



CORE
CITY
ACADEMY

City Academy Behaviour Procedures: working together to create a culture of opportunity, respect and excellence.

These procedures are underpinned by the guiding principles of the CORE Behaviour Policy

Contents

Values and Principles 2

Scope of the Procedures 3

Student Code of Conduct 3

Roles and Responsibilities 4

Monitoring Behaviour 6

Responses: Strategies to Maintain Good Behaviour 7

Legal Powers 10

Detentions 10

Power to search without consent: 10

Use of Force To Restrain Students: 12

Mobile Phones 14

Rewards and Recognition 15

Appendix A: Examples of behaviours and consequences

Appendix B: Key Routines

Appendix C: Disciplinary Steps

Appendix D: Support Pyramid

Appendix E: Parent Code of Conduct..... ..

Appendix F: Classroom Management Flowchart For Staff..... ..

Appendix G: Staff Script for Reinforcing Rules..... ..

Appendix H: Red-Line Document and Consequences..... ..

Values and Principles

City Academy aims to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and students can learn. Our procedures rest on our CORE values:

- **Collaboration – we succeed by working as a team**
- **Opportunity – we develop by taking on new challenges**
- **Respect – we care by respecting and looking after each other**
- **Excellence – we achieve by giving 100% in everything we do**

We believe in:

- The right of all members of the academy and wider community to be treated with dignity and respect.
- The right of all members of the academy and wider community to work in a clean, well-resourced and well-cared for physical environment.
- The right of all members of the academy and wider community to be always safe and secure from any threat to their personal well-being.

City Academy believes that students must dedicate themselves to behave excellently for effective teaching and learning to take place. These procedures have been written using Department of Education guidance (February 2014). This behaviour and discipline procedures underpin education and ethos at the Academy. Academy staff, students and parents/carers will be made aware of the high standards of behaviour expected of all students at all times. The behaviour and discipline procedures are supported by senior staff, the Headteacher and the Governance.

The academy promotes a culture of Fundamental British Values which must be upheld by students at all times. We expect parents to take responsibility in supporting a collective approach to tackling negative behaviours of students who exhibit any attitude and/ or beliefs which undermine these values. This includes any actions or behaviour that undermines the safety (and feeling of safety) of our children and the local community both in and out of academy. The academy will deal with incidents of this nature in a serious manner to continue to promote student safety, feelings of safety and Fundamental British Values.

The central principle of our approach is that **we should all treat each other as we ourselves would wish to be treated in a culture of respect**. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Our 'Home Academy Collaboration Agreement' encompasses our shared values and is signed by parents, students and the Headteacher. In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept a number of responsibilities. There is a 'Code of Conduct' for parents/carers on our website.

Scope of the Procedures

These procedures should be read in conjunction with a range of other CORE policies and practices relating to student behaviour such as:

Anti Bullying Policy

Attendance Policy

Behaviour Policy

E-Safety Policy

Parent Code of Conduct

Safeguarding and Child Protection Policy

SEND Policy

Uniform Expectations

All of the above-named policies are on our website.

Student Code of Conduct

The CORE Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of City Academy. The policy relates specifically to areas of academy life and student behaviour in the wider community and revolves around 3 key principles/aims which form our culture:

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

In order to safeguard each student's happiness and well-being, and ensure the highest standards of personal achievement for all. Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- a. A fixed term suspension for the student will be imposed.
- b. The student may be removed from the teacher's lessons to work with another member of staff.
- c. This decision will be made with the member of staff concerned.
- d. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- e. If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

City Academy will not tolerate any dangerous items brought onto academy site. If it is deemed that items threaten the safety or well-being of any member of the academy or wider community these items will be confiscated, and the police may be involved.

In line with CORE's Behaviour Policy (3.2), students may be disciplined for:

- a. any misbehaviour when a student is:
 - i. taking part in any Academy organised or Academy related activity;
 - ii travelling to and from academy;
 - iii wearing academy uniform;
 - iv in some other way identifiable as a student at the academy.
- b. Misbehaviour at any time, whether or not the conditions above apply that:
 - i. could have repercussions for the orderly running of the academy;
 - ii poses a threat to another student or member of the public;
 - iii could adversely affect the reputation of the academy.

Roles and Responsibilities

Students are expected to adhere to the above Code of Conduct at all times, including when travelling to and from the academy and when they can be identified as students of City Academy. If students break the code of conduct, they are expected to serve consequences.

Parents/carers are expected to adhere to the 'Parent Code of Conduct' (Appendix E) and to support the academy's strategies and work with staff to ensure their child displays excellent behaviour at all times, signing and agreeing to responsibilities in the 'Home Academy Collaboration Agreement' in their child's planner.

Form Tutors are responsible for the students in their form. This means checking uniform to ensure it meets our standards of excellence and intervening where it does not yet to ensure students are READY for learning. This also involves checking planners daily to ensure they are carried at all times and their students are organised and ready for the day ahead and liaising with parents/carers as appropriate after reviewing planners daily. Form tutors will work with their year team leaders to support, challenge and reward students with regard to conduct, working with parents/carers. Form Tutors are the first point of contact for Parents/Carers. They should be making contact with Parents/Carers over

- academic performance,
- behaviour concerns
- attendance and punctuality issues
- readiness for academy – uniform and equipment

Form Tutors are expected to keep their Head of Year informed about their students.

Curriculum Leaders are responsible for ensuring positive and purposeful learning environments in their areas. They are expected to use behaviour and rewards data to implement strategies to ensure there is a calm, purposeful environment to learning in classrooms and support staff in their teams and students to meet our Ready, Respectful, Safe expectations.

Heads of Year are responsible for the day-to-day operational management of their year group(s). This includes the pastoral care of the students leading to effective learning and progress, working through their Form Tutors with regard to achievement, responding to behaviour and attendance/punctuality and readiness issues. Heads of Year communicate key messages to staff through the leadership of weekly year team meetings and through assemblies with students. Heads of Year are expected to review data and lead their team strategically around pastoral priorities, monitoring and evaluating the impact of their actions.

Teachers are expected to adopt the academy routines and a range of strategies to ensure a positive and purposeful learning environment as outlined in our 'behaviour management flowchart'. They are expected to adhere to routines and utilise strategies to react to any behaviours that are not Ready, Respectful or Safe. Teachers will record the performance of each student in their planner, giving recognition and also reward through our merit system. Teachers are also expected to log all incidents of behaviour accurately and factually and can set 60-minute central detention if there is 'serious or persistent/significant disruption to learning' which has required additional support from staff call out. Teachers can also set detentions outside of lesson for behaviours which break our code of conduct (when on duty, for example). Teachers are expected to ensure their next lesson can be a 'fresh start' with no grudges.

The Pastoral Team (including Year Group co-ordinators) are expected to support students vulnerable to fixed term exclusion and permanent exclusion through appropriate interventions with students and families to support students meet standards and expectations.

The Assistant Headteacher is responsible for whole-academy strategies and mechanisms to ensure the logistical delivery of core aspects of the behaviour policy. This includes the analysis of data weekly to utilise the strategies of the referral system (Appendix D) and working with and through Heads of Year and Curriculum Leaders to take a pro-active approach to behaviour. The AHT is responsible for co-ordinating responses and actions for significant breaks of the Code of Conduct, leading on Step reports and also, on a daily basis, line managing Heads of Year and Pastoral Assistants, and utilising Student Services or making further recommendations to the Headteacher regarding other sanctions. The Assistant Headteacher is also responsible for regular evaluation and actions around rewards as well as the rewards strategy to contribute and incentivise students a culture based on our CORE values.

The Deputy Headteacher has responsibility for delivering a CORE education at the Academy. The Deputy Headteacher works closely with the Assistant Headteacher and other senior staff to set the strategic vision for behaviours at the academy for a culture of learning and monitor and evaluate the provision regularly, also leading on staff development and coaching.

The Headteacher has overall responsibility for behaviour across the academy and holds all post holders in this hierarchy to account. The Headteacher receives regular data regarding behaviour and the Headteacher makes the decision about Fixed Term and Permanent Exclusion. The Headteacher meets with Parents/Carer when all other strategies have been unsuccessful.

The Governors hold the Headteacher to account for the behaviour in the academy. The Governors receive regular reports regarding the behaviour of students at the academy from the Headteacher through the Head of Academy Report. Governors may be convened for disciplinary panels (see Appendix C and D)

Monitoring Behaviour Class Charts

Class Charts is a platform where student conduct and rewards are tracked – students and parents can download the app and track any logs in real time. This helps Parents support the school to implement the highest standards leading to the best outcomes.

The Academy has a approach of swift intervention with issues of behaviour. We will involve the Parents/Carers in all issues of poor behaviour. There are a number of points where behaviour is monitored, and intervention taken:

1. Weekly year team meeting where concerns are raised and discussed as year teams.
2. Pastoral Board (Student Support Forum Item) discusses any student who is vulnerable to exclusion or who has received an exclusion each half term. Referrals to external agencies are made from these forums where there is a serious concern.

The Assistant Headteacher monitors the behaviour of students through Class Charts and shares data with year teams and the rest of the senior team to support effective intervention strategies on a regular basis.

Strategies to Maintain Good Behaviour

City Academy operates within the framework of guidance set out by the DFE in September 2022 publication: Behaviour in Schools, advice for Headteachers and School Staff:



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

We use a number of strategies to ensure and maintain good discipline and behaviour. This diagram (right) sums up our approach.

The Academy uses a range of strategies to maintain good behaviour. These strategies include:

Consequences for choices;

Amber Detention: Students will always receive a verbal warning to correct their behaviour, if breaking the code of conduct continues, students will be issued with an Amber detention that is 20-minutes in length.

Red Detention: A 60-minute 'central' detention with Leaders may be issued as a more serious sanction also. A 60-minute sanction is issued automatically to:

- **Students whose conduct requires a response from additional staff (removal from lesson)**
- Repeated Late / Uniform / Equipment Issues (Ready)
- Playfighting/boisterous behaviour outside/inside a classroom (Safe)

C100: A 1 hour 40-minute detention with the Headteacher or Deputy Headteacher on a Friday or Saturday morning. These detentions are issued by senior staff for:

- Persistent defiance or refusal to accept responsibility for conduct

Failure to attend the C100 will lead to further sanctions issued by the Headteacher, detailed below.

The Academy will inform parents of a detention on Class Charts out of courtesy, and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention as a means of correcting poor behaviour.

Removal From Lesson: students can be removed from lesson and placed in another lesson or for intensive support in the Well-Being room if their behaviour has not met our high standards and the teacher has exhausted all available strategies.

LUNCHTIME: Lunchtime detention. This is usually reserved for students who have shown boisterous behaviour or persistent lateness.

Community Service: students can be required to clean and tidy aspects of the site as directed and supervised. Any damage to the academy site or property can result in this sanction with parents/carers paying to repair or replace items also. This will be co-ordinated by our Finance/Operations Officer and based on the balance of probability.

Non-Representation: students can be banned from representing the academy in an activity for a period of time or not permitted to take part in an extra-curricular opportunity.

Opportunity Withdrawal: students can be withdrawn from an opportunity such as an academy trip or in-academy opportunity.

Step Reports with clear targets; There are five levels of report - Form Tutor, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. These are reviewed weekly, and students are given two clear targets linked to our 'Code of Conduct' based on their behaviour data to support them to improve.

Form Tutor Support: Often used for uniform issues. Form tutors will contact home to support in resolving the issues. Our uniform policy is online on our website.

Pre-Integration: Students who demonstrate defiance and a persistent lack of respect for the academy staff trying to support them is rare. On the rare occasion this does happen, parents/carers will be expected to meet with senior staff and will be accompanied to observe and support their child in lessons.

Shared Support: the student has arrangements made to attend a neighbouring CORE trust academy. This is used in circumstances to avoid an FTE or where an FTE would not be appropriate due to safeguarding concerns.

Personalised Support Plan; The academy can utilise a temporary timetable for students for a maximum of two weeks which is reviewed by their head of year regularly with parents/carers.

Off-site direction (Managed Move): To prevent a possible Fixed Term Suspension, the academy may work with a neighbouring academy to offer a student a fresh. The Academy is part of the CORE trust and may use the Trust academies as either a temporary or permanent alternative to attending City Academy. The move would not be viewed as an exclusion but seen as a strategy to give students an opportunity to have a fresh start.

Suspension: This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can exclude a student. All incidents are investigated by the Pastoral Team and checked by the Assistant Headteacher.

The academy complies with DfE statutory guidelines on suspensions. Paragraph 6.8 of the CORE Behaviour Policy outlines more about suspensions.

As part of the suspension process, we expect all parents to comply with the information contained in the letter of suspension and accompany their child at a re-integration meeting at the Academy. Students who return to the Academy without a re-integration meeting without their parents/carers present will remain under intense supervision until such time as

the meeting can take place. Students returning from a period of suspension may spend a proportionate amount of time in the student services room as part of our re-integration procedures.

Governors Panel: If students accrue 15-days of suspension in one half term, a Governors panel will be convened to review the suspensions and provide guidance on intervention. This may also be used for persistent breaks of the code of conduct or for one off serious incidents.

Permanent Exclusion: Is the very last resort if all other strategies have failed to make an impression of the student's behaviour. In such circumstances, the academy will hand deliver a letter inviting the Parents or Carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process.

In addition to the range of strategies used internally, there are several external strategies available:

Off-site Direction: This is a full-time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly and in conjunction with parents. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements, sometimes temporarily. Students are visited by regularly by Senior Leaders and attendance, behaviour and progress is regularly monitored.

The Academy also works with outside agencies due to the need to involve the expertise and support of people outside City Academy when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the academy can enlist support from, appropriate to the student's needs:

- Education Welfare Service
- Behaviour Support Service
- Educational Psychologist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Home teaching service
- Integrated Family Support Team
- Children's Services

This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. City works in cooperation with West Midlands Police and may engage the support of the Academy Police

Liaison Officer, when appropriate. In the event of a crime or suspected crime we may share information with the police.

The Trust Behaviour policy outlines how and why we use CCTV at City

Legal Powers

Detentions

The law on detentions says...

"By virtue of Section 92 of the Education and Inspections Act 2006, there is a legal right for teachers to detain students after the end of a academy, academy or college session or on most weekends, without parental consent."

The Academy will place students in corrections for 60 minutes in most cases starting at 3.10pm. Multiple corrections can be given throughout the day. Students receiving 3 consequences in an academy day will immediately be flagged for intervention by heads of year/Assistant Headteacher and will sit a 60-minute correction that afternoon in the first instance.

Should the student receive a correction during the first four periods of the day, they will complete the correction that night, following senior staff expectations in the correction venue at all times or facing further consequences. Corrections given during period 5 will roll over to the next day. The Academy will place details on Class Charts for parents to view the details – this is **out of courtesy NOT seeking permission** as the law above states. If Parents/carers do not wish their child to sit after school Academy corrections for a particular reason, it is their responsibility to ensure their child meets our high standards and does not receive corrections for breaking our clear Code of Conduct.

Students who fail to attend a 20-, or 60-minute central detention will have it escalated – if it becomes persistent, the student may risk suspension.

Power to search without consent:

This section is informed by paragraph 9 of the CORE Behaviour Policy:

"In England, sections 550ZA and 550ZB of the Education Act 1996 empower a head teacher to search a student or a student's possessions if the head teacher has reasonable grounds for suspecting that the student has a 'prohibited item' i.e. a knife, an offensive weapon, alcohol, controlled drugs, stolen property, an article that may be used to commit an offence or to cause injury or damage or any other item which the academy rules identify as an item for which a search may be made."

The 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*

We have a responsibility to ensure all members of our community are safe: City will not tolerate any dangerous items brought on site. If it is deemed that items threaten the safety or well-being of any member of the Academy or wider community these items will be confiscated, and the police may be involved. We expect parents to ensure their child does not bring any banned items onto site by regularly checking uniform and bags.

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 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.

The Academy will also frequently arrange for the Police to use a knife arch to keep all children safe. We expect every child to cooperate with the Academy whenever a knife arch is present. We also use metal detecting wands regularly to ensure all students and staff are safe.

The police will be informed if students bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered by the Headteacher.

Any member of staff conducting a search must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

City Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Further guidance regarding the power to search and confiscate student property can be found in the Department for Education (DfE) guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

The Academy frequently arrange for the Police to use a knife arch to keep all children safe. We also use 'wands' in the Academy to ensure students are safe. We expect every child to cooperate with the Academy whenever a 'knife arch' is present or staff use a 'wand'.

The police will be informed if students bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered. The police may also be informed if there are incidents of physical violence in Academy between students – assault is assault regardless of whether it happens inside the Academy gates.

Our ability to discipline students and maintain an orderly and safe environment in the Academy can on occasion rely on the confiscation of items from students. Any item that is confiscated (see above for Prohibited Items) is placed in the academy safe by the Headteacher. Parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the students to either take the item home at the end of the Academy Day, or for parents to collect the item(s) from Academy reception.

The Use of Force To Restrain Students

This section is informed by Paragraph 10 of the CORE Behaviour Policy.

All members of City Academy staff have a legal power to use reasonable force. This power applies to any member of staff at City. It can also apply to people whom the Head of Academy has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on an Academy organised visit. Reasonable force can be used at City to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Staff at City can use reasonable force to:

- Remove a disruptive student from the classroom where he/she has refused to follow an instruction to do so.
- Prevent a student behaving in an unsafe way that disrupts an Academy event or an Academy trip or visit.
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that threatens the safety of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

- Prevent damage to Academy property.

Staff at City Academy cannot use force as a punishment – it is always unlawful to use force as a punishment. More is outlined in Section 10 of the Trust Behaviour Policy.

Mobile Phones and listening devices

Mobile phones should be turned off and out of sight from the moment a student enters the Academy premises until they are outside the Academy premises at the end of the day. Mobile phones may not be used **on site** at any time of the academy day.

Students whose phones/listening devices are visible or are heard (playing of music/messages tones etc) can expect them to be confiscated and given to the Headteacher. Students can collect devices which will be stored securely, from the Headteacher after sitting their 60-minute detention at the end of the academy day.

Staff will record on Class Charts – Mobile Phone Confiscation' when recording the correction which will allow heads of year to monitor and evaluate persistent instances of this.

Students who continually flout this rule will be banned from bringing their mobile phone to the Academy and parents/carers will be invited to discuss this with the Deputy Headteacher and/or Headteacher.

Parents/carers are expected to contact students and leave messages if necessary, during the Academy Day by calling the academy reception.

The contents (data/files/social media accounts) of students phones are subject to being searched (without parental consent) by pastoral staff under paragraph 15 of ['searching, screening and confiscation' legislation, published in Jan 2018](#)

The Academy is not responsible for students' mobile phones or devices and they are brought in at students' own risk.

Rewards and Recognition

Rewards and recognition are central to the culture of our CORE values and contribute to the creation of a positive learning community by motivating students and recognising success and achievement in and out of lessons.

Due to our high expectations, we will never reward students for doing the expected. Our reward merits recognise the 'over and beyond' qualities that exude our values. Examples of this might be:

Collaboration:

- Working together successfully with others to produce a high- quality outcome
- Selflessly helping another member of the City community

Opportunity:

- Outstanding effort to make the most of every minute of learning
- Representing the academy superbly on a trip or visit

Respect:

- Pride in work – high quality presentation
- Demonstrating high-quality respect for others

Excellence:

- Superb classwork or homework
- Outstanding performance to represent the academy
- **100% attendance**

A culture of praise is key to our policies, we instruct staff to praise in public, correct in private. We aim to have over a 90% percentage of positives to negatives and share these successes, weekly, with staff. If students go above and beyond, they will be awarded a positive award on class charts, again, parents can track the details of these.

We reward in the following ways

- Verbal Praise
- Positive value credit on Class Charts
- Reward shop
- Weekly Reward and Recognition Assembly
- Termly form Competitions
- Termly Reward Trips
- Termly Assembly – certificates and badges

We operate a system using Class Charts. Positive points can be exchanged for prizes and can help students qualify for trips and rewards.

Praise, recognition and rewards are used to emphasise the high standards expected in our learning culture.

Appendix A

Reactions: what types of behaviour should receive consequences?

The following examples of behaviour should place the student into a 60-minute detention if they are not heeded after a formal warning conversation:

- Ready – lack of work/head down on desk after conversation
- Ready – planner not signed (issued by form tutor)
- Ready – disrupting silent Do Now/silent work
- Ready – off-task behaviour
- Respectful – refusal to follow instructions
- Respectful – not listening/talking over the teacher
- Safe – getting up out of seat
- Safe – throwing things in class
- Safe – eating/drinking in class

This list is not exhaustive and can include any behaviours that are deemed to be in breach of our 'Code of Conduct'.

A 'Call out' request may be required if students display any of the following:

- **Persistent** refusal to co-operate with the agreed Code of Conduct that **significantly impacts on the learning of the class** after all strategies have been exhausted.
- **Serious incidents such as:**
 - Threatening behaviour towards another student
 - Swearing directed towards another student
 - Vandalism of property.
 - Refusing to hand over a mobile phone (non-compliance with the Mobile Phone Policy) during a private conversation to assert the policy
 - Swearing or threatening behaviour which is directed towards a member of staff
 - Physical violence towards another student
 - Racist or homophobic remarks
 - Possession of banned items
 - Theft
 - Dangerous behaviour
 - Truancy from lesson

Appendix B

Routines are essential for high quality teaching and learning to take place. We use simple routines to start and end lessons and the expectation is that they are done well by all staff and students.

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

Appendix C

Disciplinary stages following Form Tutor and Head of Year Report

Step 3
Assistant Headteacher Warning (SEND-Co to attend where appropriate)
<ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to a Passport or Managed move to another academy if there is no improvement in my behaviour or conduct I agree to improve my behaviour and attitude to learning or be presented to the Deputy Head of Academy

Proactive Mentoring and Monitoring

- AHT to monitor on SIMS report for an agreed period of time in meeting - AHT to monitor data and to complete regular parental contact.
- Pastoral intervention programmes to be sought

Step 4
Deputy Head of Academy Warning
<ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a second time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to improve my behaviour and attitude to learning or be presented to the Head of Academy at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Deputy Head of Academy to monitor on Class Charts report for a period of time decided - Deputy Head to complete regular parental contact.
- Pastoral intervention programmes to be sought

Step 5
Headteacher Warning
<ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a third time because of my behaviour. It is affecting learning in classrooms and is disruptive to the academy community.
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to alternative provision to avoid permanent exclusion if the academy decides I agree to improve my behaviour or be presented to the Head of Academy and a Academy Governor at a Disciplinary Panel.

Proactive Mentoring and Monitoring

- Head of Academy to monitor on paper report for a period of time decided
- Deputy Head and Headteacher to monitor data and to complete regular parental contact

Final Step
Governor Warning
<ul style="list-style-type: none"> I have been presented to the Disciplinary Panel of the academy for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the academy community
<ul style="list-style-type: none"> I agree to follow the home academy agreement and to two clear RRS targets I agree to alternative provision to avoid permanent exclusion if the academy decides I understand that if there is no improvement then I may be permanently excluded

Proactive Mentoring and Monitoring

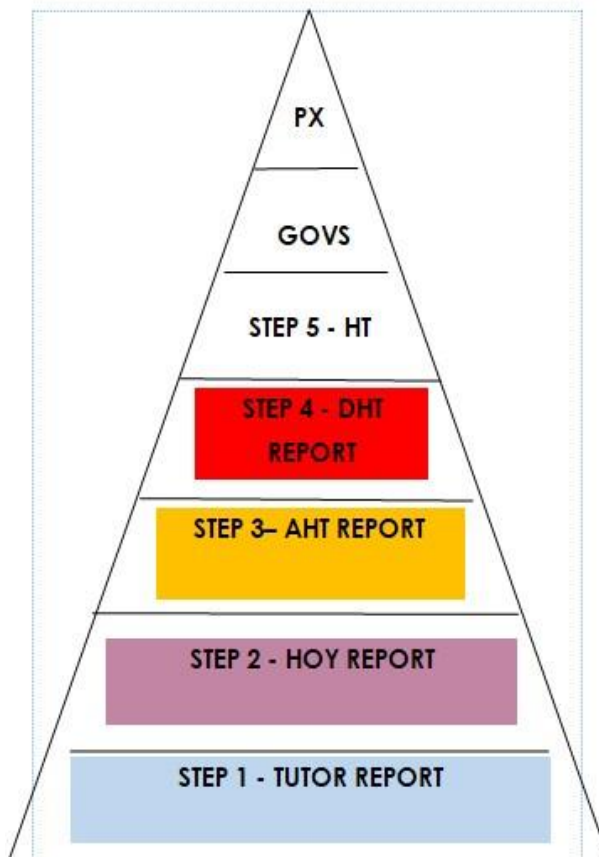
- Assistant Headteacher and Headteacher to monitor data and to complete regular parental contact.

Permanent Exclusion



Appendix D – Support Pyramid

- Parents will be informed and involved at each step of the process and are expected to support the academy in ensuring we collaborate to avoid the potential permanent exclusion of their child. Off-site direction and Managed Moves will be used in accordance with the latest DFE Guidance.



Appendix E

Parent and Carer Code of Conduct

We are very fortunate to have a supportive and friendly parent/carer body. Our parents/carers recognise that educating children is a process that involves partnership between parents/carers, class teachers and the Academy community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of City.

The purpose of this code of conduct is to provide a reminder to all parents/carers and visitors to our academy about the expected conduct.

Guidance

Our core values as a academy are:

- Collaboration
- Opportunity
- Respect
- Excellence

With these values in mind, we expect parents/carers to respect the ethos and values of our academy by:

- Understanding that both teachers and parents/carers need to work together for the benefit of their children. Parents and carers can do this by adhering to their part of the Home-Academy Collaboration Agreement.
- Demonstrating that **all** members of the academy community should be treated with respect and therefore set a good example in their own speech and behaviour when communicating with any member of the academy's community
- Seeking to clarify a child's version of events with the academy's view in order to bring about a peaceful solution to any issue.
- Correcting their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approaching the academy courteously to help resolve any issues of concern
- Being on time for any meetings with staff in the academy or at external venues
- Supporting the academy's behaviour policy and working together with the academy
- Ensuring their child has the correct uniform and equipment, according to our policy online.

In order to support respectful and safe academy environment we cannot tolerate parents/carers and visitors exhibiting the following:

- Disruptive or aggressive behaviour.
- Being rude or using offensive or threatening language to a member of academy staff, academy associate, visitor, fellow parent/carer or student; in person, over the telephone or in written communication.
- Using devices to record meetings with staff
- Approaching someone else's child in order to discuss the actions of that child towards their own child or to chastise them for those actions.
- Smoking and consumption of alcohol or other drugs whilst on academy property.
- Dogs being brought on to academy premises.

Should any of the above behaviour occur on academy premises, we may feel it is necessary to contact the appropriate authorities and if necessary, ban the offending adult from entering the Academy grounds.

We trust that parents/carers will assist our Academy with the implementation of this policy, and we thank you for your continuing support of the Academy.

Inappropriate use of Social Network Sites

Social media websites can sometimes be used to fuel campaigns and complaints against Academy, the headteacher, Academy staff, and in some cases other parents/carers/students. The academy considers the use of social media websites in this way as unacceptable and not in the best interests of the students or the whole Academy community.

In serious cases the Academy will also consider taking advice as to its other options in dealing with any such misuse of social networking and other sites.

Any concerns you may have about any of our academy must be made through the appropriate channels.

We would expect that parents/carers would make all persons responsible for collecting children aware of this code of conduct.

Appendix F – Classroom Management at City Academy

All resources for lesson prepared in advance. SEND students are recognised on seating plan and supported appropriately through planning. Greet pupils warmly at the door, establishing high expectations consistently at the beginning through '4 To Start.' Use of rewards to motivate students and publicly recognise 'over and beyond' students. Orderly dismissal via '4 To Finish.'

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 fingers 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 – use of Recognition Board/Rewards What to do if it continues: see below

Key Tip: avoid shouting – maintain emotional constancy

Amber (Warning Conversation) – Dealing With Repeated Low-Level Disruption To Learning

The issue

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

How to deal with it

Rule Reminder – firmly restate the relevant rule. ‘We...’(see Code of Conduct)

Choice or consequence – enable a student to take responsibility by giving them a choice and explaining the consequence of the ‘wrong’ choice

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

Tip: remove the public audience

Red – (Sanctioning) Behaviour That Is Affecting Learning Significantly – 60-minute Detention

The issue

You have given an ‘Amber’ warning to a student but they have continued to exhibit behaviours that slow the learning of the lesson.

What To Do – inform the student privately that a detention will be set and a record of their behaviour logged on SIMS (which their family are entitled to see) and that you expect to see them in detention to discuss the behaviour further.

Key Tip: ensure you use the script below to remind students of which rule of the Code of Conduct has been broken

Making an On Call Request – Serious Incident or Persistent, Significant Disruption Making It Impossible For Learning To Take Place – C60 and further intervention

This should only be used as a last resort when all other avenues to accommodate the student in the room have been exhausted. SIMS ‘emergency alert’ should be used to alert on call staff.

This can also be used for a **serious incident** which compromises staff/student safety such as a fight or threatening behaviour. More can be found in Appendix A (p16) of the Behaviour procedures. **Key Tip:** log all behaviour incidents on SIMS objectively and factually

The Subject Leader will monitor all behaviour in their department and advise/support staff, liaising with the AHT/DHT appropriately. HOY will monitor behaviour data weekly and act appropriately.

Appendix G – Staff Script

Standard script for a 30 second student intervention to warn/correct and reinforce our rules:

- 1) **Remove emotion:** “Name.....pause.....Name.....I’ve noticed that (state the negative behaviour)*”
- 2) **Remind:** You remember our rule about... (Ready, Respectful or Safe) and I need you to now (state the positive behaviour you need to see – preferred future)
- 3) **Recollect*:** Remember when (find a positive that student has done previously linked to the behaviour you want to see)
- 4) **Remove yourself (and or sanction):** That’s what I need to see now (or) you will be in detention at 3pm. Thanks. (Exit).

Tone and posture/positioning are crucial in any intervention to be assertive but nonconfrontational

*If ‘fogging’ occurs use the following shutdown sentence. ‘I hear what you are saying but this is about YOUR Behaviour and OUR expectations...’

RED LINE BEHAVIOURS: Ready, Respectful & Safe

The concept of the ‘red line’ is to indicate to students that a member of staff is concerned by the students’ behaviour. The term ‘red line’ is used to give a student the opportunity to self-regulate before an incident escalates into something more serious. A

APPROVED BY HEADTEACHER: 07/2020

EFFECTIVE FROM: 07/2021

NEXT REVIEW: 07 /2023

'red line' may be given when a student severely breaches the school expectations for conduct. When the 'red line has been crossed, the 'red line' incident will be recorded and a member of 'on call' will be notified to take a student out of the situation. A sanction will be issued and logged on Class Charts with details. Red line behaviours are: Differentiate between disruptive and red line behaviour. Any refusal to follow instructions will result in a red line. Important to note that two in a day can lead to Suspension. With three steps to each Red Line behaviour, students that cross the red line twice have displayed significant disruption to Learning.

<u>Red Line Behaviours</u>		<u>Verbal Warning</u>	<u>Amber Detention (20 mins)</u>	<u>Red Detention (60 mins)</u>	<u>100-minute Detention (Friday)</u> To be used at the discretion of Senior Staff – Failure to attend will likely result in Suspension	<u>Suspension</u>	<u>Alternative School</u>	<u>Managed Move / Alternative Provision/P EX</u>
<u>READY</u>	1. No/incomplete City 6	Opportunity to correct at Form Time.	If not corrected	Repeated x3 in week Automated: A				
	2. Breach of uniform expectations during the day / No PE kit	Opportunity to correct in the morning	(2a) If not corrected immediately	(2b): Repeated No PE Kit OR IF Refusal / Defiance See Red Line No.10				
	3. Failure to comply with STAR	Opportunity to correct.	If not corrected	Repeated See Red Line No.10				
	4. When students arrive late to lesson without a valid written reason.		Late (3 minutes)	Repeated x3 during a single day. Automated: B				
	5. Truancy to lesson			X- Contact CHECK-IN if you have truancy concerns.	+1 truancy incident in one day. Automated: S1	+1 truancy suspension		

				OR if late more than 10 mins without an explanation.				
RESPECTFUL	6. Persistent disruptive behaviours in a single lesson	X	X (6a)	X (6b)				
	7. Persistent disruptive behaviours during a single day. (Automated in Class Charts)			x3 Amber detentions = Red detention. Automated: C		x4 Amber detention = suspension. Automated: S2		
	8. Eating and drinking in non-designated areas	Opportunity to correct.	If not corrected immediately	Refusal / Defiance See Red Line No.10				

9.	10. Poor corridor behaviour (Shouting, being unsafe, horseplay/play fighting, congregating in restricted areas, etc.)	Opportunity to correct.		Refusal / Defiance See Red Line No.10				
	11. Refusal to follow instructions in all spaces			X		Refusal on more than one occasion in a day. Automated: S3		
	12. Poor behaviour after a 'red line' removal					X Automated: S4		
	13. Swearing			X				
	14. Failure to attend a detention					X Automated: S4		
	15. Sexual, homophobic, racial harassment					X Automated: S4	X	X

	16. Bringing the Academy into disrepute e.g. social media, local area, busses, etc					X Automate d: S4	X	X
SAFE	17. Mobile phones / ear devices			X (16a) If immediately confiscated.		X (16b) If refused. Automate d: S4		
	18. Present in out-of-bound areas			X (17a)		X (17b) Automate d: Intel S4		X
	19. Wilful damage					X Required to pay & apologise. Automated : S4		X
	20. Opening the fire doors					X Automate d: S4		X
	21. Setting off the fire alarm					X Automate d: S4		X
	22. Smoking/Vaping					X Automate d: S4		X
	23. Verbal abuse student			X (22a)		X (22b) Dependent on severity Automate d: S4	X	X
	24. Verbal abuse adult			X (23a)		X (23b) Dependent on severity Automate d: S4	X	X
	25. Bullying			X (24a)		X (24b) Automate d: S4	X	X
	26. Physical abuse student					X Automate d: S4		X

	27. Physical abuse adult					X Automated: S4		X
	28. Alcohol/Drugs or Theft/handling stolen goods					X Automated: S4		X
	29. Weapons					X Automated: S4		X

NB: X2 Red Detentions in a single day: Automated: S5