



**GEORGE
SALTER
ACADEMY**



Behaviour for Learning Policy

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1. Policy statement and principles

We are dedicated to ensuring that our academy environment supports learning and the wellbeing of all students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where students feel included in every aspect of academy life and comfortable to voice their opinions.

This policy is based on the core intention that all learners are self-regulatory within their behaviour, able to recognise wrong from right, learn from their mistakes and are able to promote positive behaviour both for themselves and their fellow learners. The Character strands of **Ambition, Belief and Courage** are central to all aspects of progress and performance at the Academy and our policy is based on our students being **Respectful, Responsible and Safe** at all times in everything that they do and say.

George Salter Academy prides itself on being "One World in One School". We are proud of our place at the centre of the ethnically diverse town of West Bromwich. We recognise and embrace the multi-cultural, multi-faith nature of our town and nation. At George Salter we believe that we have a vital role in ensuring that our young people are safeguarded against the threat of radicalisation. Our Admissions and Equal Opportunities Policies seek to ensure that everyone in our Academy gains the education they are entitled to, guaranteeing that there is no discrimination against any one individual or group of people, whatever their background. The Government has mandated all UK schools to promote and teach "British Values". These Values are set out in the Government's "Prevent Strategy" and are the belief in: 1) Democracy 2)The Rule of Law 3) Individual Liberty 4) Mutual Respect 5)Tolerance of those of different faiths and beliefs. We strongly believe that we have always openly advocated and promoted these values and our teaching of the National Curriculum with the expectation that all students behave in a respectful, responsible and safe manner enables us to promote these British Values.

This policy outlines what we expect from all our students **from year 7 - 13 in terms** of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their academy years.

We believe that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Definition

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
 - Their relationship with others, e.g. how they socially interact
 - Their relationship with the curriculum, e.g. how best they learn
- In order to foster a positive learning environment in George Salter Academy these relationships must be developed and supported.
 - Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.
 - Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.
 - This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person. The outcome of the complaint will be communicated in writing.

4. Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Assistant Principal – Attendance and Behaviour in the first instance for them to determine whether a review of the policy is required in advance of the review date.

5. Rewards

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Reward points are awarded based on positive performance within all aspects of academy life but with a particular focus on the three academy character values of:

AMBITION

BELIEF

COURAGE

Reward points are available in all lessons and at all times including **social time**, and in any extra- curricular clubs. As well as the rewarding of these points staff and students are also expected to award star student and peer star student to one student in every lesson for exceptional performance within that particular lesson.

Weekly Rewards

The accumulation of reward points contribute towards a range of weekly rewards including positive phone calls home, praise postcards, 'shout outs' during the weekly student e-briefing, invites to rewards breakfasts with the Principal, the purchase of items of stationery and early lunch passes amongst other incentives. The rewards on offer are constantly under review and student voice is used to influence the types of rewards on offer.

Half Termly Rewards

At the end of each half term, certificates are presented based on the number of points awarded with gift vouchers also being awarded. Certificates are based on students fulfilling the Academy character values of Ambition, Belief and Courage and are presented at the half termly celebration assembly.

Termly Rewards

At George Salter Academy we believe that it is important to give students the opportunity to 'cash in' their reward points in return for an opportunity to engage in a group activity within the school day. These activities could be in the form of Cinema events (either in-house or at the cinema), onsite inflatable obstacle courses and in June / July a theme park visit. This is not an exclusive list and we are always looking to widen the opportunities we offer. Students must remember that accessing these opportunities is reliant on them demonstrating impeccable behaviour and attendance throughout the year as well as the accumulation of rewards points.

We also

- Recognise that students should be rewarded for displaying consistently good behaviour.
- Use praise to help raise student achievement and will be given for progress, not simply for high-quality work.
- Promote and reinforce positive behaviour through the Academy's clear reward system which includes the rewarding of students for positive behaviour during social times.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce George Salter's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate students and help them to feel valued.

6. Roles and responsibilities

The Academy expects all students to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.

Students are ambassadors of the Academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts.

Students will:

- Be **Ambitious, Believe** in their potential and be **Courageous** in their actions.
 - Abide by the Home-Academy Agreement (appendix 5) and the Academy's Behaviour for Learning Policy at all times.
 - Complete all classwork and homework to a high standard, with work being well presented and handed in on time.
 - Attend any sanction put in place to address **any negative attitude to learning or passivity during lessons**.
 - Act as positive ambassadors and representatives of George Salter Academy through their exemplary behaviour.
 - Be polite and respectful of others in the surrounding community.
 - Work to the **best of their ability** with high effort at all times, whilst allowing other students to do the same.
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- Cooperate with other students and members of staff in order to create a positive learning environment both in lessons and during social times.
 - Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
 - Correctly present themselves in George Salter Academy uniform, in accordance with the Academy's Uniform Policy.
 - Respect and value the environment and their surroundings, as well as each other.
 - Not act in a manner which is disruptive to the learning of others.
 - Under no circumstances put the health and safety of others at risk.
 - Act in a **safe, respectful and responsible** manner during **social time** and whenever independence is required – walking from lesson to lesson, travelling to and from the Academy etc.
 - Play an **active role in the de-escalation of any incident or potential incident** through intervening personally or communicating the issue to a member of staff.
 - Role model the expected standards of behaviour at all time.

The Academy

- This policy is based on the belief that promoting positive behaviour is the responsibility of the whole school community. The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently. The **Staff Charter (appendix 4)** has been developed by staff to demonstrate their commitment to the upholding of the highest behavioural standards within the Academy and must be adhered to when applying all aspects of the Behaviour policy.
- The Academy understands that the first step to modelling good behaviour is to lead by example which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face. **In these cases reasonable adjustments are made that take into account these vulnerabilities.**
- Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.
- We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.
- The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are displayed on walls in classrooms and situated around the academy.
- Staff are a constant presence around the academy, before and after the academy day, during lesson changeovers, at breaks, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.
- The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on Class Charts, by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with their line manager, SWM, Progress Leader or SLT
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff, their heads of department and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate and attend all removal detentions with the intention of repairing the relationship with the student.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Assistant Principal – Attendance and Behaviour and the rest of the SLT when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's positive or negative behaviour
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary,
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the AM / PM register and Class Charts.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

- Act restoratively to develop relationships with those they teach following a breach in expectations
- Actively intervene when on duty should behaviour not reach our expectations

Further guidance relating to specific staff responsibilities is found in appendix I

Parents

Parents play a significant part in ensuring that their children are responsible for their own behaviour in the academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. We ask parents to build academy life into a natural routine to ensure that their child arrives at the Academy on time, appropriately dressed, rested, and equipped will encourage the children to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents are prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, when invited, to attend a reintegration interview at the academy with their child.

Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at George Salter Academy with the student's classroom teacher, SWM or SLT.
- Support their child's independent learning, ensuring that all homework is complete and submitted on time.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question George Salter Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of George Salter Academy in accordance with the Academy's Uniform Policy.
- **Always make appointments to meet with staff at the Academy.** Parents need to be aware that we are unable to accommodate immediate appointments on request.
- Take responsibility for their child's behaviour and attendance, by attending any meetings they are invited and answer any phone calls from the Academy.
- Take an active interest in their child's progress through engaging with Class Charts.
- Support the Academy's core beliefs on positive behaviour management including same night sanctions.
- Support the Academy in celebrating success and carrying out sanctions.
- Communicate with the Academy when concerns arise.
- Ensure all details we hold on their child is up to date
- Attend Parents' Evening and other evenings concerning their child or if unable to attend will contact the relevant SWM or Progress Leader to make alternative arrangements.
- Communicate with staff in the Academy in a respectful way.

7. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- Always be **respectful, responsible and safe**

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation academy uniform at all times to and from academy
- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- **Do not run through hallways, on stairways and corridors**
- Do not shout out during lessons, or shout to one another in hallways, or when in public places
- Be polite and respectful at all times to both staff and students.
- Respect and look after the academy premises and environment, both on the academy site and in the community.
- Do not litter or not vandalise academy property in any way
- **Do not behave irresponsibly during social times. Irresponsible behaviour includes gathering or moving around the Academy site in large groups, observing others poorly behaved without attempting to stop or informing a member of staff, venturing in to areas off bounds e.g. behind DT or in the Science lift.**
- **Do not engage in any physical contact of any kind including play fighting.**
- **Do not grab, pull or move anybody else's equipment unless you have been explicitly asked to do so for 'above board' reasons.**
- Unauthorised absence from academy will not be tolerated
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property
- Do complete any sanction on the given day.
- Work restoratively to rebuild relationships with others

The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind - **laser pens or other similar items are also classed as weapons.**
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist/ homophobic or pornographic material.

Restorative Justice

The Academy is now fully invested in the Restorative Justice approach. When students have behaved in a way that is not within the Academy guidelines, the following approach will be used to help resolve the situation. The student will experience the same questions each time they are faced with an issue and it is the students' responsibility to ensure their response is appropriate. Once a successful Restorative Justice conversation has taken place then the matter is 'closed' between the teacher and student. When conducting a Restorative Justice conversation the member of staff must follow the directions below:

- 1) Welcome the student and explain purpose – do not allow any 'grudge' to be carried over from the initial incident.
- 2) Discuss the incident – ensure that the student is given ample opportunity to explain their version of events and why they behaved in this manner.
- 3) Show empathy and understanding – look to separate the poor behaviour from the person and discuss the aspects of the behaviour that are poor without labelling the student as badly behaved. For example, instead of labelling a student 'rude', refer to the behaviour that have exhibited as 'rude'.
- 4) Explore alternatives – how could the student have acted differently to have brought about an alternative outcome.
- 5) **Identify actions and approaches – what can both yourself and the student do differently next time to ensure there is no repeat of the incident. Be clear on the next steps to rebuild the relationship – this can be achieved by setting simple targets, for example, next time you have a question you must wait for an appropriate moment and not demand attention by shouting out. Once the student has achieved this target, make a point of recognising the change in their behaviour through recognition.**

8. Classroom behaviour

- A set of the Academy rules will be clearly displayed in every classroom.
- Dealing with behavioural problems is primarily the **responsibility of teaching staff**.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured following the four part lesson strategy framework, in order to allow students to understand what is being taught and how it links to what they already know.
- Routine is key to establishing positive behaviour patterns and staff are expected to maintain the following:

Start of Lesson	End of Lesson
1) Meet and Greet at the Door. 2) Students enter classroom in a timely but orderly manner and uniform is corrected on entry. 3) Student removes their coat and bag and places all equipment on the desk including their planner. 4) Student begins the starter activity while the teacher completes the register on SIMS and welcomes any late arrivals.	1) Only the teacher will formally call an end to the lesson. 2) A review of the lesson content / all learning should take place. 3) Reward points / Star Student / Peer Star Student are awarded where appropriate. 4) Students must pack away their equipment, put on their coat and bag and stand behind their chairs. 5) The teacher dismisses the students in silence and promptly.

- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:
 - Remind – the student is reminded of their expectations. No formal recording is necessary at this stage.
 - Warning – the staff member informs the student of the consequences of their disruptive behaviour. A teacher detention must be issued at this stage and the warning recorded on Class Charts.
 - Removal – if the student's behaviour persists, the staff member remove the student from the class, in order to avoid affecting the learning experience of other students
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- Where poor curriculum behaviour continues and intervention is necessary, a five-stage progressive intervention process will be followed as detailed in the Academy's behaviour stages document (appendix 3). **Poor curriculum behaviour is classed as passivity of learning as well as disturbing the learning of self / others, refusal to follow instructions etc**
 - Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three-step process outlined above (Remind – Warn – Remove).
 - Stage 2 – if poor behaviour persists, pastoral staff and Middle Leaders will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the Principal, SLT and Lead SWM.
 - Stage 4 – further failure to follow Academy rules and expectations will be dealt with by an Assistant Principal.

- Stage 5 – if students persist with failing to adhere with expectations then the Vice Principal will oversee.
- The Head of Department will monitor behaviour within their department and implement strategies to support the student and staff in addressing any negative behaviours.
- The overall aim of the 4 part structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible, safe and respectful manner, as would be expected in a classroom.
- Where poor social / pastoral behaviour continues and intervention is necessary, a five stage progressive intervention process will be followed as detailed in the Academy's behaviour stages document (appendix 3):
 - Stage 1 – the form tutor will manage behaviour strategies and sanctions.
 - Stage 2 – if poor behaviour persists, the SWM will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the Lead SWM
 - Stage 4 – further failure to follow Academy rules and expectations will be dealt with by an Assistant Principal.
 - Stage 5 – if students persist with failing to adhere with expectations then the Vice Principal will oversee.

9. Remote Learning

It is expected that all students observe expectations when remote learning opportunities are provided and students will be rewarded for any positive behaviours displayed within this. Positive behaviours include completion of remote work and the attending of any remote learning opportunity. Similarly, any student failing to adhere to these expectations will be subject to a sanction and intervention just as they would for failing to adhere to any Academy rule. Negative uses of remote learning include verbal abuse to students or staff, cyberbullying, the use of offensive language, and the posting of offensive or inappropriate materials.

10. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously.

A register must be taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late.

Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's Attendance Policy.

11. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons. Details of the uniform policy are available on the Academy website.

The standard uniform for year 7 - 11 is as follows:

- Black school trousers that meet the top of the shoe / knee length skirt (both of non-clinging material)
- White school shirt
- Black GSA blazer
- House tie

- Black shoes that cover the whole foot (not boots or 'dolly' shoes)
- Hair colour must be of a natural colour and there should be no extreme accessories or styles
- Only one stud earring per ear is permitted
- No facial / or any other visible piercing should be worn.
- Nails should be of a natural colour and nail extensions are not permitted.
- Hair bands must be black in colour and bandannas are not allowed
- Headscarves must be black
- Coats must be plain and black and hoods worn down whilst indoors. Hoodies are not allowed
- Hats are only to be worn outdoors and during extreme weather conditions or due to extenuating circumstances (as determined by the Academy).

Any items of clothing worn by sixth form students must be able to be categorised as smart business wear with guidance as follows:

- Blouse or smart top
- Shirt and tie
- Smart trousers.
- Smart dress
- Knee length skirt
- Smart shoes
- Smart jumper
- Blazer / smart jacket

The appropriate academy uniform should be worn by all students in year 7 through to year 13. Students who come in not wearing the correct academy uniform may be sent home to change, have their SOCIAL TIME removed or be placed into internal exclusion until the matter is resolved.

12. Unacceptable behaviour

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the Academy on a fixed-term or permanent basis. For more information on exclusions, see our Exclusion Policy.

- Verbal or physical abuse to staff or visitors to the Academy
- Verbal or physical abuse to students
- Bullying in any form (see the Anti-Bullying Policy)
- Indecent behaviour
- Damage to property
- Misuse, possession or supplying illegal drugs or alcohol
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon. The Academy will class any form of laser pen or spray (other than deodorant for personal hygiene) as a weapon.
- Arson
- Persistent defiant behaviour
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour
- **Spitting with the specific intention to cause harm**

13. Drugs

The Academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs/Controlled Substances

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in the Academy but if they are required to be in possession of them then this must be under the direct permission of the parent / carer and this information must be communicated to the Form Tutor, Student Welfare Manager and Mrs L. Hickman.

Medication

We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication and the procedure for this is available in the Supporting Students with Medical Needs Policy – section 4.

14. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded

15. Mobile Phones

In Years 7-11, students must not have their mobile phones on show during the Academy day. This includes whilst on site both before and after school hours. If a student is caught using their phone for any reason then it will be confiscated and stored safely with their Student Welfare Manager. The student will not receive the phone back for 24 hours unless it can be collected by their parent or carer. In this case the phone may be returned on the same day.

In Years 12-13, students are only allowed to have their mobile phones on show within the Post 16 facility, during break, lunch and independent study times. This area is defined as the zone beyond the internal fobbed entrance to Post 16. Any student using their phone outside of this zone is subject to the same procedures as for all other students in the academy (as above). The use of mobile phones during post 16 lessons is banned and any student displaying or using their phone during lesson will have it confiscated and be subject to the same consequence as for students in Years 7-11.

The above guidance for Mobile Phones also applies to any other forms of technology that might be used by the students to communicate with one another. This is including, but not limited to iWatches and Tablets.

16. Disciplinary sanctions

The academy operates using the following disciplinary measures. These are examples of behaviours that could result in the described detention and each individual incident will be judged and sanctioned upon its merits.

Detention	Examples of Behaviour
Lunchtime detention - to include community service sanction. (25 mins, served with SWM on duty)	<ul style="list-style-type: none"> • Anti-Social behaviour during social time. • Incorrect Uniform as guided by uniform policy

Same night after school sanction (30 mins, served centrally with SWM / SLT on rota)	<ul style="list-style-type: none"> Late to School Late to lessons (when on punctuality report) Poor behaviour choices during any break / lunch detention Chewing either in lessons or on the corridors during the Academy day (from 8.40am till 3.00pm but not including lunchtime or break-time) Failure to adhere to uniform policy Any other negative behaviour as reported to SWM including repeated Anti-social behaviour or failing to attend any other detention.
Same night after school sanction (1 hour, served centrally with SWM / SLT on rota)	<ul style="list-style-type: none"> Failure to turn up for previous days late to school sanction Lesson removal Failure to turn up to the previous day's removal detention
Teacher detention (up to 1 hour, served with class teacher in their classroom)	<ul style="list-style-type: none"> Missing homework Poor behaviour in class Inappropriate use of remote learning Disturbing the learning of others or the learning of self. Poor attitude to learning / passivity during learning
Middle Leader Detention (up to 1 hour, served with HoD, PL or lead SWM in leaders base)	<ul style="list-style-type: none"> Failure to attend teacher detention Continued poor behaviour within the individual lesson or across a range of lessons Poor attitude to learning / persistent passivity during learning
SLT Detention – Thursdays (up to 2 hours, served with SLT centrally) (Only SLT, SWMs, PLs or HoDs are able to issue this)	<ul style="list-style-type: none"> Continued poor response during sanctioning Failure to attend middle leader detention Missing homework or head of department sanctions Bullying (any kind – Cyber, Physical, Verbal etc) Inappropriate use of ICT equipment or social media 2 removals in one day or refusing to comply with a removal
Internal Exclusion (1 day) (10am – 4pm)	<ul style="list-style-type: none"> 3 or more removals in one week Failing to attend SLT detention Failing to attend removal detention two times in a row. Persistent poor behaviour Extreme failure to follow uniform policy Bullying (any kind – Cyber, Physical, Verbal etc)
Internal Exclusion (2-3 days) (10am – 4pm for between 1 and 3 days for an individual offence)	<ul style="list-style-type: none"> Extreme behaviours including: fighting, assault, persistent failure to follow instructions, absconding from lesson etc Bullying (any kind – Cyber, Physical, Verbal etc)
External Isolation (1-3 days) (a period of time spent in the internal exclusion provision of another school or academy)	Includes but not restricted to: <ul style="list-style-type: none"> Repeated / persistent failure to follow the Academy rules Repeated referral to internal exclusion Bullying (any kind – Cyber, Physical, Verbal etc)
Fixed Term Exclusion (1+ days)	Includes but not restricted to: <ul style="list-style-type: none"> Refusal to attend an external isolation placement. Extreme one off incident (e.g. assault, social media abuse, verbal abuse to staff, any negative Covid-19 related behaviour etc) Bullying (any kind – Cyber, Physical, Verbal etc)
Permanent Exclusion	Includes but not restricted to: <ul style="list-style-type: none"> Bringing a prohibited item onto the Academy site with or without the intention of using it. Sustained bullying Bringing the Academy into disrepute Sustained bullying Serious one off incident including any negative Covid-19 behaviour.

Searching and Confiscation

Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the academy's rules say must not be brought into the academy. Principals and / or members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items' or as **part of a random searching programme**. Prohibited items that can be searched for without consent include:

- Knives or weapons (laser pens or any similar device will be classed as a weapon)
- Alcohol or drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm
- Any item which the academy rules identify as an item for which a search may be made

Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Where appropriate the items seized may be handed over to the police.

Any cigarettes confiscated in academy will be destroyed.

Following searching and confiscation of items the academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the Academy.

Use of force

The Academy does not encourage the use of force and it will only be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself.)
- Prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. It is up to the Academy to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the academy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour.

17. Regulating students' offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the Academy, or near the Academy premises, will be disciplined by the Academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the Behaviour Policy as if their actions had taken place whilst at the Academy itself.

18. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at George Salter Academy. We expect students to take responsibility for their actions outside of the Academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student:

- Is taking part in any activity organized by the academy
- Is travelling to or from the academy
- Is wearing academy uniform
- Is in some other way identifiable as a student at the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy

19. Behaviour Training / CPD

Staff are required to participate in regular behaviour CPD delivered as part of the whole academy CPD programme and within Pastoral briefings. NQT's are provided with behaviour CPD as part of their induction programme to the Academy. Behaviour CPD is designed to enable staff to remain up to date with Academy policy / processes and allow access to further guidance with regards to all behaviour related matters.

This behaviour policy should be read in conjunction with the:

- Exclusions Policy
- Uniform Policy
- Anti-Bullying Policy
- Rewards Policy
- Attendance Policy
- Equality Policy
- Exclusions Policy
- Searching, Screening & Confiscation Policy
- Safeguarding & Child Protection Policy
- Drugs, Alcohol & Tobacco Policy
- Equal Opportunities Policy
- Supporting Students with Medical Needs Policy

Appendix I

Roles and Responsibilities of Specific Staff

The Local Governing Body

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

The Principal and the Senior Team

- Frame a policy, which promotes positive behaviour and good attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concerns can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team; providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements and allocating appropriate resources to support these systems.
- The **Principal** will oversee alongside the VP Personal Development and AP Attendance and Behaviour, all behaviour incidents at Level 5.
- The **Principal** will make rulings on issues that require permanent exclusion.

The Vice Principal – Personal Development

- Will oversee all behavioural incidents alongside AP Attendance and Behaviour and lead on behaviour incidents at Level 4.
- Will make rulings on issues that require Fixed Term Exclusions and Permanent Exclusions in consultation with the Principal.

Assistant Principal – Attendance and Behaviour

- Will oversee behavioural incidents in the Academy and lead on behaviour incidents at Level 3.

- Will ensure investigations are completed in accordance with the Behaviour policy and that the correct sanctions in accordance with the policy are applied including the sanctioning and arrangement of internal exclusions, internal exclusion and recommending higher tariff sanctions to the Vice Principal – Personal Development and Principal.
- The AP Attendance and Behaviour will deal with parents and talk to students to confirm sanctions where issues arise that cannot be dealt with by the Student Welfare Manager.
- Will ensure that all lessons have full SWM or SLT coverage.
- Ensure that records are kept centrally of the outcomes of all investigations and that they have been recorded on Class Charts by SWMs.
- To work with AP Inclusion and STEPs to ensure there is a rehabilitation plan following each referral internal exclusion. This will involve the mentoring of students.
Organise and oversee the successful implementation of SLT learning walks to reflect issues highlighted in Class Charts.

Assistant Principal – Inclusion

- Will oversee STEPS and the provision required by students with special educational, physical, emotional or specific behavioural needs to reduce the likelihood of them re-offending and being at risk of Permanent Exclusion.
- Work alongside the Vice Principal – Personal Development and Assistant Principal – Attendance and Behaviour to ensure that reasonable adjustments are made when dealing with incidents involving students with special educational, physical, emotional or specific behavioural needs.

The Form Tutor

- The key role of the tutor is to ensure the attendance, punctuality, health, well-being, behaviour happiness and academic progress of students in the tutor group.
- The tutor is the **main bridge** between the academy and home and the tutor's role in developing positive relationships with students in the group is a central pillar to the development of positive behaviours. The tutor is expected to support this through communication with parents whenever necessary. This is to convey positive messages as well as reinforce important details regarding any negative behaviours.
- The role of the tutor in celebrating student success is vital. On a weekly basis the tutor must share with student's information relating to rewards and sanctions and there must be a rewards section on the tutor noticeboard that is updated weekly.
- **Every morning** it is the tutor's responsibility to check for PAUSE (Punctuality, Attendance, Uniform, Standards, and Equipment). We expect tutors will log any students who do not comply with our standards and issue CLASS CHARTS logs accordingly.
- Tutor sessions set the tone for the day. They need to be business-like and allow communication of important Academy messages to all students. As such they must be regarded as being as important as normal lessons and planning for this session should be representative of this.
- All tutor time sessions start at 8.40am and the tutor must be at the tutor room or meeting point promptly to role model excellent punctuality.
- The expectation is that a tutor session would include the following routine:
 - The tutor welcoming students at the door, checking for uniform standards on entry.
 - Students placing all their equipment including their planner on the desk.
 - The taking of an accurate register using SIMS.
 - The checking and sharing of any messages with the students.
 - Ensuring that students are fully engaged in the relevant activity.
- The Student Welfare Manager will communicate with tutors where there are issues with the behaviour of individual students. Tutors will have the opportunity to be involved in any non-confidential meetings with parents. They will also have the opportunity to liaise with SWMs and the Progress Leader about possible mentors where deemed appropriate. The tutor may discuss

attendance and behaviour concerns with a student during this time.

- The expectation is that tutors will arrange a parent's evening appointment for any child in their tutor group that is causing concern.
- Tutors must ensure that students have attended any sanctions they have been issued, challenge at all times and work alongside the issuing teacher and pastoral team when this has not been the case. Daily use of Class Charts will enable tutors to monitor this effectively.

The Classroom Teacher

- The behaviour policy is built on the principle that the teacher is the 'expert' and that students' should be in all lessons wherever possible. *The most effective teacher pre-empts poor behaviour and they set the tone.*
- All classrooms must display the 3 golden rules. These ensure that all students behave in a **respectful, responsible** and **safe** manner at all times.
- Where possible (in all classroom based lessons), Class Charts needs to be active to allow sanctions and rewards to be issued and shared with students, parents and other staff. In non classroom based lessons Class Charts needs to be live at the staff / student base.
- Rewards must be awarded in lessons as per the Rewards Policy and must be used as the primary tool to engage students with positive behaviour. Likewise, negative behaviours need to be recorded as soon as possible as these act as a major deterrent.
- Any behaviour carrying a same day sanction must be recorded at the earliest possible opportunity as this will allow communication to be made with home regarding this.
- In terms of alerting students to poor behaviour staff must refer to the system of **remind – warn – remove**.

1. Remind – Remind the student of the expectations regarding their behaviour. No formal recording of the behaviour is necessary at this stage.

2. Warn – Formally warn that the unacceptable behaviour has continued and that unless it is addressed, the student will be removed from the classroom. At this stage the teacher will formally issue a teacher detention for up to 60 minutes and this will be logged on Class Charts.

3. Remove – Explain that despite the warnings, behaviour has not improved and a SWM or SLT member will now be called for to remove the student from the class.

It is not possible for the classroom teacher to leapfrog the remind – warn - remove stages unless there is justification to do so with the student exhibiting an 'extreme' behaviour.

- Teachers must give students appropriate 'take-up time' between each conversation so that the student can act upon the advice issued. There should, as a result of this be no removals within the first 5 minutes of a lesson unless there is a case of an extreme behaviour. An extreme behaviour is classed as: Swearing or abusive language directed at staff, any behaviour that puts the student themselves or a classmate at risk of injury, fighting, refusal to follow instructions or bullying
- Where a removal is issued the student must report to a central location where they will be received by the member of staff responsible for issuing the removal and will serve a 60 minute detention.
- During this sanction the member of staff will hold a Restorative Justice meeting with the student to enable them to explain their actions and to also listen to the member of staff on why they felt a removal was the right course of action.
- If for any reason, the member of staff who issued the removal is not available (this may be in the case that the member of staff has a pre-arranged meeting / intervention or has had to leave the Academy for any reason) then the Head of Department must arrange for another appropriate member of the department (or faculty for smaller departments) to attend the RJ on behalf of the issuing member of staff. In this situation, an RJ conversation must be arranged between the student and the issuing member of staff prior to the next lesson taking place. This can be arranged through liaison between the issuing staff member, Head of Department and Student Welfare Manager / Progress Leader.
- Where a student is regularly picking up negatives or removals in a lesson the teacher must refer the name of the student to the Head of Department / Faculty (see HoD responsibilities below).

- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.
- **Students in Internal Exclusion:** Classroom teachers will be expected to provide suitable work for students for 2 or more days. This is to ensure they do not fall behind in relation to their peers.

Head of Department (HOD)

- HODs should ensure that day to day practice in their department is conducive to outstanding learning.
- The HOD is responsible for ensuring that colleagues within their department are holding the Restorative Justice meeting when they remove a student. They must also make sure that students are completing the work missed during the sanction. Referred students should be a standing item on departmental agendas with clear action points for each. Upon review of the data, students may be placed on subject report for a 2 week period.
- HODS are required to analyse behaviour data by student and by member of staff each week. Where a student has received three or more warnings in their subject over 3 consecutive weeks, students must be put on department report.
- HODs are responsible for ensuring each detention within their department is completed as set and check Class Charts each week to ensure that accurate records are kept and any student not complying with their sanction is upscaled accordingly.
- The HOD needs to be pro-active in attempting to de-escalate the behaviour of persistent offenders and must work alongside the staff in their department to achieve this. This could take the form of strategic withdrawal and catch up sessions; a report system and, for longer term issues, re-setting.
- Strategies that HODs must consider to reduce low level behavioural issues include: differentiated lessons / resources, well planned schemes of learning, a range of Teaching and Learning strategies, the setting and monitoring of seating plans, the setting of students, consistency in daily practice and ensuring an appropriate timetable / staffing.
- HODs also have a vital role in working with teachers who are having issues with certain classes/ groups of students. They must ensure all staff are using the behavioural system correctly and that events are being recorded on Class Charts in the agreed manner. This could take the form of CPD in the form of drop-ins, team teaching or in the form of buddying.

Lead Student Welfare Manager Attendance and Behaviour (LSWM)

- To guide and support SWMs in all short, medium and long term behaviour related matters including the leading of daily and weekly meetings.
- To support class teachers, support staff and Heads of Department with the management of behaviour matters within their classrooms and departments.
- To liaise with SLT when making decisions relating to the sanctioning of students.
- To engage with parents / carers of students involved in behaviour incidents through face to face meetings, phone calls and other means of communication.
- To support the SLT in the delivery of behaviour related CPD for all staff.

Student Welfare Manager (SWM)

- **SWMs** are involved in all stages of ensuring the student receives outstanding pastoral care and that high behaviour standards are maintained.
- As a team they are available at all times to deal with emergency calls / removals, and have specific times within the day when they are 'on call' to deal with these calls. When not available they arrange cover for their patrol from within the SWM team. It is their responsibility to ensure that they follow the schedule provided to them by the AP and attend all pre-identified target groups and students during their patrol period.

- Although responsible for the welfare of students in their year group specifically, SWMs are responsible for overseeing the welfare of students across all year groups.
- Each SWM has a walkie-talkie which is switched on at all times ensuring they are contactable as the first port of call by the receptionist calling the removal in on behalf of the class teacher. All removed students are taken from class by the SWM to that department's designated removal room.
- The SWM should support the relevant staff member and Head of Department where necessary to ensure that each removal incident is concluded in line with agreed procedures. Conclusion of the incident happens when the detention has been served, closed on Class Charts and a successful RJ conversation has taken place.
- SWMs are responsible for supporting staff in ensuring that SOCIAL TIME behaviour issues are sanctioned in line with the behaviour stages document and that those who are in reflection attend for the agreed period of time.
- SWMs are responsible for ensuring all students within their year group who do not attend their initial late detention are issued an escalated detention and Class Charts is updated to ensure an accurate upkeep of records.
- SWMs carry out all investigations and gather all statements and evidence before discussing with lead SWM in the first instance or other member of the senior team and making recommendations for sanctioning. All witness statements are to be gathered on Academy templates and signed by both staff and student before findings and recommendations are shared with lead SWM and members of the senior team.
- SWMs supervise a daily whole school detention for removal and late detentions on a rotation within the SWM team.
- SWMs ensure that all incidents for their year group are entered onto Class Charts and attend and make notes on all re-integration meetings from Fixed Term Exclusions.
- SWMs oversee the behaviour stages process, ensuring that students meeting the behaviour stage criteria are placed on report and that this is reported on Class Charts. They will liaise with the AP - Attendance and Behaviour and Vice Principal – Personal Development when placing students on report at stages 3, 4 and 5.

Progress Leader

- Year Group assemblies are overseen by the Progress Leader in which patterns of both poor and behaviour are referred to alongside PAUSE agenda reminders.
- Year group and celebration events aimed at rewarding positive behaviour will be the responsibility of the Progress Leader.
- The Progress Leader oversees the weekly tutor briefing and quality of tutor sessions. The Progress Leader is responsible for ensuring that effective communication regarding behavioural issues is achieved in tutor sessions through the co-ordination of the weekly e-Briefing slides and ensuring that the PAUSE agenda is being routinely and effectively set by form tutors.
- Where there are patterns of poor behaviour over time that are affecting progress the Progress Leader identifies the barrier to learning and addresses this with an intervention strategy for the student or class.

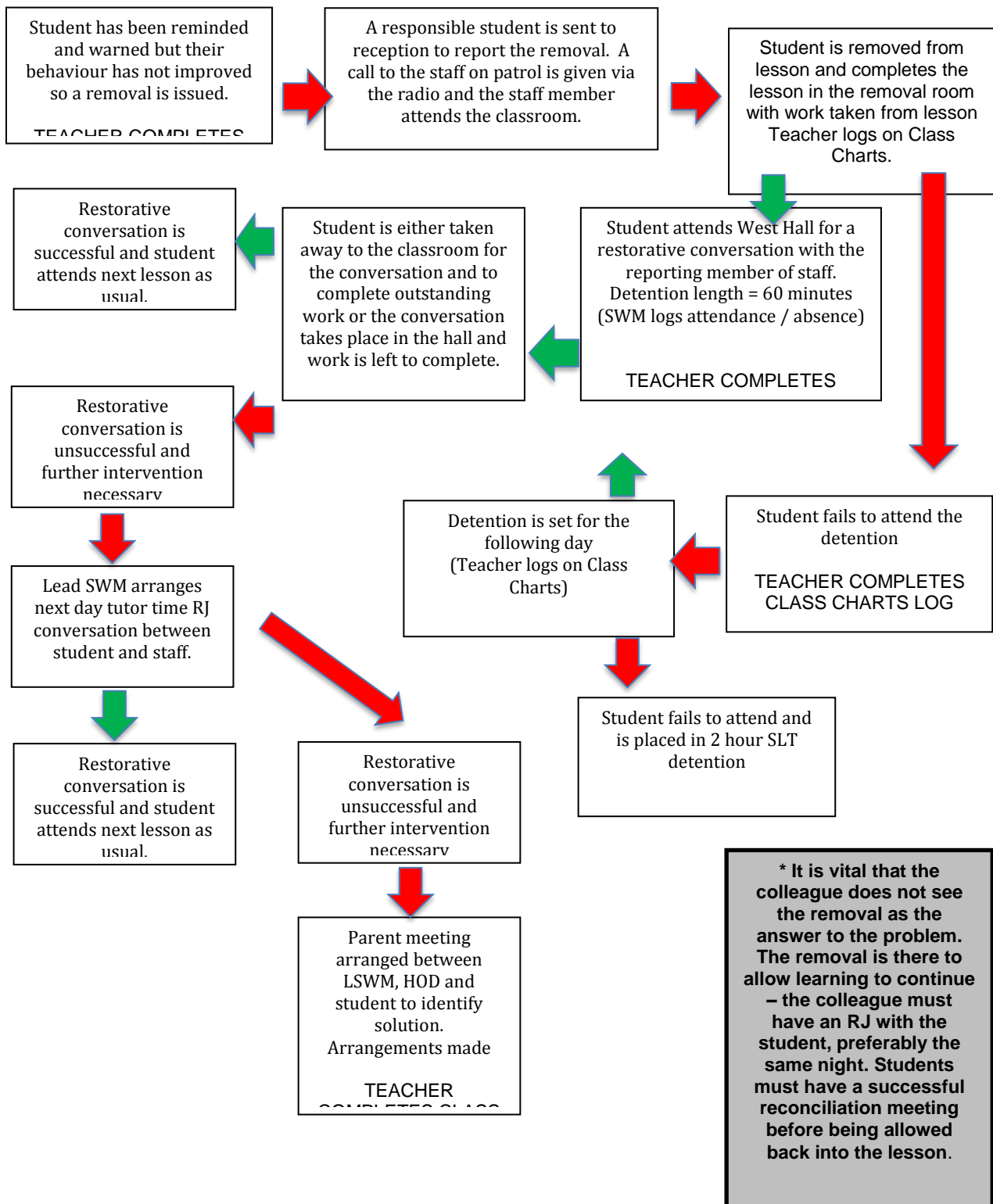
Students

- The expectations of students will be made clear at the start of the year, weekly in assemblies and on a daily basis by all staff. All students will sign a behaviour contract within their planner as part of the Home / Academy agreement (Appendix 5) and it is expected that they will abide its content.
- All students are expected to abide by the 3 golden rules of the Academy. This is the expectation that they act in a **respectful, responsible and safe** manner at all times.
- If students are issued a detention, the expectation is that they attend the detention at the first time of asking (unless there are extenuating circumstances) and that they attend the detention freely without the need for collection by staff.
- In **all cases**, the behaviour and not the student will be regarded as the issue and students will be informed on a weekly basis of their behaviour and rewards record whilst they and their parents can also access this information at any time through the use of the Class Charts mobile App.

Parents and Carers

- Take responsibility for their child's behaviour and attendance, attend any meetings they are called to regarding their child and answer any phone calls from the Academy.
- To take an active interest in their child's progress through engaging with Class Charts.
- Support the Academy's core beliefs on positive behaviour management including same night sanctions.
- Support the Academy in carrying out sanctions and celebrating success.
- Communicate with the Academy when concerns arise.
- Ensure all details we hold on their child is up to date
- Attend Parents' Evening and other evenings concerning their child or if unable to attend will contact the relevant SWM or Progress Leader to make alternative arrangements.
- When they are communicating with staff in the Academy, this is done in a respectful way.
- Will always make appointments to meet with staff at the Academy. Turning up at the Academy and expecting to be able to meet with any member of staff unannounced is not appropriate.

Appendix 2 – Removal Flow Chart



Appendix 3 – Behaviour Stages Document (overview)

Pastoral

Stage 1 (2 weeks)	Stage 2 (2 weeks)	Stage 3 (2 weeks)	Stage 4 (2 weeks)	Stage 5 (2 weeks)
Lead: Form Tutor QD: SWM	Lead: SWM QD: Lead SWM	Lead: Lead SWM QD: MCR	Lead: AP QD: DFT	Lead: VP QD: DFT

Curriculum

Stage 1 (2 weeks)	Stage 2 (2 weeks)	Stage 3 (2 weeks)	Stage 4 (2 weeks)	Stage 5 (2 weeks)
Lead: Class Teacher QD: HOD	Lead: HOD QD: PL	Lead: PL QD: MCR / DFT	Lead: AP QD: DFT	Lead: VP QD: DFT

Appendix 4 – Staff Charter

All Staff will promote RESPECT by...

Expectation	Guidance
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<ul style="list-style-type: none"> • Using Class Charts in every lesson to praise and sanction performance including the rewarding of one star student and one peer star student. • Making at least one positive phone call home each week. • Making sure that all rewards are issued to students whose work is beyond expectation. • Supporting colleagues in ensuring an orderly corridor environment and a prompt movement of students around the Academy. This includes all academy staff, including staff who are on non-contact time and all support staff. • Personally following up any issues they come across whether they be inside or outside the classroom, ensuring the issue is recorded on class charts and if necessary, by escalating the behaviour through the appropriate channels. 	<ul style="list-style-type: none"> • Reward all students who work beyond the basic expected standard with CREDITS and share this in the classroom. Students should not be awarded CREDITS for simply complying. • Actively encourage students to move freely and promptly about the Academy site and not in large groups. They should be moved on when 'hanging around' in corridors. Ensure that any students showing a lack of purpose or are failing to comply are challenged. • Issues to be dealt with initially by the member of staff identifying the issue before being passed to HoD before SWM and SLT actions are initiated.
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All Staff will promote RESPONSIBILITY by...

Expectation	Guidance
<ul style="list-style-type: none"> • Consistently challenging any students who are not wearing the correct Academy uniform during both lesson and SOCIAL TIME. • Attending any Restorative Justice conversation after school. If they cannot attend this meeting they must liaise with their Middle Leader and / or SWM to ensure that the RJ occurs before the student is next in that lesson. • Recording and sanctioning low level lesson disengagement to the same level as which disruption is. 	<ul style="list-style-type: none"> • Check for correct footwear, that jewellery and hair are within Academy regulations and that nails are natural and any nail varnish is clear. Trousers must be school trousers and skirts must not be too short. Checks must take place on entry to the Academy at the gate, the start of tutor time / assembly, start of lessons, break time and at lunchtimes.

<ul style="list-style-type: none"> Consistently challenging any student who is using a mobile phone or is wearing earphones at any time during the Academy day from the moment they enter the Academy until home time and by logging the incident on Class Charts. This includes P16 students using their mobile phone outside of the sixth form centre or in lesson. 	<ul style="list-style-type: none"> Once the phone has been confiscated it must be handed to a SWM. If the student resists then the SWM must be informed to intervene and take further action.
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All Staff will promote SAFETY by...

Expectation	Guidance
<ul style="list-style-type: none"> Attending their lesson on time, welcoming their class on arrival at the entrance to the classroom and formally dismissing them at the end of the lesson. Accurately recording attendance to lessons using SIMS and record students who are noticeably late using an L code. Displaying and following the Academy procedures for taking registers and reporting missing students. Always challenging and wherever possible sanctioning students with poor punctuality internally while referring any trends to the Student Welfare Manager. Attending duty on time and ensuring that the hi-vis jacket is worn at all times whilst on duty. Always challenging any instance of anti-social or challenging behaviour and disperse large groups of students accordingly. 	<ul style="list-style-type: none"> Stand at the door on welcoming and exiting the students and ensure that students are standing behind their desks before being formally dismissed. Use SIMS to record attendance and make every effort to report any technical issues to the ICT support team at the earliest opportunity. Check that all students are accounted for before pressing save and check that the save process is complete before closing the register. When students are in your lesson during periods 2, 4 or 6 make every effort to keep them behind to make up the time lost at the start of the lesson. When they are late for period 1, 3 or 5 call them back to a similar detention at the most appropriate time. Once challenged, the incident must be logged on Class Charts as you would if the incident had occurred in your classroom.

Appendix 5 – Home / Academy Agreement

The Academy Home-Academy Agreement

Parents and Carers

Agree to...

- Ensure that my / our child follows the PAUSE agenda:
 - ◆ To be **Punctual** to the Academy at the start of the day and to all lessons.
 - ◆ To **Attend** the Academy every day.
 - ◆ To wear the **Uniform**, adhering to the Academy policy at all times.
 - ◆ To set and maintain high **Standards** at all times.
 - ◆ To have the correct **Equipment** on their person at all times.

- Inform the Academy promptly of the reasons for any absence on the first day of absence and subsequent days after.

- Avoid booking term time holidays.

- Encourage my/our child to make the most of the educational opportunities offered by the Academy and to give support and encouragement in Academy work and homework.

- Attend parents' evenings and work with the Academy to help my / our child(s) progress by showing interest in their learning. Should it not be possible to attend a parents evening I / we will endeavour to contact my child's Progress Leader to discuss their progress.

- Support the Academy's efforts to maintain proper order and discipline so that the Academy will be a safe and secure place for students and staff.

- To support the Academy's behaviour policy by giving consent to same night detentions when they occur.

Parent / Carer Signature 1:

Parent / Carer Signature 2:

The Academy
Home-Academy Agreement

The Academy

Agrees to...

- Provide a broad and balanced curriculum which seeks to meet the needs of all its students.
- Ensure that children are taught well, cared for and treated fairly.
- Help and encourage children to make constructive use of their talents.
- Provide an orderly, secure and happy environment in which children can learn and grow up.
- Keep parents informed of their child's progress and offer advice on how parents can help to support this progress.
- Listen and have due regard for parents' concerns and anxieties and provide opportunities for parents to discuss these.
- Keep parents informed about Academy activities and the opportunities to participate in them.
- Provide outstanding Pastoral Care for your child whilst they attend the Academy ensuring your child feels secure and a valued member of the George Salter community.

Principals Signature:

The Academy Home-Academy Agreement

Students

Agree to...

- Ensure that I follow the PAUSE agenda:
 - ◆ To be **Punctual** to the Academy at the start of the day and to all lessons.
 - ◆ To **Attend** the Academy every day
 - ◆ To wear the **Uniform**, adhering to the Academy policy at all times.
 - ◆ To set and maintain high **Standards** at all times including when travelling to and from the Academy, participating in lessons / academy events and during all SOCIAL TIMEs (break, lunchtime etc).
 - ◆ To have the correct **Equipment** on my person at all times.

- Be Respectful, Responsible and Safe at all times.

- Treat all students, staff and visitors with kindness, courtesy, consideration and respect at all times.

- Uphold the Academy character ethos by showing Ambition, Belief and Courage at all times.

- Tackle all work set with a 'can do' attitude and build resilience when faced with challenges in my work.

- Observe the Academy's rules/code of conduct.

- To be honest and truthful in all actions.

Student Signature: