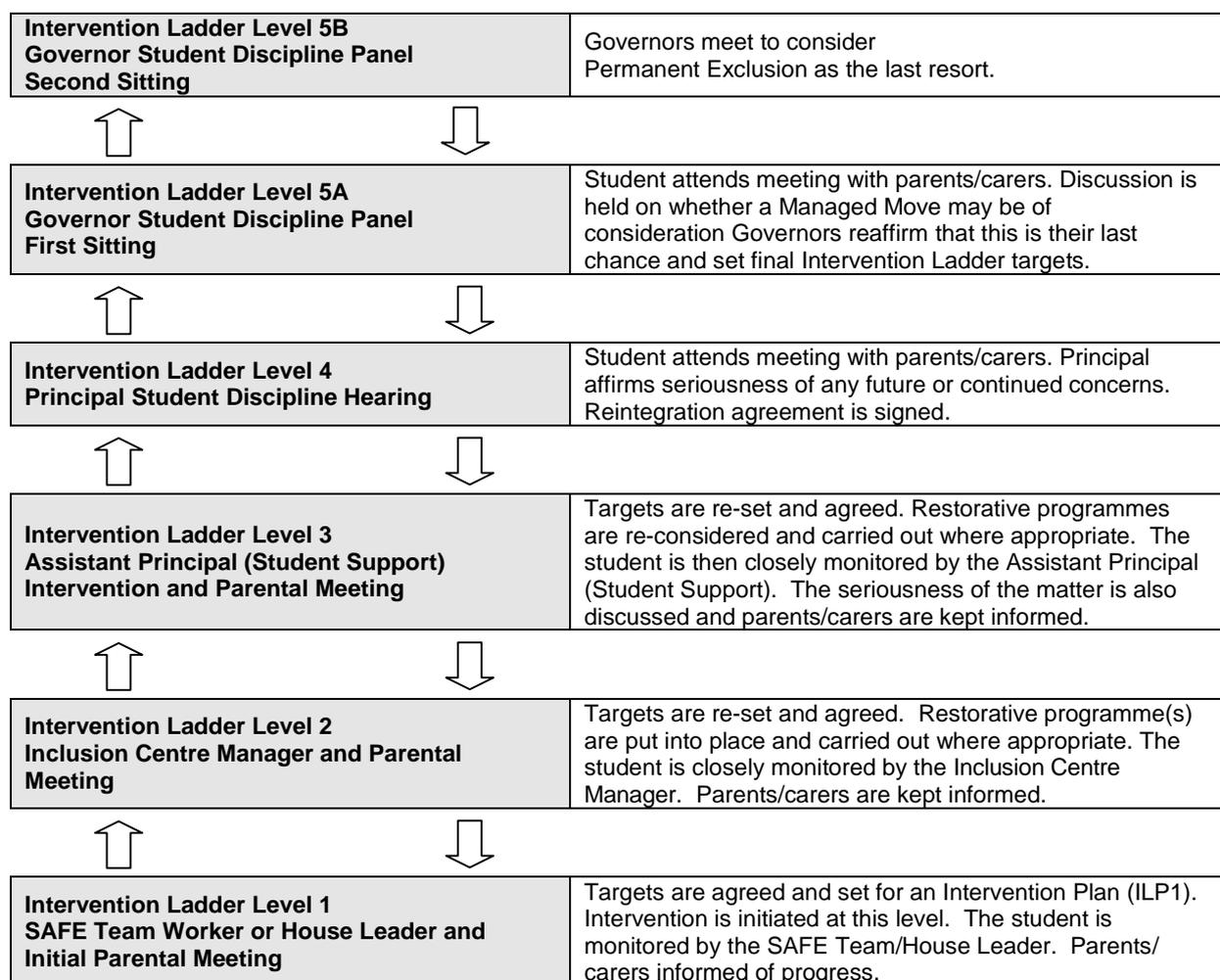
APPENDIX 6: INTERVENTION LADDER (STAGE THREE)

Designation

A student who is put on the Intervention Ladder will attend an initial meeting of the Intervention Panel with their parents or carers. Issues concerning the student's position on the "Growth Profile" and failure to respond to being 'On Report' are discussed. The process of the Intervention Ladder will be explained together with the severity of the situation. The meeting will still go ahead with the student and Academy staff if attempts to engage the parents or carers have failed.

There are five levels of the Intervention Ladder resulting ultimately, if necessary, in the student appearing before the Governors' Student Discipline Panel.

There is a staged 'ladder' system for students whose cause for concern is persistent. This means that if students go up this ladder system, they must have proven that they have improved for them to ultimately come back down through the stages and off the ladder.



Time span

Intervention Ladder Levels 1 to Level 3 will be for a maximum period of four weeks with a review at the end of each period this can be extended at the discretion of the Intervention Ladder lead. A student may only reach Intervention Ladder Level 3 and Level 4 twice before being automatically transferred up to the next level.

The first sitting of the Governors' Student Discipline Panel at Intervention Ladder 5A may, in the most serious cases, move the process directly to a Managed Move or Permanent Exclusion.

Impact

If the student does not achieve targets, the student moves up the ladder. If the student achieves targets they move back down one stage.

APPENDIX 7: AAN EXCLUSION PROCESS PROTOCOL

1. AIMS OF THE PROTOCOL

- 1.1 The aim of this protocol is to give clear guidance to parents and carers, staff and stakeholders on the expectations and practice of the Academy with respect to student exclusions.

2. SCOPE OF AUTHORITY

- 2.1 Only the Principal (or the Deputy Principal in his absence) has the authority to make the decision to exclude a student. The authority of the Principal in terms of this policy covers the school site and also extends to the immediate vicinity of the Academy (50 metres). The Principal's authority is also in operation when students are on educational visits/trips. The Principal will ensure that staff receive appropriate training and support in order to operate the behavioural management systems which lead to the possibility of exclusion and that the statutory guidelines in place regarding exclusions are applied. Ultimately, and only once all procedures have been followed, the Principal will address the possibility of excluding a student with the Local Governing Body.
- 2.2 Exclusions are governed by guidance from the Department for Education and the Academy follows that guidance.

3. EXCLUSION PROCESSES

- 3.1 Academy Centred Fixed Term Internal Exclusions (ACFTIE) Process**
ACFTIE can be requested by the SAFE Team or Heads of Faculty/Subject Leader. However, they must be approved by a member of the Leadership Team. Standing authorisation is given to the Inclusion Centre Manager for those that result from non-attendance at an After School Detention. In every case, Parents must be informed by letter within **twenty four hours** of the granting of an exclusion. They are also informed by telephone immediately. In the telephone call we will check the current email address that we hold and an encrypted copy of the letter will be sent via this on the day of the exclusion. Parents will be informed of the password for encryption in the telephone call.

The following process should be followed:

1. Person requesting an ACFTIE to speak with Inclusion Centre Manager.
2. Inclusion Centre Manager to clarify with relevant Leadership Team member.
3. SAFE Team to contact home and explain reason.
4. SAFE Team to record ACFTIE in SIMS Behaviour Log.
5. Information to be shared with House Leader/Form Tutor via email.
6. SAFE Team shares information so that the register is marked accordingly.

4.2 Fixed Term Exclusion (FTE) Process

A Fixed Term Exclusion can be only be requested by the Inclusion Centre Manager or a member of the Leadership Team. A Fixed Term Exclusion can only be authorised by the Principal (or the Deputy Principal in his absence). Fixed Term Exclusions should not exceed three days in normal circumstances. In every case, Parents must be informed by letter within **twenty four hours** of the granting of an Exclusion. They are also informed by telephone immediately. In the telephone call we will check the current email address that we hold and an encrypted copy of the letter will be sent via this on the day of the exclusion. Parents will be informed of the password for encryption in the telephone call.

The following process should be applied:

1. Person requesting Fixed Term Exclusion to gain approval from the Principal (or Deputy Principal if the Principal is absent).
2. Inclusion Centre Manager ensures letters are dispatched.
3. Inclusion Centre Manager checks number of days exclusion that term and investigates further if over five days.
4. Principal's PA checks letter to be dispatched.
5. SAFE Worker contact home and explain reason for the Fixed Term Exclusion.
6. SAFE Team ensures exclusion information is recorded in SIMS.
7. SAFE Team ensures exclusion information to be dispatched to Local Authority and Chair of the Local Governing Body.
8. SAFE Team arranges Student Reintegration Meeting.
9. SAFE Team ensures information is shared with the House Leader/Form Tutor via email.

4.3 Permanent Exclusion (PEX)

Permanent Exclusion is governed by guidance from the Department for Education and the Academy follows that guidance. This includes the administration of any appeals and appointment of Independent Review Panels. The latest guidance is at:

http://dera.ioe.ac.uk/21549/1/Exclusion_Guidance_-_January_2015.pdf

The Principal will address the possibility of permanently excluding a student with the Local Governing Body.

There are a limited number of occasions when the Academy may choose to use Permanent Exclusion as the result of a single incident. The following list provides guidance but should not be considered exhaustive:

- The possession, use or dealing of drugs on the Academy site
- Suspected possession of anything that can be classed as a weapon
- Physical assault on a member of staff
- Severe physical assault on another student
- Serious threat of assault to another student or member of staff
- Theft from the Academy premises

- Persistent disruptive behaviour
- Persistent and determined breaches of the Academy's rules
- Unacceptable and overt challenge to the Principal's authority

4.4 Combination Exclusions

Where an exclusion contains a period of external Fixed Term Exclusion as well as a period of Academy Centred Fixed Term Exclusion then **both** the above procedures must be followed. Both letters should be dispatched together.

Only one phone call home is required. Both the Fixed Term Exclusion and the Academy Centred Fixed Term Exclusion should be recorded in the appropriate areas of SIMS.

6. REINTEGRATION MEETINGS AND FOLLOW-UP

6.1 For all exclusions, a reintegration meeting will be arranged in order to assess that the student understands the reason for the exclusion, and to assess whether the student requires further support.

6.2 Where exclusions are for two days or less:

- Parents or carers will be invited to attend the reintegration meeting.
- If the exclusion is first instance for the student, the reintegration meeting will normally be with the Inclusion Centre Manager and Assistant Principal (Student Support). The student will go on report if appropriate.
- If the exclusion is second instance for the student, the reintegration meeting will normally be with the Inclusion Centre Manager, Assistant Principal (Student Support), and Deputy Principal. The student will normally move to the Intervention Ladder.
- If the exclusion is the third instance for the student, the reintegration meeting will normally be with the Principal and Governors' Student Discipline Panel, in accordance with the Intervention Ladder. Parents/carers are required to attend.
- However, if incidents causing exclusion are extremely serious, this process can be escalated without going through each stage.

6.3 Where exclusions are for more than two but less than six days:

- Parents or carers will be invited to attend the reintegration meeting.
- The reintegration meeting will normally be with the Inclusion Centre Manager, Assistant Principal (Student Support), and the Principal.
- If the exclusion is the third or more instance for the student, the reintegration meeting will normally be with the Principal and Governors' Student Discipline Panel, in accordance with the Intervention Ladder. Parents/carers are required to attend.
- However, if incidents causing exclusion are extremely serious, this process can be escalated without going through each stage.

6.4 Where exclusions are for more than five days:

- Parents or carers will be required to attend the reintegration meeting.
- The reintegration meeting will normally be with the Governors' Student Discipline Panel.

7. ARRANGEMENTS FOR MONITORING AND EVALUATION

7.1 The Governing Body will evaluate the impact of this policy through receiving data analysed by year group, gender and ethnicity on the number and range of Fixed Term and Permanent Exclusions each term together with the reasons. It will encourage debate about the relevance and effectiveness of the Academy's behaviour management strategies, including the involvement of students, parents and carers in forming policy.