



## **Behaviour for Learning policy**

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Ormiston Academies Trust

## George Salter Academy

### Behaviour for learning policy

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# 1. Introduction – behaviour principles

1.1. Underpinning this policy are the beliefs that everyone has the right to:

- Recognition of their unique identity;
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

1.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.

1.3. We believe that all children can make outstanding progress in their learning, their character development and in their leadership skills in order to become healthy, happy, positive contributors to the world around them.

1.4. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.

1.5. Through our restorative approaches practice, we will develop learners' ability to empathise, reflect and take responsibility for their own actions.

1.6. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

1.7. We expect all to show their respect for each other and behave in a way that supports each other's learning.

1.8. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.

1.9. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to.

1.10. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.

1.11. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. Some children some require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time.

1.12. This policy should be read in conjunction with the academy SEND Policy, Anti-bullying policy and Exclusion policy

## 2. Policy aims

### 2.1. The aim of this policy is:

- 2.2. To provide a well-managed, calm, happy, environment for effective teaching and learning
- 2.3. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded
- 2.4. To ensure children make an exceptional contribution to a positive learning environment
- 2.5. To encourage all children to have an excellent, enthusiastic attitude to learning enabling lessons to proceed without interruption
- 2.6. To promote zero tolerance of violence, abuse and vandalism
- 2.7. To ensure behaviour related policies, procedures and structures are clear and understood and used consistently by all staff.
- 2.8. To recognise those children who are highly adept at managing their behaviour in classrooms and in social situations
- 2.9. To ensure instances of fixed term and permanent exclusions are rare and that students with additional vulnerabilities i.e., SEND receive effective support.
- 2.10. To facilitate highly effective collaboration with parents, carers, and children to ensure that persistently disruptive behaviours are challenged and eradicated
- 2.11. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way,

## 3. Student voice

Good behaviour for learning is recognised by the students of George Salter Academy as being **self-regulated behaviour** that allows **all students** to remain on task and make progress without any disruption. They expect any disruption to be **promptly and effectively** dealt with fairly, thus enabling high quality learning to continue without delay.

## 4. Roles and responsibilities

### 4.1. Trustees and governors

- 4.2. The trustees are responsible for monitoring the effectiveness of this behaviour for learning policy across the trust and for holding senior leaders to account for its implementation. The Governing body

of each academy will receive regular reports on behaviour at its meetings and will hold the principal to account for its implementation in the academy

### 4.3. Principal

#### 4.4. The principal will:

- 4.4.1. Work with the school community to secure outstanding behaviour, setting high expectations and leading by example.
- 4.4.2. Ensure that this policy is effectively implemented and that all staff understand and adhere to it
- 4.4.3. Monitor incidents of unacceptable behaviours, particularly those involving sexual harassment, sexual violence and protected characteristics- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex
- 4.4.4. Report to a variety of audiences on standards of behaviour and the effectiveness of actions taken in response
- 4.4.5. Ensure that unacceptable behaviour is dealt with effectively and promptly
- 4.4.6. Keep the academy community updated with local and national changes in policy and guidance on matters of behaviour in schools
- 4.4.7. Ensure there is an adequate level of supervision at all times
- 4.4.8. Ensure the academy takes all reasonable measures to ensure the safety and physical and emotional wellbeing of all students and staff including all forms of bullying
- 4.4.9. Ensure good behaviour is promoted within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.
- 4.4.10. Ensure there is effective and regular communication with parents/carers about their child's behaviour

### 4.5. All staff

- 4.6. It is the responsibility of all staff to act as emotionally intelligent, positive role models for the children with whom they work.
- 4.7. They should:
  - 4.7.1. Help ensure that all children, regardless of race, class, gender, sexuality or SEND have fair and consistent treatment which raises their self-esteem and promotes positive attitudes and behaviour.

- 4.7.2. Maintain a positive and well-managed learning environment creating a calm, happy, safe climate for effective teaching and learning
- 4.7.3. Intervene when they encounter poor behaviour and encourage children to reflect on their own behaviour.
- 4.7.4. Set high standards and clear, consistent expectations so that practice becomes embedded in the learning environment
- 4.7.5. Follow this policy behavior policy and procedures at all times
- 4.7.6. Accurately record all behavioural events, both positive and negative, on the academy's management information system.
- 4.7.7. Ensure that where behavioural concerns are possibly linked to safeguarding that this is recorded in the appropriate way on CPOMS
- 4.7.8. Promptly raise any concerns regarding students' behaviour with their Line Manager or member of SLT.
- 4.7.9. Immediately contact M Cadwallader when there has been a serious breach of the academy's code of conduct
- 4.7.10. Support other members of staff with behavioural issues involving individual students or groups of students.
- 4.7.11. Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management
- 4.7.12. Consistently develop their understanding of behaviour development and relevant techniques as part of their CPD.

#### 4.8. Classroom staff

##### 4.9. They should

- 4.9.1. undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of children.
- 4.9.2. liaise with parents/carers regarding their child's behaviour where required

#### 4.10. Children

- 4.10.1. Children are expected to follow this policy



4.10.2. Children are ambassadors of our academy even when off academy premises. The academy expects all of its children to show respect to one another, to academy staff, and anyone else that they may meet both off- line and online.

4.10.3. Bringing intentional harm to other children or staff will not be tolerated

4.10.4. Children should, to the best of their abilities and effort:

- Actively cooperate and support their peers and members of staff to create a positive, safe and productive learning environment for all
- Be ready to learn by ensuring regular attendance, arriving at the academy and lessons on time and with the correct equipment.
- Correctly present themselves in the George Salter Academy uniform
- Respect and value the environment and their surroundings.
- Ensure that the health and safety of themselves, their peers and staff is considered at all times
- Seek help from a trusted adult where they have concerns about their behaviour or the behaviour of others

#### 4.11. Parents

4.11.1. Parents play a vital role in ensuring that their children are responsible for their own behaviour in academy.

4.11.2. 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.

4.11.3. We encourage parents to communicate and work with the academy, particularly if they have a concern about their child's behaviour, welfare or learning, which includes:

- informing the academy of any special educational needs
- vulnerabilities past or present
- personal factors that may result in their child displaying unexpected behaviours.

4.11.4. We will do as much as is possible to support parents as and when they need it.

4.11.5. Parents are responsible for ensuring that their child is ready to learn by arriving at the academy on time, appropriately dressed, rested, nourished and equipped

4.11.6. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to engage and contribute to any plans put in place to support their child.

4.11.7. Parents must strive to attend any reintegration meetings with the academy

4.11.8. Parent must strive to support their child's independent learning.

## 5. Academy behavioural expectations

5.1. The following academy expectations apply at all times to all members of the academy community. They also apply when travelling to and from the academy. Students must:

- Always be **respectful, responsible and safe**
- Always be on time
- Maintain a smart and tidy appearance
- Wear regulation academy uniform at all times to and from academy
- Never use rude, derogatory, racist or defamatory language
- Be considerate of their peers and the extended community
- **Not run through hallways, on stairways and corridors**
- 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.
- Not litter or vandalise academy property in any way
- **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.**
- **Not engage in any physical contact of any kind including play fighting.**
- **Not grab, pull or move anybody elses equipment unless they have been explicitly asked to do so for 'above board' reasons.**
- Not take unauthorised absence from academy.
- Only use Health and safety equipment for use in emergency situations and not be tamper with this under any circumstances
- Obey staff at all times
- Under no circumstances bring illegal or inappropriate items into the academy
- Not engage in gambling of any form on Academy property
- Complete any sanction on the given day.
- Work restoratively to rebuild relationships with others
- Not use social media inappropriately, whether this is on the Academy site or from home / in the community. Any behaviour incident occurring as a result of any inappropriate use of social media (ongoing or one-off) will be dealt with more severely than one off incidents initiated in person. Inappropriate use of social media will be identified as including (but not exclusive to) the use of social media to threaten, intimidate, make mockery of or embarrass both students and staff through any way shape or form via video, image, music or in the written form.

### 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.

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

- Alcohol and drugs
- Cigarettes, tobacco, matches, and lighters
- Fireworks
- Weapons of any kind
- Other harmful or illegal substances
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material
- Medicines or home remedies unless agreed to by the principal and which are included as part of a written medical/health care plan

## 6. Classroom behaviour expectations

- 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.	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) Student removes their coat and bag and places all equipment on the desk including their planner.	3) Reward points / Star Student / Peer Star Student are awarded where appropriate.
4) Student begins the starter activity while the teacher completes the register on SIMS and welcomes any late arrivals.	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.
- When remote learning opportunities are provided it is expected that students engage with these in a mature and appropriate manner 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. Inappropriate use of remote learning includes verbal abuse to students or staff, cyberbullying, the use of offensive language, and the posting of offensive or inappropriate materials.

## 7.Attendance

- 7.1. Please also see separate academy attendance policy
- 7.2. Regular attendance at the academy is required by law, and we take attendance very seriously
- 7.3. Irregular or low attendance is a safeguarding concern and may indicate that a child is at risk
- 7.4. Truancy and persistent lateness are also causes for concern and will result in investigation and consequences being applied
- 7.5. 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. The attendance policy is available to view in the policies section on the Academy website.

## 8.Unacceptable behaviour

- 8.1. 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 which is available to view in the policies section on the Academy website.

8.1.1. Verbal abuse to staff, peers and others

8.1.2. Bullying in any form, including offline, online inside or outside school premises (see the Anti-Bullying Policy)

8.1.3. Sexual harassment and sexual violence

8.1.4. Discriminatory behaviour

8.1.5. Physical abuse / attack on staff, peers or others

8.1.6. Serious actual or threatened violence against another student or a member of staff

8.1.7. Indecent or lewd behaviour

8.1.8. Damage to property/vandalism

8.1.9. Misuse, possession or supplying illegal drugs or alcohol

8.1.10. Misuse or possession of other substances

8.1.11. Theft

8.1.12. Carrying an offensive weapon

8.1.13. Arson

8.1.14. Persistent defiant behaviour

8.1.15. 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

## 9. Drugs, alcohol, tobacco and other harmful or illegal substances

9.1. The academy will not tolerate the use of drug, alcohol, tobacco, or other harmful or illegal substances of any sort on academy property or during off-site academy activities. Staff members have a professional duty to report incidents.

9.2. The academy will discipline any person found to be in possession of drugs, alcohol, tobacco or other harmful or illegal substances. This includes solvents.

9.3. In line with Government advice (*DfE and ACPO drug advice for schools Sept 2012*) exclusion is not always the automatic response to a drug incident, and permanent exclusion will only be used in serious cases.

- 9.4. Drug use can be a symptom of other problems or safeguarding concerns i.e., child criminal exploitation, child sexual exploitation, and the academy will involve or refer children to other services when needed.
- 9.5. Whilst there is no legal obligation to report the finding of any suspected illegal substance to the police, we will adhere to local guidance. If it is in the best interests of the child or the school community, the police will be called if an incident occurs.
- 9.6. In most cases the academy will attempt to use the academy's Police Liaison Officer rather than the police.
- 9.7. Only the principal or designated person (Vice Principal) may take the decision to contact the police and agree a shared approach. In making this decision all of the circumstances of the incident will be taken into account and will be actioned on a case-by-case basis. The designated safeguarding lead will automatically be informed.
- 9.8. If the police are called in to interview children, then the academy will do all in its power to inform parents prior to the interview taking place. A parent or responsible adult must be present with the police at the interview.
- 9.9. Any decision to request a police investigation will be informed by the findings of the internal initial investigation and will take account of the quantity and nature of the substance and whether it was held for personal use or to supply others, as well as a range of other factors. If supply is suspected the names of students will be passed to the police together with a full report detailing the incident and we will co-operate fully with the police investigation.

#### 9.10. Misuse of Medication

- 9.10.1. We are aware that it may be necessary for some children to take medication during the academy day (please see the Supporting Students with Medical Needs Policy).
- 9.10.2. Carrying or taking prescription or non-prescription drugs on academy premises without arrangement through a written health care plan is not allowed
- 9.10.3. Misuse of medication could have serious consequences, and any child found misusing medication will be subject to sanction

#### 9.11. Searching and screening

- 9.11.1. The principal and other staff authorised by the principal can search a student for any item if the student agrees, the ability to give consent may be influenced by the child's age or other factors and a decision will be made at the time, on a case-by-case basis as to whether consent can be obtained.
- 9.11.2. Principals and other staff authorised by the principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

9.11.3. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Medicines that are not prescribed
- Articles that have been or could be used to commit an offence or cause harm

9.11.4. The principal or authorised member of staff is also permitted to search for any article that the staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

9.11.5. Where there is reasonable suspicion that a child or children are in possession of an unauthorised substance they will be asked to turn out their pockets and bags or open their locker.

9.11.6. Any search of the student themselves will be conducted by a same sex (or that which the student identifies with), member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

9.11.7. Staff members may require a pupil to remove outer clothing including hats, gloves, scarves, boots, and coats. Special consideration will be taken with regards to the removal of religious headwear.

9.11.8. Designate staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items only.

9.11.9. Whenever a search is carried out the incident will be logged on CPOMS and will contain:

- the name of the person conducting the search
- name of the witness
- student name
- where the search took place
- time of the search
- if anything was found,
- what was found
- what the next steps were
- when the principal was informed (if not involved in the search)
- when parent/carers was informed and by whom



- 9.11.10. If a paper log has been kept it must be signed by both, timed and dated by the person conducting the search and the witness.
- 9.11.11. Searches, without consent, can only be carried out on school premises, or in a place where the authorised member of staff has lawful control or charge of the child for example on school trips – this power only applies in England

## 9.12. Confiscation

- 9.12.1. As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item,
- 9.12.2. Staff can also seize any item found which they consider harmful or detrimental to academy discipline.

## 9.13. Storage and disposal

- 9.13.1. For drugs or unknown substances, the substance will only be handled by an authorised staff member with health and safety training using appropriate handling procedures and safety equipment. It will be placed in a lockable, secure location and the police notified in order for them to collect it.
- 9.13.2. Alcohol and tobacco products will be confiscated and disposed of by the academy.

# 10. Use of reasonable force

*(DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing bodies July 2013)*

- 10.1. George Salter Academy recognises that schools and other settings have a duty of care towards their children and staff. It is therefore necessary and appropriate to proactively plan for challenging behaviour to prevent injury or damage.
- 10.2. The use of reasonable force must always be a last response to challenging behaviour. De-escalation techniques that are appropriate to the child set within a positive approach to behaviour, must always be used in the first instance. However, it is acknowledged that there may be a very small number of circumstances where reasonable force may be required
- 10.3. Reasonable force will only be used to prevent children from hurting themselves or others, from damaging property or from causing disorder
- 10.4. Schools do not require parental consent to use reasonable force.
- 10.5. Reasonable force is – reasonable in the circumstances, meaning using no more force than is needed. Schools cannot use force as a punishment.

## 10.6. Positive handling plans

- 10.6.1. Where a child's behaviour could present a significant risk of injury to themselves, other people or property the academy will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.
- 10.6.2. These plans should be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.
- 10.6.3. The plan should document situations that may provoke challenging behaviour and any successful preventative strategies. The plan should also document how physical intervention should be used appropriately.

## 10.7. Responding to emergencies

- 10.7.1. Even the best planning systems cannot cover every eventuality, the academy recognises that there are unforeseen or emergency situations to which staff will need to respond at pace.

### 10.8. Physical intervention should be:

- In the best interests of the child
- Necessary, reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options which are likely to be effective
- Staff must avoid touching or restraining a child in any way that could be interpreted as sexual or inappropriate conduct

## 10.9. Recording, reporting and responding to incidents of positive handling/use of reasonable force

- 10.9.1. Any incident of positive handling/use of reasonable force must be recorded on CPOMS using the Trust Positive Handling Record Form (see appendix of this policy) as soon as practicable and within 24 hours of an incident taking place by all those involved.
- 10.9.2. Parents/carers will be informed on the same day as the incident and invited into school to discuss the incident as soon as practicable.
- 10.9.3. The principal must inform their regional director/Director of Primary and SEND and the trust deputy safeguarding manager (behaviour and attendance) of all incidents of positive handling/use of reasonable force.
- 10.9.4. A review of the incident must be conducted by the principal and DSL within 5 working days and any positive handling plan put in place or updated as appropriate

- 10.9.5. Governors will be informed of the number of positive handling/use of reasonable force incidents at full governing body meetings
- 10.9.6. All staff working within a school or setting should be aware of their whistleblowing policy and how to use this to escalate concerns regarding the misuse of restraint as necessary.

## 10.10. Support for children and staff following an incident

- 10.10.1. When a serious incident occurs, it can be upsetting for all involved and may result in injuries to children or staff.
- 10.10.2. Immediate action will be taken to provide first aid for any injuries or medical attention sought for more serious injuries.
- 10.10.3. Emotional support for children and staff must also be considered after the incident has occurred

## 10.11. Training

- 10.11.1. Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognised behaviour management system (e.g., Team Tach)
- 10.11.2. However it is also recognised that individual members of staff have a statutory power to use reasonable force without this training.
- 10.11.3. All staff will be trained in de-escalation.

## 10.12. Responding to incidents of sexual harassment, violence

- 10.12.1. The academy will follow guidance for responding to incidents of sexual violence and sexual harassment as laid out in *Keeping Children Safe in Education 2021* part 5 and *DfE Guidance Sexual Violence and Sexual Harassment between Children in Schools And Colleges Sept 2021* and the academy Child Protection and Safeguarding Policy)
- 10.12.2. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 10.12.3. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.
- 10.12.4. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However a younger child can abuse an older child, particularly if they have power over them for example if the older child is disabled or smaller in stature.

10.12.5. All staff at the academy will maintain an attitude of 'it could happen here' and never dismiss something as 'banter'

10.12.6. The following behaviours are not acceptable under any circumstances

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent
- Sexual comments such as telling sexual stories, making lewd comments, making remarks about clothes and appearance and calling someone sexualized names
- Sexualised 'jokes' or taunting
- Deliberately brushing past someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment including consensual and non-consensual sharing of nudes or semi-nudes, images and/or videos (taking and sharing of nude photos of under 18s is a criminal offence)
- Sharing of unwanted explicit content
- Upskirting (also a criminal offence)
- Unwanted sexual comments or messages including on social media
- Sexual exploitation, coercion or threats

10.12.7. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

10.12.8. Any report of sexual violence or sexual harassment will be taken seriously, and all victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

10.12.9. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report

10.12.10. Staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

10.12.11. All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

## 11. Disciplinary sanctions

11.1. The academy operates using the following disciplinary measures:

Detention	Examples of Behaviour
Lunchtime detention of upto 35 minutes in reflection room. This sanction could include a include community service sanction determined by the type of or severity of incident.	<ul style="list-style-type: none"> <li>• Anti-Social behaviour during <b>social time</b>.</li> <li>• Incorrect Uniform as guided by uniform policy</li> </ul>
Same night after school sanction (30 mins, served centrally with SWM / SLT on rota)	<ul style="list-style-type: none"> <li>• Late to School for the 1<sup>st</sup> or 2<sup>nd</sup> time that week</li> <li>• Late to lessons (when on punctuality report)</li> <li>• Poor behaviour choices during any break / lunch detention</li> <li>• 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)</li> <li>• Failure to adhere to uniform policy</li> <li>• Any other negative behaviour as reported to SWM including repeated Anti-social behaviour or failing to attend any other detention.</li> </ul>
Same night after school sanction ( <b>1 hour</b> , served centrally with SWM / SLT on rota)	<ul style="list-style-type: none"> <li>• Failure to turn up for previous days late to school sanction</li> <li>• Late to school for the 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> time that week</li> <li>• Failure to adhere to uniform policy</li> <li>• <b>Lesson removal</b></li> <li>• <b>Failure to turn up to the previous day's removal detention</b></li> </ul>
Teacher detention ( <b>up to 1 hour</b> , served with class teacher in their classroom)	<ul style="list-style-type: none"> <li>• Missing homework</li> <li>• Poor behaviour in class</li> <li>• Inappropriate use of remote learning</li> <li>• Disturbing the learning of others or the learning of self.</li> <li>• <b>Poor attitude to learning / passivity during learning</b></li> </ul>
Middle Leader Detention (up to 1 hour, served with HoD, PL or lead SWM in leaders base)	<ul style="list-style-type: none"> <li>• <b>Failure to attend teacher detention</b></li> <li>• Continued poor behaviour within the individual lesson or across a range of lessons</li> <li>• Poor attitude to learning / <b>persistent passivity during learning</b></li> </ul>
SLT Detention – Mondays (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"> <li>• Continued poor response during sanctioning</li> <li>• <b>Failure to attend middle leader detention</b></li> <li>• Missing homework or head of department sanctions</li> <li>• Bullying (any kind – Cyber, Physical, Verbal etc)</li> <li>• Inappropriate use of ICT equipment or social media</li> <li>• 2 removals in one day or refusing to comply with a removal</li> </ul>
Internal Exclusion (1 day) (10am – 4pm)	<ul style="list-style-type: none"> <li>• 3 or more removals in one week</li> <li>• <b>Failing to attend SLT detention</b></li> <li>• Failing to attend removal detention two times in a row.</li> <li>• Repeated failure to adhere to uniform policy</li> <li>• Persistent poor behaviour</li> <li>• Extreme failure to follow uniform policy</li> <li>• Bullying directed towards students or staff (any kind – Cyber, Physical, Verbal etc)</li> </ul>
Internal Exclusion (2-3 days) (10am – 4pm for between 1 and 3 days for an individual offence)	<ul style="list-style-type: none"> <li>• Extreme behaviours including: fighting, assault, persistent failure to follow instructions, absconding from lesson etc</li> <li>• Bullying (any kind – Cyber, Physical, Verbal etc)</li> </ul>
External Isolation (1-3 days) (a period of time spent in the internal exclusion provision of another school or academy)	<p>Includes but not restricted to:</p> <ul style="list-style-type: none"> <li>• Repeated / persistent failure to follow the Academy rules</li> <li>• Repeated referral to internal exclusion</li> <li>• Bullying directed towards students or staff (any kind – Cyber, Physical, Verbal etc)</li> </ul>

Fixed Term Exclusion (1+ days)	Includes but not restricted to: <ul style="list-style-type: none"> <li>• Refusal to attend an external isolation placement.</li> <li>• Extreme one off incident (e.g. assault, social media abuse, verbal abuse to staff, any negative Covid-19 related behaviour etc)</li> <li>• Bullying directed towards students or staff (any kind – Cyber, Physical, Verbal etc)</li> </ul>
Permanent Exclusion	Includes but not restricted to: <ul style="list-style-type: none"> <li>• Bringing a prohibited item onto the Academy site with or without the intention of using it.</li> <li>• Sustained bullying</li> <li>• Bringing the Academy into disrepute</li> <li>• Serious one off incident including any negative Covid-19 behaviour.</li> <li>• Bullying directed towards students or staff (any kind – Cyber, Physical, Verbal etc)</li> </ul>

## 12. Unacceptable behaviour outside the academy

- 12.1. 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*.
- 12.2. All unacceptable behaviour occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be addressed using the academy's sanctions and consequences procedures
- 12.3. This will include any unacceptable behaviour when a student:
- Is taking part in any activity organised 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

## 13. Reasonable adjustments

- 13.1. In line with the Equalities Act 2010 and Ormiston Academy Trust's SEND policy, the academy understands its duty to ensure that reasonable adjustments have been made for children with SEND in the application of this policy.
- 13.2. When considering the behaviour of pupils with SEND, the academy will apply this Behaviour for Learning policy in a flexible manner, taking into account any reasonable adjustments which may be needed for pupils with SEND so that they are not disadvantaged by this policy.

13.3. Further advice and guidance on what constitutes reasonable adjustments in particular circumstances can be sought from the Director of Primary and SEND or SEND Lead Practitioners.

## 14. Rewards policy

The academy believes that it is important to encourage positive behaviours throughout the academy by recognising, celebrating and rewarding children who strive to achieve self-improvement in this area. George Salter Academy recognises that children should be rewarded for displaying positive behaviours and does this primarily through rewarding students based on our character values of Ambition, Belief and 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.

14.1.

- Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work and behaviour
- Positive behaviour will be promoted and reinforced by the academy's clear reward system.

14.2. 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 name of academy's core values and ethos.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Be used to motivate students and help them to feel valued.
- Be used to reinforce expected behaviours

14.3. George Salter Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods: the use of praise, positive phone calls home, the awarding of ABC points on a lesson by lesson basis, celebration assemblies, weekly student shout outs, rewards breakfasts and regular rewards trips.

## 15. Complaints

15.1. All complaints are dealt with under the OAT Complaints Policy.

15.2. 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.

15.3. The outcome of the complaint will be communicated in writing.

## 16. Monitoring and review

16.1. 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

16.2. Any suggestions for improvements to this policy should be sent to Assistant Principal – Behaviour and Attendance.



16.3. 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.

## 17. Consultation

17.1. A representative group of following were consulted in the production of this policy

- OAT Student Leadership Body
- Regional Directors
- Principals
- Governance
- Designated Safeguarding Leads

## Appendix 1

# 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:
  1. The tutor welcoming students at the door, checking for uniform standards on entry.
  2. Students placing all their equipment including their planner on the desk.
  3. The taking of an accurate register using SIMS.
  4. The checking and sharing of any messages with the students.
  5. 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.

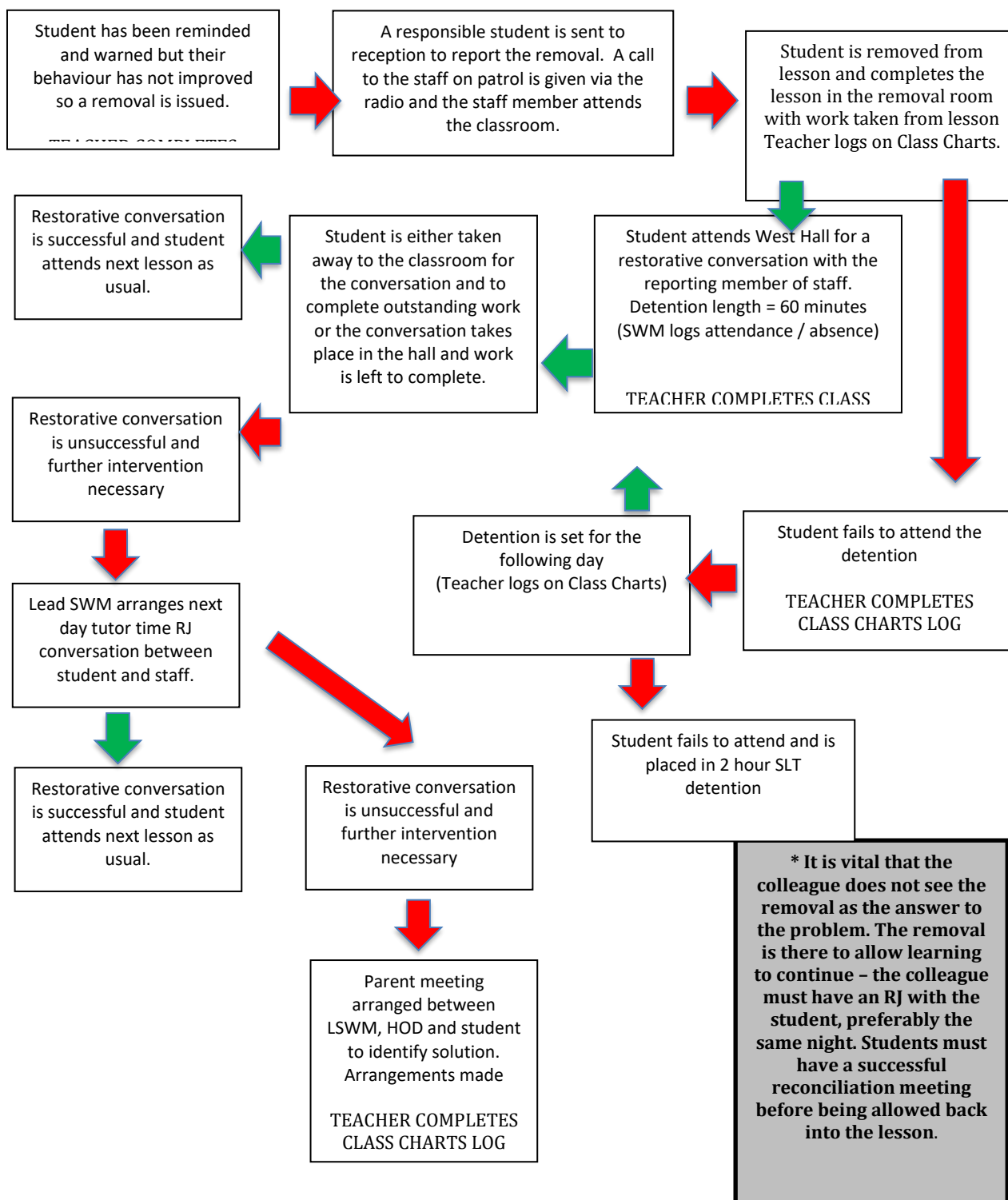
### Students

- 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

### 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

### Possible Interventions / Sanctions

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Stage 1 report Social Time removal After school detention	Stage 2 report Social Time removal After school detention Internal Exclusion	Stage 3 report Social Time removal After school detention Internal Exclusion External Exclusion Fixed Term Exclusion	Stage 4 report Social Time removal After school detention Internal Exclusion External Exclusion Fixed Term Exclusion Preventative Placement (other school) Managed Transfer <b>Governors / OAT regional behaviour lead Warning – Inform ORMISTON of danger of PEX.</b>	Stage 5 report Social Time removal After school detention Internal Exclusion External Exclusion Fixed Term Exclusion Governors Warning Preventative Placement (other school) Managed Transfer Permanent Exclusion <b>LA Behaviour Meeting</b>

### Possible Interventions (STEPS / Pastoral)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>FT / SWM Monitoring</b> Weekly mentoring meeting with SWM Daily mentoring form tutor ML to support RJ Implementation from Class strategy meetings	<b>STEPS Intervention</b> Additional to Stage 1 Referral to Steps Identification of barriers Referral for therapeutic support/ extra – curricular clubs In class support Peer mentoring Mentoring with Lead SWM Potential SSP	<b>STEPS Intervention</b> Additional to Stage 2 1:1 or group mentoring External intervention through outside agency Consultation/Referral with Inclusion Support Student Brief Meeting with PCSO Lessons observations SSP	<b>STEPS Intervention</b> Additional to Stage 3 1:1 mentoring Personalised timetable Alternative Provision 1 day placement Referral with Inclusion Support	<b>STEPS Intervention</b> Additional to Stage 4 Alternative provision (6 weeks) Alternative Provision Full time

## Appendix 4 – Staff Charter

### All Staff will promote RESPECT by...

Expectation	Guidance
<ul style="list-style-type: none"> <li>Using Class Charts in every lesson to praise and sanction performance including the rewarding of one star student and one peer star student.</li> <li>Making at least one positive phone call home each week.</li> <li>Making sure that all rewards are issued to students whose work is beyond expectation.</li> <li><b>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.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

### All Staff will promote RESPONSIBILITY by...

Expectation	Guidance
<ul style="list-style-type: none"> <li><b>Consistently challenging any students who are not wearing the correct Academy uniform during both lesson and SOCIAL TIME.</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><b>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.</b></li> </ul>

<ul style="list-style-type: none"> <li>Recording and sanctioning low level lesson disengagement to the same level as which disruption is.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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## All Staff will promote SAFETY by...

Expectation	Guidance
<ul style="list-style-type: none"> <li>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.</li> <li>Accurately recording attendance to lessons using SIMS and record students who are noticeably late using an L code.</li> <li>Displaying and following the Academy procedures for taking registers and reporting missing students.</li> <li>Always challenging and wherever possible sanctioning students with poor punctuality internally while referring any trends to the Student Welfare Manager.</li> <li>Attending duty on time and ensuring that the hi-vis jacket is worn at all times whilst on duty.</li> <li>Always challenging any instance of anti-social or challenging behaviour and disperse large groups of students accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Stand at the door on welcoming and exiting the students and ensure that students are standing behind their desks before being formally dismissed.</li> <li>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.</li> <li>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.</li> <li>Once challenged, the incident must be logged on Class Charts as you would if the incident had occurred in your classroom.</li> </ul>

## Appendix 5 – Home / Academy Agreement

### The Academy Home-Academy Agreement 2021-22

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 and accepting other sanctions when they occur.
- ☐ Make every effort to ensure that their child is using social media, chat groups etc. appropriately and not engaging in conversations, discussions, the sharing of images, 'liking' inappropriate posts etc. that are likely to impact behaviours whilst at school.

I can confirm that I have read and understand the above statements.

**Parent / Carer Signature 1:** .....

**Parent / Carer Signature 2:** .....

**The Academy  
Home-Academy Agreement 21-22**

The Academy

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**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 21-22**

Students

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**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 and accept responsibility for my actions at all times
- ☐ To be honest and truthful in all actions.
- ☐ Use social media, chat groups etc. appropriately and not engage in conversations, discussions, the sharing of images, 'liking' inappropriate posts etc. that are likely to impact the behaviours of themselves and others whilst at school.

I can confirm that I have read and understand the above statements.

**Student Signature:** .....

## Appendix 1

### George Salter Academy - ICT Acceptable Use Policy

All users who use academy ICT facilities, equipment, or connect to the academy network are required to accept the following ICT Acceptable Use Policy.

The academy actively monitors all ICT use including websites visited, internet searches, messages sent/received, emails sent/received, files created and downloads of all users. This includes any personal devices, which have been connected to the academy's WiFi network.

In accepting this policy, **all users** agree to the following:

1. I will not bring inappropriate material into the academy via external media or downloaded from the internet, neither will I store such material on academy devices nor network shared drives. This includes (but is not exhaustive to):
  - 1.1. Any files or folders containing unsuitable content or offensive language.
  - 1.2. Any files which violate copyright law. Downloaded/ripped content such as videos, music or software.
  - 1.3. Any files or folders that promote any activity contrary to the ethos of George Salter Academy (E.g. bullying, racism, terrorism etc.)
  - 1.4. Any games with the exception of those I have created myself or are related to teaching and learning.
2. I will not change other user's passwords and will only edit or delete my own files and not view, or change other user's files without their permission.
3. I will not allow other users to use my login details and will keep my logins, IDs and passwords secret.
4. I will use the Internet responsibly and will not visit websites which may contain materials considered inappropriate.
5. I will not tamper with computer settings or attempt to bypass restrictions put in place for my safety, including the use of proxy's or VPN's to access sites, which have been blocked by the academy.
6. I will not send, display or print offensive or inappropriate messages, images, sounds or videos.
7. I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
8. I will not use obscene language in any form of communication.
9. I will not use harassing or threatening language in any form of communication (e.g. the sending of emails).
10. I will not damage the ICT facilities or take ICT equipment from rooms without prior permission.
11. I will only install software and apps on academy devices for which I have permission to do so and the appropriate license is in place.
12. I will not intentionally damage computer software (e.g. by knowingly bringing in a virus on a device and introducing it onto the academy system) and will take preventative measures (e.g. do not open or download any email attachments from email addresses, and more importantly, people you do not recognise).

13. I will not intentionally waste resources (e.g. printing multiple copies of the same document).

In addition **students** also agree to the following:

14. If I see something that makes me feel uncomfortable or worried, I will report it to a Student Welfare Manager immediately and state the name of the website concerned.
15. If I receive a message, image or video I consider inappropriate or that makes me feel uncomfortable, I will not respond to it, but I will save it and report it to a Student Welfare Manager immediately.
16. I will not give my home address, phone number, send photographs or video, or give any other personal information that could be used to identify me, my family or my friends, without academy or parental permission.
17. I will never arrange to meet someone I have only ever previously met on the Internet or by email or on social media, unless I take a trusted adult with me.
18. I am aware that some websites and social networks have age restrictions and I should respect this.

In addition **staff, governors and visitors** also agree to the following:

19. If I see something that makes me feel uncomfortable or worried, I will report it to the Designated Safeguarding Lead immediately, including the name of the website concerned.
20. If I receive a message, image or video I consider inappropriate or that makes me feel uncomfortable, I will not respond to it, but I will save it and report it to the Designated Safeguarding Lead immediately.
21. I will not send confidential or sensitive information to those who are not authorised to receive it.
22. I will not publish images of students from the academy without the permission of a parent/carer first.
23. I will not use personal equipment such as cameras, phones etc. to take images/video of students.
24. I will not communicate with students through means outside of the academy facilities such as personal email accounts, social networking sites, personal mobile phones etc.
25. I will ensure that my personal social network pages are sufficiently protected so as not to allow any parents or students to access personal information, comments or photographs. It is recommended that Facebook pages are set to 'Friends' thus preventing them being viewed by the general public.
26. I will not accept current students on roll as friends on any social networking site (e.g. Facebook, Twitter etc.) as this can leave me open to false claims and put me in a vulnerable position. Staff should also not signpost students to their personal 'YouTube' accounts.
27. I will not use a social network site, the internet or personal blogs etc. in such a manner that the content offends colleagues or brings the academy into disrepute.



George Salter Academy's E-Safety and Social Media Policies are available to download in full on <http://www.georgesalter.com/academy/policies.html>.

**By clicking accept, I confirm I have read and agree to all of the above statements and the Academy's E-Safety and Social Media Policies.**