



**CORE**  
EDUCATION  
TRUST

**CORE City Academy**

**Behaviour Policy**

DELIVERING A  
**CORE** EDUCATION

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## 1. Introduction

- 1.1 CORE Education Trust's ("the Trust's") mission is to provide children with a high-quality educational experience realised through a collective commitment to four CORE Values: Collaboration, Opportunity, Respect and Excellence.
- 1.2 Excellent behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond school. The Trust's Behaviour Policy seeks to promote and encourage student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by high quality teaching, a stimulating learning environment, and effective rewards and sanctions.
- 1.3 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed every two years by the Board of Trustees.

## 2. Aims and Objectives

Excellent behaviour and attendance make effective teaching and learning possible. Poor behaviour and attendance disrupt this process. By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;

- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

### **3. Application of Policy**

- 3.1 This policy applies to all members of the Trust community. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying taking place outside of academy hours are reported to the academy.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy staff will consider:
- 3.2.1 whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

### **4. Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

#### **4.1 Board of Trustees**

The Board of Trustees have overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected from all pupils attending our academies in line with this ethos and our core values.

The Trustees will hold the CEO, Executive Team and Headteachers to account for the implementation of this Behaviour Policy.

#### **4.2 The Chief Executive Officer and Executive Team**

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. The CEO and Executive Team will ensure that senior staff receive regular continuing professional development and receive regular training on behaviour management.

#### **4.3 Local Governing Body**

The Local Governing Body is responsible for ensuring the academy's annex to this Behaviour Policy is in line with the ethos and core values of the Trust as laid out by the Board of Trustees.

The Local Governing Body in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on behavioural sanctions and support put in place for pupils at the academy. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on exclusions, behaviour and discipline.

#### 4.4 **Headteacher**

Each Academy Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher and Senior Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### 4.5 **Staff**

All staff will:

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### 4.6 **Parents and Carers**

Parents and Carers play an important role in ensuring good behaviour from their children, and we value the relationship we have with our parents and carers. Parents and Carers are required

to sign the academy's home school agreement when their child joins the academy, and subsequently at the start of each academic year. Parents and Carers are also expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning;
- attend meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

#### 4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

### 5. Rewards

The academy firmly believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Our reward system at Core City Academy is detailed in the annex of this policy.

### 6. Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the academy will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand
- requiring a written apology
- confiscation of a pupil's property
- missing break time
- extra work or repeating unsatisfactory work until it meets the required standard

- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in extra-curricular academy events such as sports day or prom
- removal from a class or groups
- internal exclusion
- seclusion/isolation rooms
- detention including during lunch-time, after school and at weekends
- regular reporting including early morning reporting or being placed “on report” for behaviour monitoring
- education off-site for a designated period
- fixed term or permanent exclusion

6.3 Our system of sanctions at Core City Academy is provided in the annex of this policy.

6.4 Academy staff aim to work in cooperation with parents and carers to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students’ behaviour when necessary. When a sanction is imposed, parents and carers will be informed swiftly via letter, text message or phone call.

6.5 The academy encourages restorative justice – this is the principle of empowering students to resolve conflicts on their own and in small groups - and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.6 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.7 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following is a non-exhaustive list of behaviour that is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of pupils or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson

- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the academy rules (see Annex)

6.8 Each academy within CORE Education Trust will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis. The DfE guidance on exclusions is available at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

### 6.9 **Fixed Term Exclusions**

A fixed term exclusion can only be issued by the Headteacher for a breach of the school's behaviour policy. Parents will be notified of any fixed term exclusion.

6.10 Following a fixed term exclusion, and before the pupil returns to school, a reintegration meeting between the parents / carers and the school will be arranged. The purpose of the reintegration meeting will be to discuss strategies, and agree any actions, to try and ensure that the behaviour which led to exclusion does not occur again. A written record of any actions agreed by the parents and the school at the reintegration meeting will be produced. A copy of this record will be kept by the school and a copy will be sent to the parent / carer. For the first five days of any exclusion the school will set work for the pupil and the pupil will be expected to complete the work and return it to the school for marking. If a fixed term exclusion is for longer than 5 days, the school will arrange suitable alternative full-time education from the sixth day.

### 6.11 **Permanent Exclusions**

The decision to permanently exclude a pupil is a serious one and can only be made by the Headteacher for a breach of the school's behaviour policy. Parents will be notified of any permanent exclusion. Permanent exclusion will usually be the final step in a process for dealing with disciplinary offences, where all other possible disciplinary sanctions have failed to be successful. There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or serious 'one-off' incident.

6.12 There is not a definitive list of serious one-off incidents that may result in permanent exclusion but serious one-off incidents may include the following types of behaviour: serious actual or threatened violence against another pupil or member of staff, bringing a weapon or banned item such as illegal drugs on to the school premises, serious damage to school property, arson, or theft. Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

6.13 For the first five days of any permanent exclusion, the school will set work for the pupil and the pupil will be expected to complete the work and return it to the school for marking. The

6.14 local authority (LA) are responsible for providing full-time education from the sixth school day of any permanent exclusion.

- 6.15 Once a permanent exclusion has been issued by the Headteacher, a panel of three governors from CORE Education Trust will be convened to review the school's decision to permanently exclude the pupil. This meeting should be arranged within 15 school days, and parents will be notified of the date of the governors review meeting by letter. In some circumstances it may not be possible to meet the 15 school days deadline, in these cases, a meeting will be arranged as soon as it is practical to do so. In line with the DfE guidance on exclusions, the decision made by the governors at the governors review meeting will not be invalid simply on the grounds that the meeting did not take place within 15 school days.

## **7. Pupils with Special Educational Needs and/or Disabilities**

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
  - has a disability which prevents or limits them from accessing the curriculum; or
  - has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- 7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.
- 7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Map will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and the school's SEN Information Report for more information.

## **8. Investigating Incidents**

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Where a pupil is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

## 9. Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.3 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.
- 9.4 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the academy rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.5 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.
- 9.6 Each academy Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons
  - alcohol
  - illegal drugs
  - "legal highs"
  - stolen items
  - e-cigarettes, tobacco and cigarette papers
  - fireworks
  - pornographic images or
  - articles that have been or could be used to commit an offence or cause harm

- 9.7 Staff may 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.
- 9.8 The academy may, from time to time, require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

## **10. Use of reasonable force**

- 10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Any incident of reasonable force or restraint will be recorded and parents / carers informed.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. 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.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents / carers will be informed as a matter of course.

## **11. Bullying**

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. Further information about the Trust's approach to preventing and addressing bullying can be found in our Anti-Bullying Policy.
- 11.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

- 11.4 If an allegation of bullying does come up, the academy will:
- take it seriously
  - investigate as quickly as possible to establish the facts
  - record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
  - provide support and reassurance to the victim
  - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
  - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
  - ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
  - consider whether exclusion is appropriate in light of the circumstances.
- 11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

## 12. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the DfE exclusions guidance will be followed.

CORE Behaviour Policy			
<b>Publication Date</b>	01/09/2020	<b>Owner</b>	Mr W. Robinson

## Core City Academy Behaviour Policy Annex

### Rights and Responsibilities of Pupils, Academy Rules, Rewards and Sanctions

<b>Rights</b>	<b>Responsibilities</b>
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

#### **Academy Rules**

- 1 Attend the academy and classes on time.
- 2 Bring appropriate equipment such as the City 5: black pen, red pen, pencil, ruler, rubber. Essentials – calculator. Must have PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
- 4 Do not use rude, derogatory, racist or defamatory language.
- 5 Do not bully, belittle, or intentionally harm other pupils or staff.

- 6 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 7 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 8 Complete academy work and homework on time and to the very best of your ability.
- 9 Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
- 10 Take care of academy equipment.
- 11 Follow staff instructions.
- 12 Do not eat during lesson times.
- 13 Report to the academy office if you arrive late, feel unwell or need to leave for an appointment.
- 14 Stay on the academy premises at break and lunch time
- 15 Do not bring into the academy under any circumstances:
  - alcohol and drugs including "legal highs"
  - e-cigarettes, cigarettes, matches, and lighters
  - chewing gum
  - weapons of any kind or instruments/substances intended to be used as weapons
  - material that is inappropriate or illegal for children to have such as racist or pornographic material
  - mobile phones/other non-authorized electric devices
  - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Academy Rewards System

Type of Reward	Reward Received
Praise	0 points Verbal praise
Value Credit	10 points Value credits can be awarded for: <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework,</li> <li>• Participation in lessons</li> <li>• Excellent effort in lesson</li> <li>• STAR</li> <li>• Collaborating with others</li> <li>• Student helper</li> </ul>

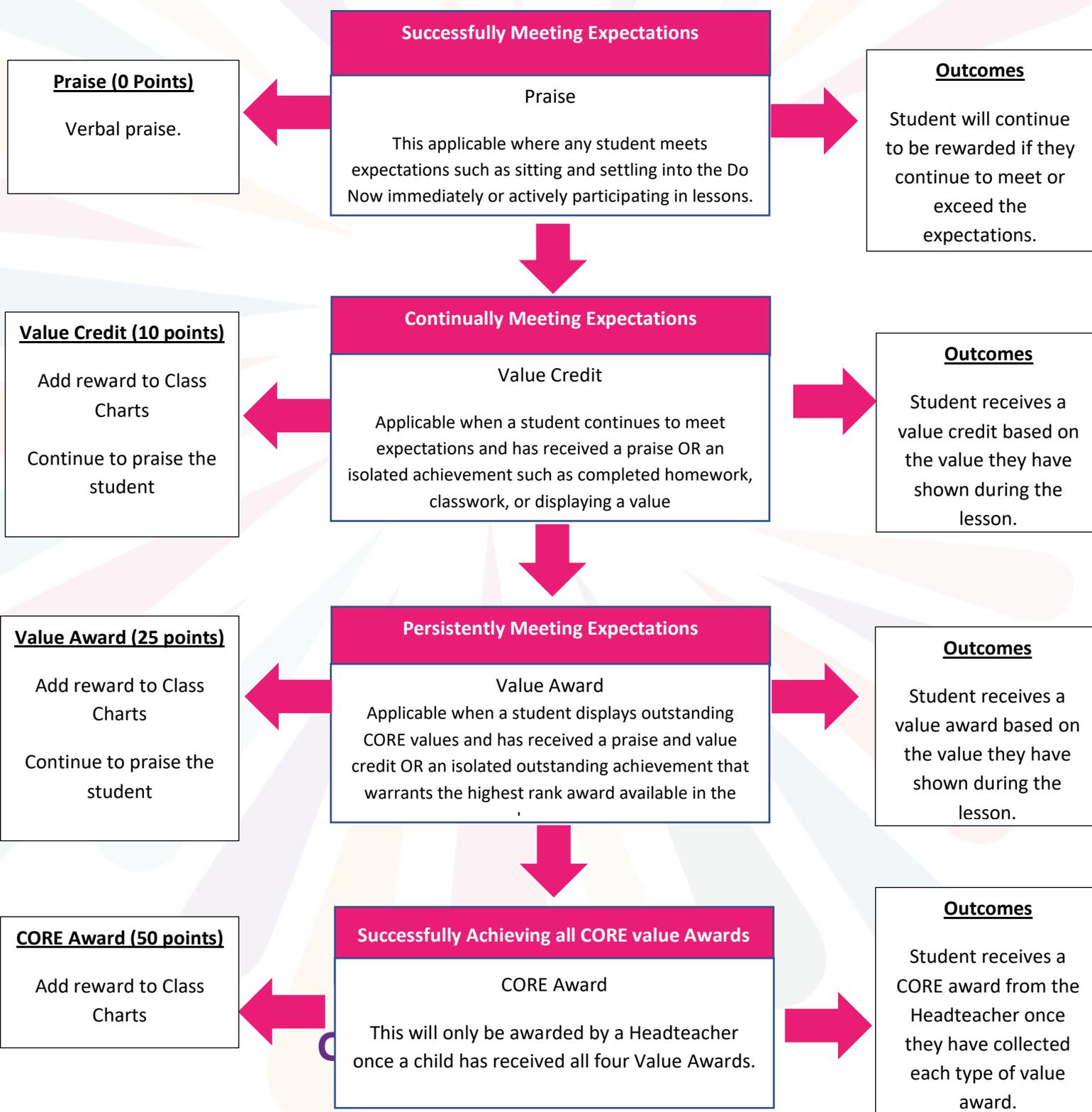
	<ul style="list-style-type: none"> <li>• Good Manners</li> </ul>
Value Award	<p>25 points</p> <p>Students can be awarded with Value Awards for displaying outstanding CORE values in and out of lessons.</p> <p>Collaboration Award:</p> <ul style="list-style-type: none"> <li>• Outstanding contribution SLT</li> <li>• Outstanding school sport representative</li> <li>• Outstanding collaboration</li> <li>• Outstanding community work</li> <li>• Outstanding external contribution</li> </ul> <p>Opportunity Award:</p> <ul style="list-style-type: none"> <li>• 100% Attendance</li> <li>• 100% Punctuality</li> <li>• Outstanding contribution to future success</li> <li>• Outstanding independent learning</li> <li>• Outstanding work for an external organisation</li> </ul> <p>Respect Award:</p> <ul style="list-style-type: none"> <li>• Outstanding attitude to diversity</li> <li>• Continuous display of manners</li> <li>• Continuous high standard of uniform</li> <li>• Outstanding act of kindness</li> <li>• Outstanding support of peers</li> </ul> <p>Excellence Award:</p> <ul style="list-style-type: none"> <li>• Outstanding value credit achievement</li> <li>• Outstanding classwork</li> <li>• Outstanding homework</li> <li>• Outstanding mastery achievement</li> </ul>
CORE Award	<p>50 points</p> <p>This will only be issued once a student has successfully collected each of the four value awards: Collaboration, Opportunity, Respect and Excellence.</p> <p>This will be awarded by the Headteacher.</p>

#### Automatically issued rewards

<b><u>Achievement</u></b>	<b><u>Reward Received</u></b>
Meeting expectations (no incidents of low-level disruption/ Yellow Payback) per week	5 points (automatically generated on Class Charts)
Meeting expectations (no incidents of low-level disruption/ yellow Payback) per half term	25 points (automatically generated on Class Charts)

Students with 100% attendance each week	10 (automatically generated on Class Charts)
Students with no late marks each week	10 points (automatically generated on Class Charts)
Students with 100% attendance each half term	50 points (automatically generated on Class Charts)
Students with no late marks per half term	30 points (automatically generated on Class Charts)

## Rewards Pathway



## Academy Sanctions

At Core City academy we will confiscate mobile phones or electronic devices if they are seen or used on the academy site. Members of staff will confiscate the device and hand into Central services. The students name will be recorded; first and second time offence the student will receive their device back at the end of the school day. If a device is taken for the third time, the students parent or carer will have to collect the device from the Academy. If this cannot be arranged the device will be kept in school until a convenient time has been arranged for parent/carer to collect. This includes the confiscation of headphones. Headphones are not to be on show at any time whilst on the Academy premises.

### When using sanctions, all academy staff will do the following:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour, not the student
- A breach of the rules must lead to the appropriate sanction and should be used by all staff – **consistency is vital**
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. restorative justice.

### Sanctions that may be used:

- Payback(Detention)
- Reporting to senior staff
- Discussion with parents gaining their support e.g. for extra work or compliance with uniform rules
- Removal from group to another class - temporarily or permanent
- Exclusions, internal (Seclusion), fixed term and permanent.

## Payback Procedures

Student misbehaviour may result in the issuing of a Payback. Paybacks are used to encourage students to consistently meet our high expectations. They also provide a subject teacher an opportunity to have a restorative conversation with any individual who has not met their expectations. Paybacks also give students a chance to catch up on any work they may have missed through their misbehaviour, lack of effort or disengagement in class.

All teaching and non-teaching support staff have the authority to place a child in Payback.

### The use of Paybacks as a Sanction

It is noted that the academy does not require parental permission to impose Paybacks or other academy sanctions.

Parents will be provided with notice if a student is required to attend an after-academy Payback in line with the CORE Education Trust Behaviour for Learning Policy.

'Late to academy Paybacks will take place on the same day. All other Paybacks will take place the day after the Payback has been issued, notice will be provided via one or more of the following methods: Class Charts notifications, email, text or phone call.

The academy reserves the right to give Paybacks on the day if parent/carer contact is made, and if parents/carers agree. In exceptional circumstances authorised by a member of the SLT, the academy may impose such "same day" Paybacks once parents/carers have been informed, even where this agreement has not been given.

<b>Type of Payback</b>	<b>Length of Payback</b>	<b>When does the Payback Occur</b>
Yellow Payback	10 Minutes	Break, Lunch
Late to Academy	30 Minutes 1 <sup>st</sup> and second late - 3 <sup>rd</sup> late 60 Minutes	3.00 pm (Langley Walk Site) 3.30 pm (Newhall Site)
Amber Payback	30 Minutes	3.00 pm (Langley Walk Site) 3.30 pm (Newhall Site)
Red Payback	60 Minutes	3.00 pm (Langley Walk Site) 3.30 pm (Newhall Site)
Missed Red Payback	60 Minutes	3.00 pm (Langley Walk Site) 3.30 pm (Newhall Site)

### **Payback Process**

We believe that students must take responsibility for attending a Payback. To aid this process, the academy will take the following steps to communicate a Payback to students and parents:

- For Amber and Red Paybacks parents/carers will be notified of the requirement for their child to attend by 5.00pm the day before the Payback is due.
- A list of students required to attend Paybacks will be circulated to all staff each day.
- Students arriving after 3:15pm (Langley site) 3:45pm (Newhall site) to Payback will be listed as having missed said Payback

After academy Paybacks will be led by SLT and supported by City Academy leaders.

\*Please note at the Langley Walk Site Payback issued from lessons will be completed by the class teacher. Late to Academy Payback will be led by City Academy leaders.

### **Failure to attend After Academy Paybacks and Rescheduling Missed Paybacks**

- A missed Yellow Payback (10 Minutes) extends to an Amber Payback 30 minute.
- A missed Amber Payback (30 Minutes) extends to a Red Payback 60 minutes.
- A missed Red Payback (60 Minutes) – extends to a Missed Red Payback and is logged and a conversation had with the student by their HOY. The Payback will be scheduled for the following day and recorded on classcharts (parents notified). If the rescheduled Payback is missed, without extenuating circumstances, the student will be placed into Seclusion. If this behaviour is not addressed by the student this can lead to the WAVE 1,2 or 3 of the Behaviour Pathway.

### **The Payback will always still be expected to be served should the student have personal commitments.**

Parents/Carers will be informed by 5.00PM on the day of the missed Payback that their child will be required to attend an extended Payback (if Amber Payback) on the next academy day. If a Red Payback is missed the same will apply notifying parents/Carers, (see above for specific missed Red Paybacks procedure).

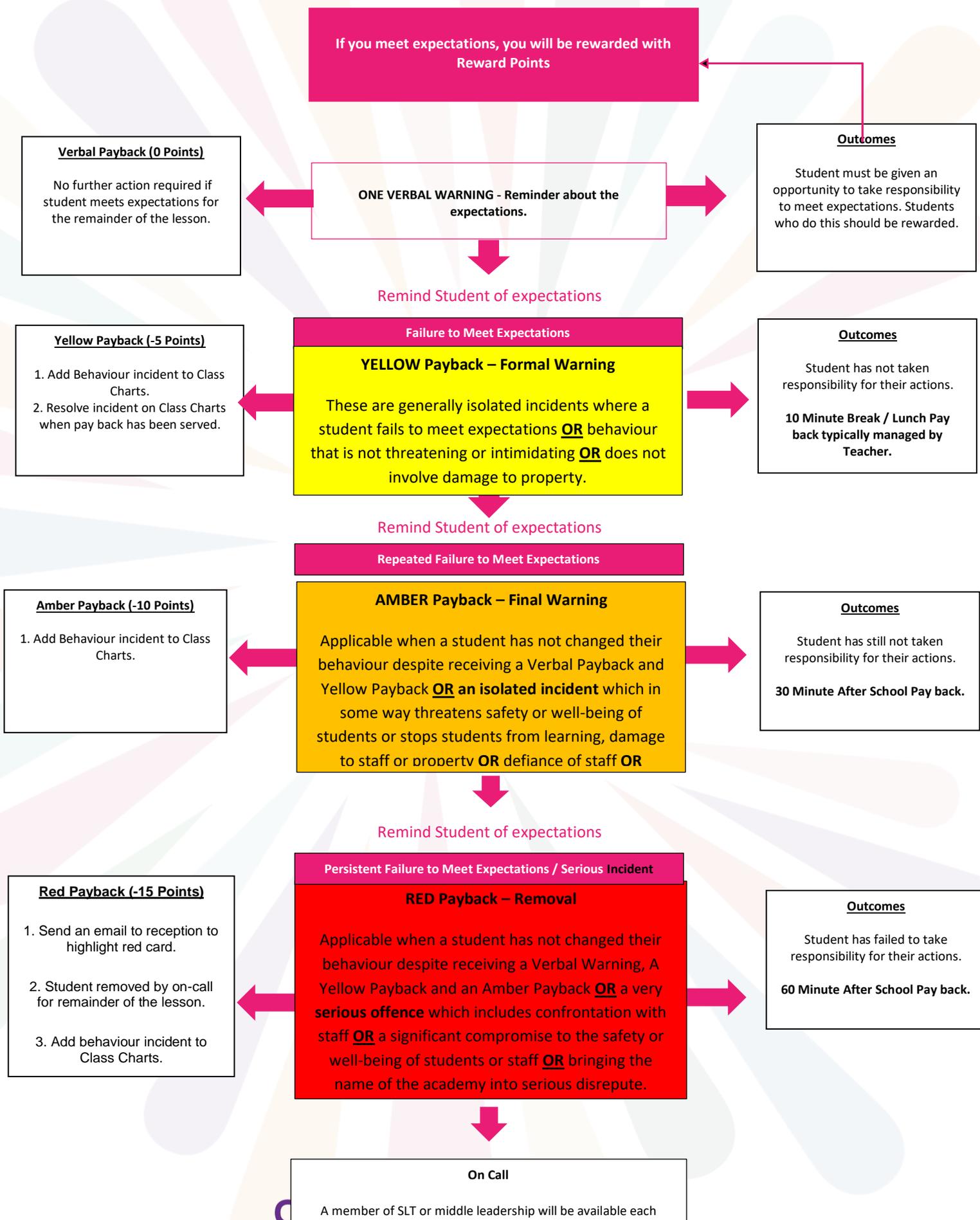
Paybacks will be rescheduled where a student is not in academy to attend; this will usually be the day of return.

### Categories of Behaviour & Usual Sanctions

<b>Verbal Warning</b>	
<b>Action</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>Preventing others from learning, e.g. shouting out, out of seat, talking when shouldn't or not immediately following instructions.</li> <li>Incorrect Uniform</li> <li>Lack of Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Reminder about classroom expectations</li> <li>Student may be asked to move seat</li> <li>Student may be asked to take a moment to think about their actions outside of the classroom (3minutes max)</li> </ul>
<b>Yellow Payback</b>	
<b>Failure to meet expectations.</b>	
<p>These are generally isolated incidents where a student fails to meet expectations <b>OR</b> behaviour that is not threatening or intimidating <b>OR</b> does not involve damage to property.</p>	
<ul style="list-style-type: none"> <li><b>Failure to meet expectations.</b></li> <li>Behaviour that stops others from working or learning</li> <li>Inappropriate remarks or language</li> <li>Lack of work</li> <li>Incorrect uniform despite time to rectify</li> <li>Lack of equipment despite time to rectify</li> <li>Homework not attempted</li> <li>Dropping of litter</li> </ul>	<ul style="list-style-type: none"> <li>Warning issued – Yellow Payback</li> <li>Recorded on Class Charts</li> </ul>
	<p><b>Payback Process</b></p> <ul style="list-style-type: none"> <li>10-minute break or lunch Payback</li> <li>Managed by the teacher who has issued the Yellow Payback recorded on Class Charts</li> </ul>
<b>Amber Payback</b>	
<b>– Repeated failure to meet expectations.</b>	
<p>Applicable when a student has not changed their behaviour despite receiving a Verbal Warning and Yellow Payback <b>OR an isolated incident</b> which in some way threatens safety or well-being of students or stops students from learning, damage to staff or property <b>OR</b> defiance of staff <b>OR</b> bringing the academy into disrepute.</p>	
<ul style="list-style-type: none"> <li><b>Repeated failure to meet expectations.</b></li> <li>Throwing an object</li> <li>Damage to others work or property</li> <li>Repeated behaviour that stops others from working or learning</li> <li>Offensive remarks or language</li> <li>Defiance of authority</li> <li>Disrespect of others including teaching staff</li> <li>Refusal to follow instructions</li> <li>Significant lack of work</li> <li>Antisocial behaviour outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Warning issued – Amber Payback</li> <li>Recorded on Class Charts</li> <li>Class Charts notification or Text message / Email generated by 5.00pm on day of issue</li> </ul>
	<p><b>Payback Process</b></p> <ul style="list-style-type: none"> <li>30 Minute after school Payback on next academy day</li> <li>The teacher who issued the Amber Warning is required to provide work for the student by attending the start of the Payback or students will complete homework</li> </ul>

	<b>Head of department may choose to remove from lesson to avoid further escalation</b>
<b>Red Payback</b>	
<b>Persistent Failure to meet expectations</b>	
Applicable when a student has not changed their behaviour despite receiving a Verbal Warning, A Yellow Payback and an Amber Payback <b>OR</b> a very <b>serious offence</b> which includes confrontation with staff <b>OR</b> a significant compromise to the safety or well-being of students or staff <b>OR</b> bringing the name of the academy into serious disrepute.	
<ul style="list-style-type: none"> <li>• <b>Persistent failure to meet expectations.</b></li> <li>• Serious risk to the health and safety of others</li> <li>• Vandalism</li> <li>• Intentionally stopping others from learning</li> <li>• Verbal abuse</li> <li>• Racist or homophobic comments</li> <li>• Bullying towards students or staff</li> <li>• Complete defiance of authority</li> <li>• Threatening behaviour of any kind</li> </ul>	<ul style="list-style-type: none"> <li>• Warning issued – Red Payback</li> <li>• Student removed from lesson by ON-CALL to another classroom or in some cases Extraction or Seclusion</li> <li>• Payback logged on Class Charts by teacher</li> <li>• Text message / Email generated by 5.00pm on day of issue</li> <li>• Addition to Payback list on day of Payback</li> </ul>
	<b>Payback Process</b>
	<ul style="list-style-type: none"> <li>• 60 Minute after school Payback on next academy day</li> <li>• The teacher who issued the Red Payback is required to provide work for the student by attending the start of the Payback or students will complete homework</li> </ul>
<b>Missed Red Payback</b>	
<b>Due to missed Red Payback</b>	
<ul style="list-style-type: none"> <li>• <b>Failure to attend original Red Payback</b></li> </ul>	<b>Payback Process</b> <ul style="list-style-type: none"> <li>• 60 Minute after school Payback on next academy day</li> </ul> <p>The teacher who issued the Red Payback is required to provide work for the student by attending the start of the Payback or students will complete homework</p>
<b>Late Payback</b>	
<b>Action</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Arriving to academy after the 8.30am bell has sounded without a parental note or valid reason (Langley Site)</li> <li>• Arriving to academy after the 9.00am bell has sounded without a parental note or valid reason (Newhall Site)</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder about punctuality expectations.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>On the first occasion a 30 Minute after school Payback on the same academy day.</b></li> <li>• <b>On the second occasion a 30 Minute after school Payback on the same academy day.</b></li> <li>• <b>On the third occasion (or more) a 60 Minute after school Payback on the following academy day.</b></li> </ul>

## Behaviour Pathway



<b>Persistent Failure to Meet Expectations</b>			
<i>Behaviour discussed at weekly pastoral meeting.</i>			
<b>Concerns in Lessons</b>		<b>Pastoral Concerns</b>	
<b>Step</b>	<b>Initiated by</b>	<b>Evidence required</b>	<b>Action led by</b>
Subject Report (Teacher / HOD)  <b>2 Weeks</b>	Repeat Amber or Red Warnings in same subject with same or different teachers.	<b>Actions of Rectification work/ support</b>  Persistent lateness, uniform issues despite opportunities to rectify, failure to complete homework, repeated lack of equipment.	Pastoral Report (Tutor / HOY)  <b>2 Weeks</b>
Report to HOY – Behaviour  <b>2 Week</b>	Failure to successfully complete either a subject or pastoral report.	Failure to successfully complete either a subject or pastoral report	Report to HOY – Behaviour  <b>2 Week</b>
SLT Report  <b>2 Week</b>	Failure to complete a successful report to PM - Behaviour	Failure to complete a successful report to PM - Behaviour	SLT Report  <b>2 Week</b>
<b>Wave 1 – Significant concern for the safety &amp; wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy</b>			
<b>Step</b>	<b>Initiated by</b>	<b>Evidence required</b>	<b>Action led by</b>
Wave 1 Letter to be sent to parents	Continued failure to meet expectations despite Subject / Pastoral report.	Class Charts Updated to reflect Wave 1 Letter issued to parents.  Note on Child File	HOY
Assess / Plan / Do / Review  <b>4 Weeks</b>	Identify potential barriers stopping student from improving their behaviour.  Two-week support plan  Two- week monitoring of support plan	Completed APDR added to child file.  Evidence impact of individual support / therapies.	HOY (GPA if SEND to support)

	<p>Review impact of the support provided.</p> <p><b>Two cycles of APDR Maximum</b></p>		
<b>Wave 2 – Continued concern for the safety &amp; wellbeing of staff and / or students’ persistent breaches of the City Academy Behaviour Policy</b>			
Step	Initiated by	Evidence required	Action led by
<p>Wave 2 Letter Sent to Parents / Reintegration meeting following a 1, 2 or 3 day Fixed Term Exclusion.</p> <p>Follow up notified via Class Charts and/or phone call day before to confirm attendance to meeting.</p> <p>Parent given every opportunity to attend and support their child.</p>	<p>Student continues to fail to meet expectations despite intervention.</p> <p><b>OR</b></p> <p>Serious offence that results in a Fixed Term Exclusion of 1, 2 or 3 days.</p>	<p>Gateway Completed and signed by SLT</p> <p>Recorded via CLASS CHARTS (Exclusions)</p> <p>Request for External Exclusion to SLT</p> <p>Exclusion agreed / Letter Sent</p> <p>Notified via Class Charts and/or phone call home to parents</p> <p>Diary Re-integration</p>	<p>HOY/WRO or PLE agrees issue of Wave 2 letter or Office Manager completes and issues FTE letter.</p> <p>Follow up call completed by admin staff day before meeting and logs on Child File.</p> <p>Assistant Head/Deputy Head attend meeting to support.</p> <p>GPA to support if SEND student</p>

<p>Pastoral Support Plan (1)</p> <p><b>Signpost External Agency Support.</b></p> <p>Review within 4 weeks and either close (return to Wave 1) or amend and move to Pastoral Support Plan (2)</p>	<p>Commitments to improvement / support logged on the Pastoral Support Plan.</p> <p>Review date identified.</p>	<p>Recorded via Class Charts (or Exclusions) as Wave 2 Intervention</p> <p>Request for External Exclusion by SLT Lead</p> <p>Notified via Class Charts and/or phone call home to parents</p> <p>Parental Meeting before re-integration</p>	<p>Pastoral Support Plan completed during the meeting</p> <p>Copy of Pastoral Support Plan added to Child File.</p> <p>Review Date put into calendars.</p> <p>Any agreed actions on behalf of school to be circulated to all staff.</p> <p>GPA to support if SEND student</p>
<p>Pastoral Support Plan (2)</p> <p><b>Signpost External Agency Support.</b></p> <p>Review within 2 weeks and either close (return to Wave 1) or:</p> <p>Trigger Respite or</p> <p>Move to wave 3 letter and Pastoral Support Plan (3)</p>	<p>Commitments to improvement / support logged on the Pastoral Support Plan.</p> <p>Review date identified.</p>	<p>Recorded via Class Charts (or Exclusions) as Wave 2 Intervention</p> <p>Request for External Exclusion by SLT Lead</p> <p>Notified via Class Charts and/or phone call home to parents</p> <p>Parental Meeting before re-integration</p>	<p>Pastoral Support Plan completed during the meeting</p> <p>Copy of Pastoral Support Plan added to Child File.</p> <p>Review Date put into calendars.</p> <p>Any agreed actions on behalf of school to be circulated to all staff.</p> <p>GPA to support if SEND student</p>
<p>Respite Placement at another school</p>	<p>WRO/PLE to liaise with other schools to arrange placement.</p>	<p>Recorded on CLASS CHARTS</p> <p>Confirmation letter to Parents</p>	<p>Agree start / End dates for respite</p> <p>Attendance to be logged with regular contact with host school.</p>
<p><b>Wave 3 - Constant concern for the safety &amp; wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy</b></p>			
<p><b>Step</b></p>	<p><b>Initiated by</b></p>	<p><b>Evidence required</b></p>	<p><b>Action led by</b></p>

<p>Wave 3 Letter invites child and parent to Governor Disciplinary Panel</p> <p>Follow up notified via Class Charts and/or phone call day before to confirm attendance to meeting.</p> <p>Parent given every opportunity to attend and support their child.</p>	<p>Student continues to fail to meet expectations despite intervention.</p> <p><b>OR</b></p> <p>Serious offence that results in a Fixed Term Exclusion of 4 or 5 days.</p>	<p>Gateway Completed and signed by Headteacher.</p> <p>Recorded via CLASS CHARTS (Exclusions)</p> <p>Request for External Exclusion to Headteacher</p> <p>Exclusion agreed / Letter Sent</p> <p>Notified via Class Charts and/or phone call home to parents</p> <p>Diary Re-integration.</p> <p><b>Governor to be present at reintegration.</b></p>	<p>WRO/PLE recommends Wave 3 letter to Headteacher</p> <p>Office Manager completes and issues FTE letter.</p> <p>Office Manager to arrange Governor.</p> <p>Follow up call completed by Office Manager day before meeting and logs on Child File.</p> <p>Headteacher / Governor attend meeting to support</p> <p>GPA to support if SEND student</p>
<p>Pastoral Support Plan (3)</p> <p><b>Signpost External Agency Support.</b></p> <p>Review within 4 weeks.</p> <p>If successful return to Wave 2 at review meeting with a new Pastoral Support Plan</p>	<p>Commitments to improvement / support logged on the Pastoral Support Plan.</p> <p>Review date identified.</p>	<p>Recorded via Class Charts (or Exclusions) as Wave 3 Intervention</p> <p>Request for External Exclusion by Headteacher.</p> <p>Notified via Class Charts and/or phone call home to parents</p> <p>Parental Meeting before re-integration</p>	<p>Pastoral Support Plan completed during the meeting</p> <p>Copy of Pastoral Support Plan added to Child File.</p> <p>Review Date put into calendars.</p> <p>Any agreed actions on behalf of school to be circulated to all staff.</p> <p>GPA to support if SEND student</p>

Managed move to a different school in order to avoid Permanent Exclusion.  Within Two weeks or progress to permanent Exclusion.	WRO/PLE to liaise with NWSP to agree a managed move.	Recorded on CLASS CHARTS  Parent agrees and a meeting is set up between Host School and Parent.  Managed move takes place.	Agree start / End dates for respite  Ongoing monitoring.  Attendance to be logged with regular contact with host school.
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*Review evidence. Can anything else be done to avoid a permanent exclusion?*

**Permanent Exclusion**

Step	Initiated by	Evidence required	Action led by
Recommendation to Permanently Exclude Student made by WRO/PLE to DBA with evidence base to secure decision.	Cumulative or one-off incident.	Permanent Exclusion checklist.  Completion of documentation in line with School Policy.	External agency support if appropriate to help family through process.
Student removed from roll.	Broker new placement for student without parental permission.		

<b>CORE Behaviour Policy Annex: City Academy</b>			
<b>Approved by LGB on</b>	01/10/2020	<b>Owner</b>	Mr W. Robinson