

# Student Behaviour and Discipline Policy

<b>Policy Holder:</b>	Simon Davies
<b>Approval Board:</b>	Norfolk Academies
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	<small>The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.</small>
<b>Legislation or regulation:</b>	Independent School Standards Regulations (Schedule 1 Part 3 Paragraph 9)

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## **SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT**

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- 1.1 Norfolk Academies are intrinsically interested in every young person we have responsibility for and therefore, we recognise the importance of effective behavioural support for students. A culture of respect will be actively promoted with every individual valued. A wrap-around programme of student support, with effective pastoral and support systems based on a house system and year groups, is a model that we promote.
- 1.2 We are committed to listening to and responding to the needs of students, parents, staff and the wider community. Students will have a clear voice in each establishment within Norfolk Academies' decision making processes and will be involved in all aspects of Academy life.
- 1.3 We acknowledge that the support of parents and carers is essential to the success of students. A strong link with parents and carers is encouraged and their support actively fostered.
- 1.4 In terms of student behaviour and discipline, Norfolk Academies works to the following principles:
  - Each young person is of equal value and potential and must be treated fairly, encouraged by adults and praised for their success.
  - The curriculum, qualifications and teaching methods must ensure equality of opportunity, attention to individuals and their needs and the maximisation of achievement and success.
  - Young people with Special Educational Needs must be fully supported to achieve success.
  - High quality teaching and learning and an outstanding curriculum closely matched to needs and aspirations is at the heart of ensuring the commitment of young people and therefore, improved behaviour and discipline.
  - Excellent standards of behaviour are to be insisted upon, but also explicitly taught and students supported to understand the impact of their actions upon learning.
  - Expectations of behaviour and discipline must be made clear in all Academy practices and systems for praise and sanctions must be common sense, fair and understandable to all.
  - Clear agreements must exist between each Academy and every family to make plain expectations of one another and to provide the foundation for excellent communication throughout the family's time with the Academy.
  - Bullying of any kind has no place in our family of Academies and we will work with both victims and perpetrators and their families to prevent further incidences and educate those involved about the harm bullying can cause.
  - Where things go wrong due to poor behaviour, we will use restorative approaches wherever possible to ensure that all involved learn from the incident(s), harm is repaired and relationships rebuilt.
  - An inclusive approach will be taken wherever possible to avoid exclusion, though such sanctions will be used where necessary for the safety, wellbeing and success of others.

- Safe and respectful behaviour and high standards of uniform and appearance are all foundations of success in our Academies.

## **SECTION 2: SCOPE**

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2.1 This is a Norfolk Academies Statutory Policy for Attleborough Academy Norfolk. As such, it provides the policy to be followed at the Academy.

## **SECTION 3: LEGAL REQUIREMENTS**

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3.1 This policy is required by the Department for Education (DfE) and falls into the category of:

*A. Statutory policies required by Education Legislation*

## **SECTION 4: POLICY**

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### **4.1 Introduction**

4.1.1 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.

4.1.2 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.

### **4.2 Aims and Objectives**

4.2.1 This policy 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.

### **4.3 Classroom Routines**

4.3.1 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.

#### **4.4 Codes of Conduct for Lessons**

4.4.1 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).

#### **4.5 Rewards**

##### **4.5.1 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.

##### **4.5.2 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 its contributory factors (i.e. effort, commitment, resilience etc.) through the Academic (Subject) areas.

##### **4.5.3 Types of Reward**

###### **PRIDE Symbols**

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

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

- The Academy will reward those individuals in each year group who consistently achieve outstandingly in each of 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.
- Purple Leagues are produced at the beginning of each term and show outstanding behaviour, attitude to learning and progress 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 Purple 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 Purple 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” and “Well Done” Postcards**

Postcards with 'AAN is Proud of You' are awarded to the highest achievers in the PRIDE points by Progress Leaders. They are acknowledged in weekly House Assemblies. These postcards are also available for Senior Leaders, Heads of Faculty, Subject Leaders or Progress Leaders to give when students have represented the Academy admirably. Postcards with 'Well Done' are also sent to students with outstanding or good behaviour, attendance and attitude to learning.

#### **Attendance Rewards**

Good attendance will be rewarded with certificates as part of the Growth Profile half termly. The top form in the Academy is awarded the weekly 'Top Dog' prize. At the end of the Academy year, badges will be given to individual students with 100% attendance for the year.

#### **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. Additionally, some subjects may also wish to award subject certificates to those students who did not receive a Subject Commendation Badge.

#### **Key Stage Commendations (Purple Star Badge)**

Students will be rewarded with commendations in their respective Key Stages for exceptional work and achievement.

#### **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)**

Presentation Evening is the main public event to acknowledge the success of Main Academy students from the past academic year. Individual subject prizes are awarded for students who have been the most outstanding in each PRIDE category in their year group. 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.

### **Purple Book**

A member of senior staff who is On Call, visits the classrooms where Year 10 and Year 11 students are being taught on a daily basis and records in the Purple Book the names of those 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.

For Year 10, the two students accumulating the most Purple Book entries are rewarded with a voucher. For Year 11, the two students accumulating the most Purple Book entries over the academic year (male and female) are rewarded with free Prom tickets.

### **Sixth Form Rewards**

Merits and Distinctions will be awarded to Sixth Form students to recognise achievements and positive contributions to Sixth Form/Academy life. Additionally, individual teachers can reward Sixth Form students by giving them 'coffee tokens' for outstanding work.

### **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 former Year 13 students.

#### 4.5.4 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.

### **4.6 Managing Behaviour: Behaviour for Learning (BFL)**

- 4.6.1 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.
- 4.6.2 The BFL management system is designed to complement and support the individual skills of each member of staff with regard to student management.
- 4.6.3 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.
- 4.6.4 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.
- 4.6.5 In the first instance, the class teacher has the best understanding of what has happened and will be responsible for dealing with that student.

4.6.6 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.

4.6.7 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 Student Support Team), keeping the student back at the end of the lesson (where this will not inconvenience later lessons or cause the student to miss the school bus) or contacting the Student Support Team.

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

4.6.9 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 Inclusion Centre to which they have been sent. A lunchtime detention will be given as a result of being Yellow Carded.

4.6.10 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 Student Support 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 Student Support Mentor 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.

The student will also have an after school detention.

4.6.11 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.

#### **4.7 Removing Students from Lesson**

4.7.1 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 Student Support 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.

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

#### **4.8 Communication with the Inclusion Centre: Yellow and Red Cards**

4.8.1 It is essential that the Inclusion Centre receive a completed 'Red Card' through the Virtual Staff Room (VSR) as soon as possible when a member of staff issues a Yellow or and Red Card to a student. The Student Support Team needs as much information as possible to be able to deal appropriately with the student.

#### **4.9 Parent Portal**

4.9.1 The Groupcall Xpressions App allows parents and carers to sign in securely in order to view the current status of attendance and BLUES symbols along with the progress and achievement for their son or daughter.

#### **4.10 Anti-Bullying**

- 4.10.1 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 Student Support Team. The Student Support Team will interview all concerned and will deal with the incident.
- 4.10.2 Relevant staff will be kept informed. Parents and carers will also be kept informed.
- 4.10.3 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.

#### **4.11 ICT Acceptable Use Policy**

- 4.11.1 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.

#### **4.12 Inappropriate Use of Electronic Communication and Social Networking for E-Safety**

- 4.12.1 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.

#### **4.13 Academy Uniform**

- 4.13.1 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.

Item of Uniform/Clothing	Requirement
<b>Blazer</b>	The Academy blazer should be worn at all times 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 need to ask their supervising teacher's permission to remove a blazer in class.
<b>Shirt</b>	Plain white, long sleeved 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.
<b>Ties</b>  <i>Ties are to be purchased from the Academy Office</i>	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. 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.
<b>Overcoats</b>	Outdoor coats can be worn <b>only</b> over the Academy blazer. No outdoor coat should be worn in rooms and should be removed on entering the buildings. Outdoor coats can be worn in corridors if students are moving between buildings. 'Hoodie' style garments (sweatshirt material) are inappropriate for the Academy and are not considered to be overcoats. If students are wearing a hoodie, it will be confiscated.
<b>Sweaters and Cardigans</b>	All jumpers and cardigans should be plain black and 'V' neck - no patterns, logos, hoods or round necks as they will be confiscated.
<b>Hats and Scarves</b>	Hats and scarves may <b>only</b> be worn outside and removed immediately inside any building. <i>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.</i>
<b>Trousers</b>	Students are expected to wear traditional tailored trousers, worn to the ankle and plain black.
<b>Skirts</b>	Students in Years 7, 8, 9 and 10 are only allowed to wear the 'Attleborough Logo Skirt', available from Stevensons. This skirt has the Academy logo and the skirt should be worn touching the knee. Whilst we highly recommend parents and carers of students in Year 11 to follow suit, students who are not wearing the 'Attleborough Logo Skirt' should wear a skirt that <b>must</b> be plain black and touching the knee.
<b>Socks/Tights (worn with a skirt)</b>	Socks must be plain and not brightly coloured. Tights must be black or natural with no patterns.
<b>Shoes</b>	Shoes should be plain black and flat and worn at all times. Trainers are only to be worn in PE but can also be worn on the playground at break times and lunchtimes. Boots may be worn to and from the Academy but should be removed on arrival (please see 'adverse weather' arrangements).
<b>Belts</b>	Should be plain black and narrow, attached to trousers or skirts (through belt loops).
<b>Undershirts</b>	May be worn but must not be visible in any way (colour/arm length/logos etc).

**Form Tutors will check daily to adjudicate on questionable items of uniform.**

## Jewellery

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

- One pair of 'stud' earrings
- One watch
- One additional wrist band (bracelet/charity band etc)
- One small ring
- Necklaces should not be visible
- No body or facial piercings

## Make-Up

Any make-up, should be discreet. Nail varnish will need to be removed in Catering lessons.

## Hair

- Extreme hair-styles are not permitted
- No extreme colours are permitted

## Personal Protective Equipment (PPE)

Students are required to wear PPE where appropriate and when instructed to.

## Summer Uniform

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

- Only a blue polo shirt (with sleeves rolled down at all times) with the Academy logo may be worn instead of a shirt, tie and blazer.
- If students choose to remain wearing the Academy shirt, tie and blazer the requirements are as above although wearing the blazer is optional.
- 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, boots will be acceptable but must be changed once on site.

PE Kit List	
<b>Boys' Compulsory PE Kit:</b> 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	<b>Girls' Compulsory PE Kit:</b> 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
<b>Boys' Additional PE Kit Items:</b> Navy blue tracksuit bottoms (Academy supplier) or plain tracksuit Navy AAN fleece (Academy supplier) or plain navy sweatshirt	<b>Girls' Additional PE Kit Items:</b> Navy blue skort (Academy supplier) Navy blue tracksuit bottoms (Academy supplier) or plain tracksuit Navy AAN fleece (Academy supplier) or plain navy sweatshirt
<b>Please note that for some items, you will need to know the name of the 'House' your child is in.</b>	

**All clothing and equipment should be clearly marked with the owner's name.**

## **Physical Education Requirements**

No jewellery may be worn in PE lessons and all piercings must be removed.

- 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.

## **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.

#### **4.14 Confiscating Items of Non-Academy Uniform**

4.14.1 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.

4.14.2 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.

4.14.3 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.

4.14.4 Hairstyles should not be extreme.

4.14.5 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 Catering lessons.

4.14.6 The Academy reserves the right to ask students to borrow items of uniform that are worn incorrectly or not at all. Non-compliance with this will result in the behaviour system being used.

#### **4.15 Personal Audio Devices**

4.15.1 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.

4.15.2 The use of personal audio devices outside of lessons is forbidden and such items will be confiscated if seen.

#### **4.16 Mobile Phones**

4.16.1 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.

4.16.2 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.

- 4.16.3 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.
- 4.16.4 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.
- 4.16.5 Misuse of a mobile phone in the 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.
- 4.16.6 If a mobile phone is confiscated from a student the following procedures will take place:

**First instance**

The phone can be picked up by the student at the end of the day.

**Second instance**

As above with a call home.

**Third instance**

Student will hand their phone in to the Student Support Team at the start of the day and pick it up at the end of the day for a week's duration.

**Fourth instance**

As above but for duration of the remainder of the half term.

- 4.16.7 All students who have their mobile phone confiscated will receive a B (BLUES) on the behaviour system.

## **4.17 Lunchtimes**

- 4.17.1 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 Formers who leave the site have to sign out in the Sixth Form Block.

Sixth Form students are permitted to leave the Academy in the afternoon if they do not have lessons. The students must sign out/sign in at Student Reception accordingly.

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

4.17.3 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.

#### **4.18 Litter**

4.18.1 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.

#### **4.19 Assemblies**

4.19.1 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 Main Hall. Bags should be carried into the assembly area or left in the locker areas. Staff should position themselves equally around the assembly area to ensure students are well supervised.

#### **4.20 Student Handbook/Planner**

4.20.1 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.

4.20.2 Form Tutors are expected to check 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.

4.20.3 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.

#### **4.21 Playing Field**

4.21.1 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.

#### **4.22 Out of Bounds**

4.22.1 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 4.21.1 for Autumn and Spring Term ruling.

##### **Behind the David Bartram Building and Mobiles**

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

##### **Behind the Maths Block**

At break and at lunchtime.

## **4.23 Pastoral System: Rationale**

### **4.23.1 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. Competitions encourage a competitive spirit and loyalty towards the House. This is the Academy Olympiad.

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. Prefects (Year 10) will have a specific role within this and act as the role model leaders. Year 11 students will be in Gold Groups for form time to access additional core subject intervention.

### **4.23.2 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.
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' (RAG-P Pro).
11. Monitor students' uniform on a daily basis.
12. Contact a student's home on relevant issues (e.g. incorrect uniform).

## **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, issuing uniform passes and following the uniform flow chart;
- 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 with incorrect uniform must be given a uniform pass. 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. Any student arriving after 08.40 has to report to Student Reception. First lateness will lead to a warning. Subsequent lateness will lead to detention.

There is a rota of form time activities which is decided by the Key Stage Directors at the beginning of the year. Form Tutors are expected to follow these activities in consultation with the Progress Leaders. Form Tutors must always check and read out any relevant notices from the register, the VSR 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.

There is a thought for the day on the VSR which can serve a reflection. Form Tutors are responsible for their tutees during form time and therefore, if any student is permitted to leave the form room during form time, the Form Tutor must sign to confirm their permission in the student's Handbook/Planner. The student must take their Student Handbook/Planner with them when leaving form time otherwise they may well be sent back.

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

#### 4.23.3 **House System**

Students are taught in year groups and their Progress Leader is responsible for creating and maintaining positive Attitudes to Learning (AtL) and creating a strong work ethic.

Progress Leaders are also responsible for a House within which the form groups operate. They encourage collegiality and loyalty to the House. A member of the Leadership Team is attached to each House.

#### 4.24 **Academy Behaviour Management Stages**

- 4.24.1 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 Pro'.

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 a Student Support Mentor or Form Tutor with and their parents or carers. If parents or carers decline to attend this meeting, the meeting will go ahead and the minutes are sent out to the parents or carers, so they are aware of the seriousness of the matter. 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 Progress Leader.

The next stage will involve the Key Stage Director.

The next stage will involve the Assistant Principal (Student Support) or Student Support Manager.

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

If the behaviour is still not modified, the student will need to meet the Academy Council (Governor) Student Discipline Panel.

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 second meeting with the Governors (please see Appendix 6).

## **4.25 Detentions**

4.25.1 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 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 an 'L' symbol (lack of inadequate homework).

### **After School Detention**

This is operated three times per week and takes place for forty-five minutes after school. Students who have failed to attend a Lunchtime 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 or at lunchtime. Failure to attend results in escalation to Level 2.
- Level 2** 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 Wednesday, Thursday and Friday and are recorded on SIMS. Detentions are set for forty-five minutes. Parents and carers are informed by a text message and email from GroupCall.
- 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.

### **4.26 Exclusions**

- 4.26.1 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:

#### **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.

### **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.

### **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

### **Changes to Exclusion Guidance November 2017**

Schools cannot extend a fixed-term exclusion, or convert it into a permanent one. Instead, if a longer exclusion is required, they must issue a new fixed term or permanent exclusion to begin immediately after the first one ends.

## **4.27 Reintegration Meeting and Follow-Up**

- 4.27.1 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.
- 4.27.2 Different types of exclusion require a different level of reintegration meeting to be arranged (please see Appendix 7).

## **4.28 Students Sent Home During the Academy Day**

- 4.28.1 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 12.30 (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 12.40 (the closure of afternoon registration), the student will be marked present for Period 4 and absent for Period 5.
  - 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 and enter this information onto the SIMS communication log. 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.

4.28.2 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 4.28.1 above.

## APPENDIX 1: BEHAVIOUR FOR LEARNING PROTOCOL

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### 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: A staff member issues a clear second verbal warning to the student, reinforces the fact that this is a second warning and consequently, the staff member 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 misdemeanors will result in a Yellow Card.*

<b>B = Behaviour</b>	Given to the student who: <ul style="list-style-type: none"><li>persistently disrupts the learning of others</li><li>behaves inappropriately in a lesson</li><li>when a staff member confiscates a mobile phone</li></ul>
<b>L = Lack of Homework</b>	Given to the student who: <ul style="list-style-type: none"><li>shows a lack of effort in producing homework</li><li>misses a Homework deadline without parental note</li></ul>
<b>U = Uniform</b>	Given to the student who: <ul style="list-style-type: none"><li>does not present in the correct uniform without a uniform pass</li></ul>
<b>E = Lack of Engagement</b>	Given to the student who: <ul style="list-style-type: none"><li>shows a lack of engagement in class</li><li>shows a lack of effort in producing work</li></ul>
<b>S = Stationery / PE Kit</b>	Given to the student who: <ul style="list-style-type: none"><li>does not bring the correct stationery equipment to the Academy</li><li>does not bring the correct PE kit without a note from parents or carers</li></ul>

### **Level 3: Yellow Card**

*Action: A staff member clearly tells the student they are now on a Yellow Card.*

*A staff member asks a trusted student to take the Yellow Card to Student Reception. The senior member of staff on duty arrives and takes the student with their work away to the Inclusion Centre. A student subject to a Yellow Card will receive a Lunchtime Detention.*

*A third Yellow Card in a half term 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: A staff member 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. 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, a staff member 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.

A staff member 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 member of staff in charge. 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 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**

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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**

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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 Media and App usage 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.

### **Dealing with Cyber Bullying**

If cyber bullying takes place in the Academy, this will be dealt with in the same way as any other form of bullying in line with the Academy's Anti-Bullying Policy. Bullying is not acceptable.

Responses could include the confiscation of a mobile phone or other relevant technology; exclusion from social time; other sanctions including exclusion from the Academy.

If cyber bullying is happening outside the Academy e.g. texts, calls, or social networking communication, then it would still be helpful for the Academy to be aware. We would, if those involved are known/suspected, contact the parents of other children and let them know what has been alleged. We would also explain that cyber bullying is a form of harassment and thus a matter that can be passed to the police. The police would be the correct contact for concerns of ongoing harassment when children are out of school and in the care of their parents or carers.

### **Preventing Cyber Bullying**

This is a matter which the Academy takes very seriously and thus we educate students about the damaging effects of this type of behaviour. Bullying and cyber bullying are covered in LIFE (PSHE), English and Drama lessons and is a subject for assemblies and circle time during the year.

## APPENDIX 4: ATTITUDE TO LEARNING ASSESSMENT CRITERIA

### Attitude to Learning (ATL) Student Assessment Grid

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

	<b>Expert Learner (1) ALWAYS (without prompting)</b>	<b>Advanced Learner (2) MAJORITY</b>	<b>Developing Learner (3) HIT AND MISS</b>	<b>Potential Learner (4) RARELY OR NEVER</b>
<b>PFL (Prepared for Learning)</b>	Fully prepared for learning, with all the correct equipment out, in <b>every</b> lesson, without prompting.	Fully prepared for learning, with all the correct equipment out, in <b>most</b> lessons, may need prompting.	Fully prepared for learning, with all the correct equipment out, in <b>some</b> lessons, may need prompting.	Unprepared for learning.
<b>Effort and Determination</b>	Maximum effort and determination given for <b>every</b> lesson.	Good effort and determination given for <b>most</b> lessons.	Effort and determination not sustained in <b>some</b> lessons.	Poor effort and determination in lessons.
<b>Participation</b>	Actively participates in all parts of <b>every</b> lesson.	Actively participates in <b>most</b> lessons.	Actively participates in <b>some</b> lessons.	Does not actively participate in any lessons.
<b>Concentration and Engagement</b>	Concentrates and is engaged fully in <b>every</b> lesson without disrupting.	Concentrates and is engaged fully in <b>most</b> lessons without disrupting.	Concentrates and is engaged fully in <b>some</b> lessons, making a few disruptions.	Poor concentration, engagement and can be disruptive.
<b>Respect</b>	Friendly, polite, respectful and helpful to others in <b>every</b> lesson.	Friendly, polite, respectful and helpful to others in <b>most</b> lessons.	Friendly, polite, respectful and helpful to others in <b>some</b> lessons.	Is disrespectful regularly.
<b>Team Working</b>	<b>Always</b> works effectively as a team player.	<b>Mostly</b> , works well in teams.	<b>Sometimes</b> works well with others.	Has difficulty working with others.
<b>Independent Learning</b>	<b>Always</b> able to complete tasks independently when required; <b>Always</b> acts on follow up feedback work; <b>Always</b> asks for extension work.	<b>Mostly</b> , able to complete tasks independently when required; <b>Mostly</b> , acts on follow up feedback work; <b>Sometimes</b> asks for extension work.	<b>Sometimes</b> needs teacher support and encouragement to complete tasks; <b>Sometimes</b> needs reminding to complete follow up feedback work.	<b>Rarely</b> works independently or completes follow up feedback work.
<b>Thirst for Knowledge</b>	Is <b>always</b> active, enquiring and interested.	Is <b>mostly</b> active, enquiring and interested.	Is <b>sometimes</b> active, enquiring and interested.	Is <b>rarely</b> active, enquiring and interested.
<b>Presentation</b>	Work in book is <b>always</b> presented to a very high standard and <b>always</b> up to date.	Work in book is <b>mostly</b> well presented and <b>mostly</b> up to date.	<b>Some</b> work in book is well presented but not as fully up to date as it should be.	Work in book is poorly presented and incomplete.
<b>Homework</b>	Homework, when set, is <b>always</b> completed on time, and is of an <b>exceptional</b> standard.	Homework, when set, is <b>always</b> completed on time, and is of a <b>high</b> standard.	Homework, when set, is <b>always</b> completed on time, but is <b>sometimes</b> incomplete or inadequate.	Homework is <b>rarely</b> completed on time and/or is mostly inadequate.
<b>Reflective</b>	<b>Always</b> understands fully how to improve work.	Can <b>mostly</b> identify ways to improve own learning.	Can <b>sometimes</b> identify ways to improve own learning.	Does not or <b>rarely</b> evaluate own learning.
<b>Target Grades</b>	<b>Exceeds</b> all target level/targets set out in learning outcomes.	Meets <b>most</b> target level/targets set out in learning outcomes.	Meets <b>some</b> of target level/targets set out in learning outcomes.	<b>Rarely or never</b> meets the target level/targets set out in learning outcomes.
<b>Quality of Work (Excellence)</b>	Work is <b>always</b> of a high quality and can be used as an example to others.	Work is completed well <b>most</b> of the time.	Work completed well <b>sometimes</b> .	Work <b>rarely or never</b> completed well.

## APPENDIX 5: ON REPORT PROTOCOL

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### 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 purple is excellent using a variety of different criteria including BLUES, Isolations, Internal Exclusions, External Exclusions, the students Attitude to Learning, Attendance, Late to Registration and Late to Lessons. Additionally, progress has been added as a measure.

- Reading and spelling ages and PASS survey response are on the RAG- P Pro for analysis only, are not used as part of the student RAG rating.
- 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.
- Progress Leaders will monitor and where appropriate, place those students that are colour coded amber onto the Amber Report.
- The Student Support 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 re-run. This ensures that no student goes under the radar and is supported with their progress at all levels.

### Communication

There are weekly meetings between Form Tutors and Progress Leaders. Higher level student concerns are taken to regular meetings of the Student Support Team. There are also weekly meetings between Progress Leaders and Key Stage Directors.

### 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:

<b>Green</b>	Form Tutor
<b>Amber</b>	Progress Leader
<b>Red</b>	Student Support 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.

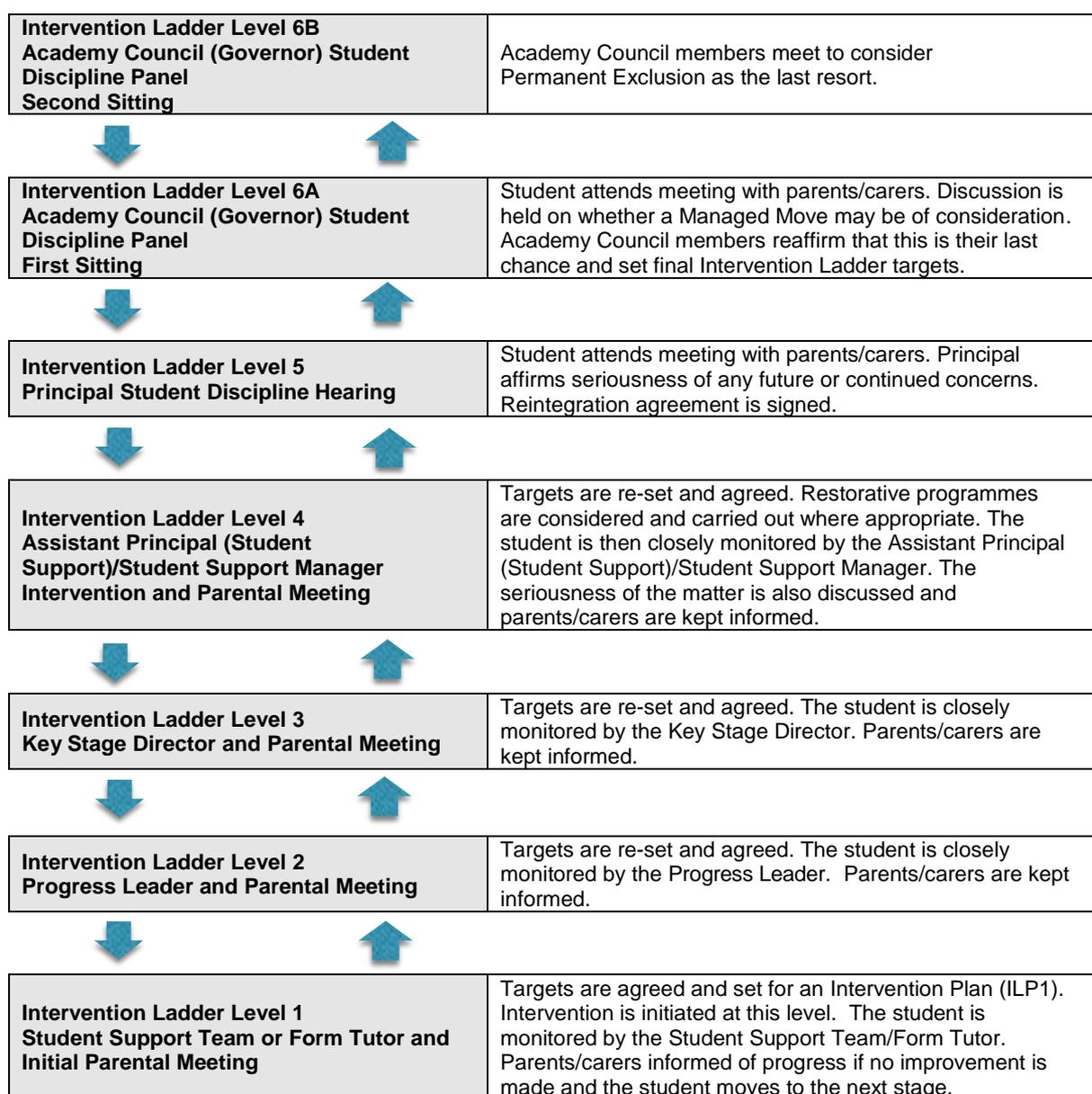
## APPENDIX 6: INTERVENTION LADDER

### 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 six levels of the Intervention Ladder resulting ultimately, if necessary, in the student appearing before the Academy Council (Governor) 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 4 will be for a minimum 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 4 and Level 5 twice before being automatically transferred up to the next level.

The first sitting of the Academy Council (Governor) Student Discipline Panel at Intervention Ladder 6A 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**

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### **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 in their absence, the Acting/Deputy Principal) 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. Ultimately, and only once all procedures have been followed, the Principal will address the possibility of excluding a student with the Academy Council (Governors).
- 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 Student Support 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 Student Support Manager for those that result from non-attendance at an After School Detention. In every case, parents and carers are informed by letter within **twenty four hours** of the authorisation of an exclusion. They are also informed by telephone immediately. During the telephone call, checks will take place to ensure that the Academy records hold the current email address and an encrypted copy of the letter will be sent via this within twenty four hours of the exclusion. Parents/carers will be informed of the password for encryption during the telephone call.

The following process should be followed:

1. Member of staff requesting an ACFTIE to speak with Student Support Manager.
2. Student Support Manager to clarify with relevant Leadership Team member.
3. Student Support Team to contact home and explain reason.
4. The Student Support Team to record ACFTIE in SIMS Behaviour Log.
5. Information to be shared with the Progress Leader/Form Tutor via email.
6. Student Support Team shares information so that the register is marked accordingly.

### 3.2 Fixed Term Exclusion (FTE) Process

A Fixed Term Exclusion can be only be requested by the Student Support 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/carers must be informed by letter within **twenty four hours** of the authorisation of an exclusion. They are also informed by telephone immediately. During the telephone call, checks will take place to ensure that the Academy records hold the current email address and an encrypted copy of the letter will be sent via this on the day of the exclusion. Parents/carers will be informed of the password for encryption during the telephone call.

The following process should be applied:

1. Person requesting Fixed Term Exclusion to gain approval from the Principal (or Acting/Deputy Principal if the Principal is absent).
2. Student Support Manager ensures letters are dispatched.
3. Student Support 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. Student Support Mentor contact home and explain reason for the Fixed Term Exclusion.
6. Student Support Mentor ensures exclusion information is recorded in SIMS.
7. Student Support Mentor ensures exclusion information to be dispatched to Local Authority and the Chair of the Academy Council (Governors).
8. Student Support Mentor arranges Student Reintegration Meeting.
9. Student Support Mentor ensures information is shared with the Progress Leader/Form Tutor via email.

### 3.3 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 Principal will address the possibility of permanently excluding a student with the Academy Council (Governors).

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:

- Suspected 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.

### 3.4 **Combination Exclusions**

Where an exclusion contains a period of external Fixed Term Exclusion as well as a period of Academy Centred Internal 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.

## 4. **REINTEGRATION MEETINGS AND FOLLOW-UP**

4.1 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.

4.2 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 Student Support 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 Student Support 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 the Academy Council (Governor) 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.

4.3 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 Student Support 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 the Academy Council (Governor) 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.

4.4 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 Academy Council (Governor) Student Discipline Panel.

## **SECTION 5: EQUAL OPPORTUNITIES STATEMENT**

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- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
  
- 5.2 There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics possibly becoming a victim of harassment or bullying. This policy is specifically written with the aim to eliminate this discrimination. In addition, each individual Academy within the group, will also have published their own objectives related to the Public Sector Equality Duty which may also show specific aims related to the elimination of discrimination.