



**CORE**  
EDUCATION  
TRUST

**City Academy**

**Behaviour Policy**

DELIVERING A  
**CORE** EDUCATION

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## 1. Introduction

- 1.1 Positive behaviours and self-regulation support effective learning. CORE Education 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 consistently applied rewards and sanctions.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all its students. This policy is reviewed every year by the Board of Trustees.

## 2. Aims and Objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating a safe and effective learning environment;
- maximise the quality of the learning experience for all students, enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to regulate 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 mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students who may find adult interaction, 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 additionally apply sanctions for behaviour that takes place outside of academy premises where it is reasonable to do so.
- 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 student 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 student at the academy at the time of the poor behaviour; and/or
  - 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student 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 has 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 in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers / Heads of School 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 students 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 in each academy will review and monitor the application and implementation of this policy by receiving regular standardised reports from the academy Headteacher. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Headteacher / Head of School. Local governors will ensure they receive relevant training on exclusions and information about positive behaviour strategies.

#### **4.4 Headteacher / Head of School**

Each Academy Headteacher / Head of School, 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 taught, 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 / Head of School 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, consistently and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of any given sanctions in line with the schools "Behaviour Procedures";
- 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 students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour;
- contact parents / carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- 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. Parents and Carers are required to sign an 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);
- in the case of a fixed term 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.
- to take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled easily to engage in bullying or harassment of other members of the school community through social networking sites.

#### **4.7 Students**

Reminders of the academy's "Behaviour Procedures" and expected standards of behaviour for learning in lessons should be made clear to all students. Students are expected to have a positive attitude and maintain high expectations for themselves.

Academies should place an emphasis on self-regulation to develop a culture in which students understand that they are ultimately responsible for their behaviour choices.

#### **5. Rewards**

It is important to encourage good conduct by celebrating and rewarding good behaviour. Each academy adopts its own reward system which should be based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each academy.

#### **6. Sanctions**

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the academy will consider imposing sanctions. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability, any religious requirements and any concerns around safeguarding. The approach to sanctions will be set out in the Behaviour Procedures information for each academy.

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 may include:

- verbal reprimand
- confiscation of a student's property



- extra work or repeating unsatisfactory work until it meets the required standard
  - short term, temporary removal from a class or groups
  - detention including during breaks, lunchtime or after school
  - education off-site for a designated period
  - fixed term or permanent exclusion
- 6.3 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.
- 6.4 The Trust encourages restorative justice – this is the principle of empowering students to resolve conflicts on their own and in small groups - and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 Each 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.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in any of the academies, and all students 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:
- physical abuse to/attack on staff
  - physical abuse to/attack on students
  - any form of bullying (to the extent not covered above)
  - indecent behaviour
  - damage to property
  - gambling on academy property
  - recording or taking images of students 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 student or a member of staff
  - sexual abuse or assault
  - carrying an offensive weapon
  - arson
  - malicious allegations against staff
  - racist, sexist, homophobic or other forms of discriminatory behaviour
  - persistent truancy

- 6.7 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)
- 6.8 **Fixed Term Exclusions:** A fixed term exclusion can only be issued by the Headteacher / Head of School. Parents will be notified of any fixed term exclusion.
- 6.9 Following a fixed term exclusion, and before the student 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 (which may be online) for the student and the student 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.
- 6.10 **Permanent exclusions:** The decision to permanently exclude a student is a serious one and can only be made by the Headteacher / Head of School. 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 / Head of School, it is appropriate to permanently exclude a student for a first or serious 'one-off' incident.
- 6.11 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 student 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 student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.
- 6.12 For the first five days of any permanent exclusion, the school will set work for the student and the student will be expected to complete the work and return it to the school for marking.
- 6.13 The local authority (LA) is responsible for providing full-time education from the sixth school day of any permanent exclusion.
- 6.14 Once a permanent exclusion has been issued by the Headteacher / Head of School, a panel of three governors from CORE Education Trust will be convened to review the school's decision to permanently exclude the student. 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. Students 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 students 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 student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student 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 student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

7.3 A personalised behaviour plan 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 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. Students may be asked to provide written, signed and dated statements. Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, 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 student, the academy will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. The main reason for this is to provide a safe and secure environment for students, 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 student 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, students may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student 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 student'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 student in the presence of another member of staff. A member of staff can only carry out a search of a student 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 students 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 students that are illegal or banned by the academy rules and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student'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 student **with their consent** to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

9.6 Each academy Headteacher / Head of School and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. 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 students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

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

10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher / Head of School has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students 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 students 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, students may get anxious or agitated and strategies used to help students 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 student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where students need to be held to help them to calm down will be recorded 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 students 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 school's approach to preventing and addressing bullying can be found in the school's Anti-Bullying Policy.

11.2 The Trust wants to make sure that all students 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 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 students. 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 students' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students

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 / Head of School
- 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
- ensure parents and carers are informed

11.5 The Trust believes students 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 students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student 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 student gives them access to their social media account. In the event that the student 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 student.

## 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 / Head of School 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			
Publication Date	September 2021	Owner	CEO

## Core City Academy Behaviour Policy Annex

### Rights and Responsibilities of Students, 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

<b><u>Rewards</u></b>
Praise (verbal) <b>0 points</b> – daily
Value Credits <b>+10 points</b> – daily
Value Awards <b>+50 points</b> – daily
Core Award <b>+ 100 points</b> – given when all 4 Values awards have been received
Student shout outs <b>+20 points</b> – weekly
Form Tutor Awards <b>+20 points</b> – weekly
Head of Year Awards <b>+30 points</b> – weekly
Year Group Coordinator Awards <b>+30 points</b> – weekly
Praise calls <b>+25 points</b> – fortnightly
Queue Jump passes <b>+10 points</b> – fortnightly
Praise postcards <b>+25 points</b> – every 3 weeks
Subject Awards – termly
Head of School Awards – termly
Rewards trip – termly



## Automatically issued rewards

<u>Achievement</u>	<u>Reward Received</u>
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)

## 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/Reception. 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/carers 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 (Coaching), fixed term and permanent.

### Payback Procedures

<b>Consequences</b>
Yellow warning (Verbal) <b>0 points</b>
Amber Payback <b>-10 points – 20 minutes</b>
Reset Desk <b>0 points – 10 minutes in another lesson to reset and return back to class</b>
Red Payback <b>-20 points – 60 minutes</b>
Removal <b>– 30 points – remainder of the lesson</b>
Coaching <b>– 40 points – 1 day +</b>
External Coaching <b>-40 points – 1 day +</b>
Fixed Term Exclusion <b>– 50 points – 1 day +</b>

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 during the first 20minutes of lunch break. Students who are late arriving to the Academy later than 08:35hrs.

All other Paybacks will take place after school on the same day the Payback has been issued (before 14:00hrs), notice will be provided via one or more of the following methods: Class Charts notifications, email, text or phone call.

In exceptional circumstances authorised by a member of the SLT, the academy may impose such “same day” (after 14:00hrs) Paybacks once parents/carers have been informed.

Type of Payback	Length of Payback	When does the Payback Occur
Late to Academy	20 Minutes during the first part of lunch time on the same day pupil arrives late to academy	1.25 pm (Langley Walk Site) 1.25 pm (Newhall Site)
Amber Payback	20 Minutes	3.10 pm (Langley Walk Site) 3.10 pm (Newhall Site)
Red Payback	60 Minutes	3.10 pm (Langley Walk Site) 3.10 pm (Newhall Site)
Missed Red Payback	60 Minutes	3.10 pm (Langley Walk Site) 3.10 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 Head of year supported by the whole school staff body. Late to Academy Payback will be led by City Academy leaders.

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

- A missed Amber Payback (20 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 Class Charts (parents notified). If the rescheduled Payback is missed, without extenuating circumstances, the student will be placed into restorative justice.

**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.

## THE CITY WAY

### CITY ACADEMY LESSON ROUTINES

#### 4 TO START

- Bags and coats off at the door to look smart
- City 6 on the desk to be ready
- Record and underline date and title in books to start smartly
- Complete 'DO NOW' work in silence

#### 4 TO FINISH

- Check that your homework is recorded.
- Return any equipment and tidy your area
- Stand behind your chairs and collect your belongings
- Leave in an orderly fashion and move purposefully to be ready for your next lesson

# CITY ACADEMY CODE OF CONDUCT

## Ready

- We always wear smart and correct uniform
- We always attend school and lessons on time
- We always have our city 6 for learning
- We make the most of all opportunities for learning
- We complete all classwork and homework on time to ensure academic achievement

## Respectful

- We use good manners to everyone in the building
- We speak and act respectfully to all, representing our school positively
- We keep the school tidy and litter free, not eating in classrooms or corridors
- We always follow instructions 'first-time, every time'
- We listen respectfully when an adult or another student is speaking
- We show respect for school property and others' property in the school community

## Safe

- We always walk calmly and quietly in and around school
- We are always in the right place doing the right thing
- We only drink water in lessons to stay hydrated and healthy
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones are not seen or heard on site
- We report any concerns to an adult



## Yellow Warning

### Expectations Reminder – Addressing Low-Level Disruption to learning (Nudging)

#### The issue

Talking over others, talking over you, not paying attention, distracting others...any behaviour that slows the learning pace.

#### How to deal with it

Non-verbal messages – move and stand next to pupil; put finger to lips; be seen looking etc

Simple Direction – clear WARNING statement of required behaviour in private, using 'thank you' to show expectation of compliance

Positive language/statements to draw attention to best conduct.

What to do if it continues: see below

**Key Tip: avoid shouting – maintain emotional constancy**

## Amber Payback

### 20-minute payback- Dealing with Repeated Low -Level Disruption To Learning

#### The issue

You have warned the student of your high expectations, but the same behaviour is persisting and slowing down the pace of learning

#### How to deal with it

Rule reminder – firmly restate the relevant rule. 'We...' (Ready, Respectful, Safe)

Choice or consequence – enable a student to take responsibility by giving them a choice and explaining the consequences of the 'wrong' choice.

Move the student seats in the classroom to give them an opportunity to correct their behaviour.

**Key Tip: avoid shouting – remove the public audience**

## Reset Desk

### 10-minute reset—Opportunity to Reset Repeated Low-Level Disruption to Learning

#### The issue

You have given an amber payback, but the same behaviour is persisting and slowing down the pace of learning

#### How to deal with it

Move the student to another classroom reset desk to give them an opportunity to reflect on their behaviour. You must ensure the student has work to complete.

Remind student of ready, respectful and safe expectations you want to see when they return.

**Key Tip: Share desire to have the student back in lesson learning.**

## Red Payback

### 60-minute payback - Behaviour That Is Affecting Learning Significantly

#### The issue

You have given an amber payback and reset time, but they have continued to exhibit behaviours that slow the learning in the lesson.

#### What to do

Inform the student privately that a red payback will be set and write this in their planner. This detention must then be logged on the system.

**Key Tip: Use the script on the other side to remind the student of which of our ready, respectful and safe expectations they are not meeting.**

The HOD will monitor all behaviour in their department and advise and support staff, liaising with the AHT appropriately. HOY and YGC will monitor behaviour data weekly and act accordingly.

### WAVE 1a - Persistent Failure to Meet Expectations

Waves can and will be accelerated if a student's behaviour is deemed extreme or dangerous

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Phone call home</li> <li>2. Teaching and learning wave 1</li> <li>3. 2 week subject report</li> </ol>	Continued failure to meet expectations despite wave 1 teaching and learning intervention	<ol style="list-style-type: none"> <li>1. Log of multiple paybacks</li> <li>2. Log of parent/carer phone call</li> <li>3. Subject report on file</li> </ol>	Class Teacher <b>Please ensure you have notified your head of department and the students pastoral leaders.</b>

### WAVE 1b - Continued Persistent Failure to Meet Expectations

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Parent meeting</li> <li>2. Wave 1b letter sent to parent/carer</li> <li>3. 2 week subject report</li> </ol>	Continued failure to meet expectations despite wave 1a intervention	<ol style="list-style-type: none"> <li>1. Log of multiple paybacks since wave 1a</li> <li>2. Log of parent /carer meeting</li> <li>3. Subject report on file</li> </ol>	Head of Department <b>Please ensure you have notified the students pastoral leaders.</b>

### WAVE 2a - Concern for the safety & wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Parent call/meeting</li> <li>2. Wave 2a letter sent to parent/carer</li> <li>3. 2-week form tutor report</li> <li>4. Light touch mentoring from form tutor (at least once a week)</li> </ol>	Continued failure to meet expectations despite wave 1b intervention	<ol style="list-style-type: none"> <li>1. Log of continued issue of paybacks</li> <li>2. Log of parent/carer phone call /meeting</li> <li>3. Form tutor report on file</li> <li>4. Log of all light touch mentoring.</li> </ol>	Form tutor <b>Please ensure all staff are notified.</b>  SENCO to support if SEND needs

### WAVE 2b - Significant concern for the safety & wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Parent meeting</li> <li>2. Wave 2b letter sent to parent/carer</li> <li>3. 2-week head of year report</li> <li>1. Behaviour contract</li> <li>2. Weekly mentoring from Year Group Coordinator</li> </ol>	Continued failure to meet expectations despite wave 2a intervention	<ol style="list-style-type: none"> <li>1. Log of continued issue of paybacks</li> <li>2. Log of parent/carer meeting</li> <li>3. Head of year report on file</li> <li>4. Behaviour contract on file</li> <li>5. Log of all weekly</li> </ol>	Head of Year/ Year Group Coordinator <b>Please ensure all staff are notified</b>  SENCO to support if SEND needs

		mentoring sessions	
<b>WAVE 3a - Continued significant concern for the safety &amp; wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy</b>			
<b>Action</b>	<b>Why</b>	<b>Evidence</b>	<b>Responsible</b>
1. Phone call home 2. Parents reintegration meeting regarding 1,2,3 Fixed Term Exclusion. 3. Two-week Year Group Coordinator report 4. Increased mentoring from Year Group Coordinator 5. Signpost external agency support. 6. Stage 1 behaviour panel if continued failure to meet expectations Headteacher to be present <b>(1ST FORMAL WARNING ISSUED)</b> <b>4 WEEK REVIEW</b>	Continued failure to meet expectations despite wave 2 intervention OR Serious offence that results in a Fixed Term Exclusion of 1, 2 or 3 days	1. Log of parent/carer phone call 2. Log of parent/carer meeting on file 1. Year Group Coordinator report on file. 2. Log off all mentoring. 3. External agency contact. 4. Stage 1 behaviour panel on file	Year Group Coordinator and PLE/WRO  SENCO to support if SEND needs
<b>WAVE 3b - Continued significant concern for the safety &amp; wellbeing of staff and / or students' persistent breaches of the City Academy Behaviour Policy</b>			
<b>Action</b>	<b>Why</b>	<b>Evidence</b>	<b>Responsible</b>
1. Phone call home 2. Parents reintegration meeting regarding 1,2,3 Fixed Term Exclusion. 3. Two week SLT report 4. Internal and external mentoring 5. Review external agency support. Stage 2 behaviour panel if continued failure to meet expectations. Governor to be present <b>(FINAL WARNING ISSUED)</b> <b>4 WEEK REVIEW</b>	Continued failure to meet expectations despite wave 2 intervention OR Review Date OR Serious offence that results in a Fixed Term Exclusion of 1, 2 or 3 days	1. Log of parent/carer phone call 2. Log of parent/carer meeting on file 3. SLT report on file. 4. Log off all mentoring. 5. External agency review 6. Stage 2 behaviour panel on file	Year Group Coordinator and PLE/WRO  SENCO to support if SEND needs

### Managed move

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Phone call home</li> <li>2. Referral completed</li> <li>3. Managed move placement confirmed</li> <li>4. Meeting at Host school—student, parent and City Academy representative must attend</li> <li>5. Behaviour contract</li> <li>6. Letter confirmation to parent/carer</li> </ol> <p><b>6 WEEK AND 12 WEEK REVIEW</b></p>	<p>Continued failure to meet expectations despite wave 1 teaching and learning intervention</p> <p>OR</p> <p>Serious offence that results in a Fixed Term Exclusion of 4 or 5 days</p>	<ol style="list-style-type: none"> <li>1. Log of parent/carer phone call</li> <li>2. Referral from on file</li> <li>3. Written confirmation from host school of placement offer</li> <li>4. Managed move meeting on file</li> <li>5. Behaviour contract on file</li> <li>6. Letter confirmation to parent/carer on file</li> </ol>	<p>Year Group Coordinator and PLE/WRO</p> <p>SENCO to support if SEND needs</p>

***Review evidence. Can anything else be done to avoid a permanent exclusion?***

### Permanent Exclusion

Action	Why	Evidence	Responsible
<ol style="list-style-type: none"> <li>1. Recommendation to Permanently Exclude Student made by WRO/PLE to Headteacher with evidence base to secure decision.</li> </ol>	<p>Cumulative</p> <p>OR</p> <p>Serious one-off offence</p>	<ol style="list-style-type: none"> <li>1. Permanent Exclusion checklist.</li> <li>2. Completion of documentation in line with School Policy.</li> </ol>	<p>External agency support if appropriate to help family through process.</p>