



**Evolve  
Academy**

# **Behaviour for Learning Policy: Evolve Academy**

**Approved by:**

Evolve Academy Council

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### **I. Intent: Aims of policy**

This policy aims to:

Provide a clear and consistent approach to Behaviour Management (BM) at **Evolve Academy**

- Define what we consider to be unacceptable behaviour, including all bullying
- Outline expectations of how students and staff should behave
- Summarise the roles and responsibilities of the different adults within the academy community, with regards to Behaviour Management (BM)
- Affirm a teacher's powers to discipline students in their charge – in line with the framework of this policy
- Assert the rights of Evolve Academy (and their appropriately trained staff) to exercise the legal powers to use Reasonable Force - when deemed absolutely necessary - for maintaining the safety of students and staff and good order (in line with Section 93 of the Education and Inspections Act (2006))
- Outline the system of rewards and staged consequences at **Evolve Academy** (Including Fixed Term Suspensions and Permanent Exclusion).

Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy can be found in Appendix 3

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and Discipline in Academy's / Schools](#)
- [Searching, Screening and Confiscation in Academy's / Schools](#)
- [The Equality Act \(2010\)](#)
- [Use of Reasonable Force in Academy's / Schools](#)
- [Supporting Students with Medical Conditions in Academy's / Schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is informed by the following specific guidance / policy and law for Student Referral Units (PRUs):

- Section 175 of the [Education Act \(2002\)](#), which outlines an academy's / school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act \(2006\)](#), which require academies / schools to regulate students' behaviour and publish a Behaviour for Learning Policy and written statement of behaviour principles, and give maintained academies / schools the authority to confiscate students' property
- [DfE Guidance](#) explaining that maintained academies / schools, (including Free Schools) and independent schools should publish their Behaviour for Learning Policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations \(2014\)](#); paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written Behaviour for Learning Policy and paragraph 10 requires the academy to have an Anti-Bullying Policy
- [DfE Guidance](#) explaining that academies / schools, (including Free Schools), should publish their Behaviour for Learning Policy and Anti-Bullying Policy online
- This policy complies with our funding agreement and Articles of Association

### 3. Searching and screening on entry to the academy

Academy staff follow DfE Guidance on searching, screening, and confiscation (**DFE-000342014**) and receive annual training in alignment with this advice. Searching, screening and confiscation are accepted routines that protect and reassure all within the **Evolve Academy** learning communities.

Please note the mobile phones and electronic devices (that have an internet capability /or, can film /record sounds and images) – are **not permitted** inside the academy.

#### 3.1 Morning entry into the academy

- All students are searched by trained staff on entry to **Evolve Academy** each morning
- A manual security search (“pat down search”) of students will be undertaken on entry
- Searches involve ‘wands’ (metal detectors) to seek out weapons / ‘sharps’ and ‘contraband’.
- Phones / electronic devices and ‘contraband’ food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A further search on students will be undertaken if there is reasonable suspicion of possession of any contraband items becoming apparent

#### 3.2 Student re-entry after leaving site / student entry after the start of day

All students who leave and then return to the academy later the same day are searched at Reception by a trained member of staff.

- Searches involve a manual security search (“pat down search”) of students and ‘wands’ (metal detectors) to seek out weapons / ‘sharps’
- Phones / electronic devices and ‘contraband’ food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

#### 3.3 Handing over certain contraband items to the police

Weapons, ‘sharps’, knives and pornographic images (on mobile phones / electronic devices) and suspected Drugs are passed to

the Head Teacher to decide what action to take. The Head Teacher reserves the right to hand over the confiscated illegal items to the academy’s SSPO / the Metropolitan Police.

#### 3.4 Confiscation

**Any prohibited items (listed in Section 3 of this policy) found in students’ possession will be confiscated.** These items will **not** be returned to students.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students after discussion with SLT, staff and parents / carers, if appropriate

Searching and screening students is conducted daily, on entry (and at other times, when staff have reasonable suspicion / intelligence that contraband items have been brought into the academy) in line with the DfE’s [latest Guidance on Searching, Screening and Confiscation](#)

#### 4. 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. Please refer to **Appendix 1** where the types of bullying are fully defined

Bullying is, therefore:

- Deliberately hurtful
- Repeated, over a period
- Difficult to defend against

#### **Statutory Duty of Schools / Academies:**

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

#### **4.1 Procedures for reporting, recording and dealing with incidents of bullying:**

Students or their parents/carers should feel able to report a bullying incident to any member of staff. The following should then occur:

- Staff member(s) to complete a **Sleuth Report selecting the “Bullying” button**, as soon as practicable, writing a clear account of what happened, when it occurred and who was involved .
- The AHT (Behaviour Lead) will check the Sleuth MIS system daily and address any reported incidents of bullying.
- The AHT (Behaviour) will follow procedural guidelines as set out in the Academy’s Anti-Bullying Policy, in particular, checking the **Sleuth Report** and speaking to all those concerned / collating statements. Written statements should be collected from the victim, the perpetrator and any witnesses / staff.
- Staff will be kept informed by the Assistant Head Teacher (Behaviour). If the bullying reoccurs / persists the Assistant Head Teacher (Behaviour) will be supportive of the victim and escalate the investigation to the Head Teacher for further guidance.
- Parents / carers will be kept informed of actions, intervention strategies and consequences of any bullying inquiry. Letters will be sent to the parents of all parties involved, victim and perpetrators. A log of this will also be kept.

**All Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with Evolve Academy Anti-Bullying Policy.**

*Bullying types are more fully defined in **Appendix 1**.*

The Assistant Head Teacher (Behaviour) will ensure the following consequences will be followed for students who have bullied:

**Incidents of racist / sexist / homophobic bullying** will be immediately reported on Sleuth and the parent(s) / carer(s) of the perpetrator and victim informed. These infractions will warrant an automatic Suspension and the involvement of the Academy’s Safer Schools Police Officer (SSPO) – due to the fact they are **illegal**.

**First offence** of bullying:

Incident logged and student reminded of policy

- Opportunity given to discuss why student became involved and what they need to do to.
- Repair of the relationship (Restorative Justice) with the victim – carefully supervised.
- Parents/carers informed with **Anti-Bullying Letter 1** for offender and a **Victim Letter** for the victim.

**Second offence** of bullying:

As above

- Possible Suspension (at the discretion of the Head of the Academy)
- Parents / carers informed with **Anti-Bullying Letter 2** for offender and a **Victim Letter** for the victim.

**Third offence** of bullying:

As above

- Parents / carers informed with **Anti-Bullying Letter 3** for offender and a **Victim Letter** for the victim. The offender with their parents/carers is invited into Evolve Academy into to meet with Trust Directors.

**Persistent Offenders:**

- Possible SSPO / Police involvement – Will be in the form of a discussion, warning.
- May have longer Suspension or Permanent Exclusion.
- May be referred back to the local authority for an alternative educational provision
- Involvement of outside agencies may be necessary - as appropriate.

**Students who have been bullied may be supported by:**

Being offered an immediate opportunity to discuss matter with a member of staff.

- Reassurance
- Restoration of relationship with the bully if they feel comfortable (via a Restorative Justice meeting)
- Follow-up after two weeks from the incident and again by the AHT (Behaviour).
- Whole Academy / Class work around the issue (RSHE / Assemblies)

**Students who have been responsible for the bullying may be supported by:**

- Being offered an immediate opportunity to discuss the incident with a member of staff
- Re-establishing respectful and expected behaviours with the support of the young person's family, professional support network and agreed sanctions
- Restoration of relationship with the victim (via a Restorative Justice meeting)
- To work with senior staff on improving their behaviours.
- Students to be placed on report. The first target will always be a restorative one.
- Follow up after two weeks from the incident and again in the next term by Senior Staff
- Whole Academy / Classwork around the issue (RSHE / Assemblies).

Within the curriculum the academy will raise the awareness of the nature of bullying through RSHE lessons, Student Voice meetings, and assemblies and through the use of external support provisions and subject areas, in an attempt to educate all and attempt to eradicate such behaviour.

The academy has well established links with local SSPO's and may contact them for advice and support where necessary.

Key staff are trained in Restorative Justice and counselling to ensure they are skilled and competent at dealing with such incidents as effectively as possible.

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (*see the **Evolve Academy website***).

## Racism, Sexism, Homophobia

Racism, sexism, and homophobia are illegal.

Evolve Academy will always investigate, evaluate, and record allegations of these serious, illegal, and anti-social behaviours. All proven cases will be sanctioned to the highest possible level in line with this policy – **an automatic Suspension and the involvement of our SSPO / the police.**

### 5. Student Code of Conduct (as per the Academy's "Home / Academy Agreement")

Students are expected to:

- ***"Make learning my first priority and aim to achieve to the best of my ability"***: To ensure they do their best to behave in an orderly and self-controlled way in and around the academy
- ***"Respect the rights and beliefs of others"***: To always treat my peers, adults, and visitors with **unconditional positive regard** at all time – despite any challenging behavioural barriers they may experience
- ***"Respect and care for my peers, teachers and members of my community"*** To show respect to other students, members of staff and those in the local community at all times
- ***"Look after the academy and its' property and grounds"***: To treat the academy buildings / property with care and respect
- ***"Take pride in my appearance and wear full academy uniform at all times"***: To always wear the correct uniform / footwear (including unnatural hair colouring, nose piercings, jewellery, nails must be natural and free of varnish)
- ***"Be on time every day and fully equipped for 'academy'"***: To be punctual to the academy and ready to learn every day
- ***"Hand in all electronic devices, including phones. Tablets, valuables and sweets / drinks / unhealthy snacks etc. to the door 'Welcome Team'."***: To ensure no contraband items are brought across the threshold of the academy each day. School issued electronics are permitted.
- ***"Be searched when returning to site by Evolve Academy staff or the Safer School's Police Officer (SSPO)"***: To make the academy a safe place for all students to learn
- ***"Use IT equipment for 'academy' work only"***: To ensure students keep safe online and use only approved applications / software and educational websites

## 6. Rewards and consequences

### 6.1 Staged Approach to Behaviour Management Consequences - Secondary

At Evolve Academy, our behaviour management system is designed to promote a positive learning environment through a balance of rewards and appropriate sanctions. Our approach ensures that both positive and negative behaviours are addressed effectively.

#### Evolve Academy Staged Behaviour Management Process:

##### 1. Initial Verbal Reminders:

- Action: Provide a verbal reminder and instruction on desired behaviour using positive language, e.g., "Thank you for not shouting out the answer! Hands up, please, Tracy, Thank you!"
- Purpose: To guide students toward appropriate behaviour and clarify expectations.

##### 2. First Verbal Warning:

- Action: Issue a positively framed first verbal warning. The student's name may be written on the whiteboard as a visual reminder.
- Purpose: To address initial misbehaviour and indicate the need for behavioural change.

##### 3. Second Verbal Warning:

- Action: Issue a second verbal warning if the behaviour persists, which may also be recorded on the whiteboard.
- Purpose: To reinforce the need for behavioural change and escalate the response if necessary.

##### 4. Third Verbal Warning:- Reprimand:

- Action: Issue a third verbal reprimand and inform the student that continued inappropriate behaviour will result in a formal sanction and they may be asked to leave the classroom and potentially moved to another class if they are unable to regulate. Record the incident on Sleuth as low-level, medium-level, or high-level.
- Purpose: To formalise the response and document behaviour for further action.

##### 5. Time-Out Card:

- Action: Issue a time-out card to help the student self-regulate their behaviour.
- Purpose: To provide an immediate tool for self-regulation and prevent escalation.

#### Behaviour Levels and Consequences:



Level	Behaviour and examples	Possible action and consequences.
<b>Low Level</b>	<ul style="list-style-type: none"> <li>- Swearing</li> <li>- Lack of work</li> <li>- Incorrect uniform</li> <li>- Kicking doors</li> <li>- Lateness without valid reason</li> <li>- Walking out of a lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Informal discussion with the student</li> <li>- Sleuth entry</li> <li>- Tutor discussion</li> <li>- Three low-level incidents in a day result in a 50-minute detention</li> </ul>
<b>Medium Level</b>	<ul style="list-style-type: none"> <li>- Bringing the academy into disrepute</li> <li>- Inappropriate ICT use</li> <li>- Persistent swearing</li> <li>- Intimidating behaviour</li> <li>- Bullying (first letter)</li> <li>- Playfighting</li> <li>- Putting others at risk</li> <li>- Persistent lesson disruption</li> <li>- Truancy</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Phone call home to inform parents</li> <li>- Tutor discussion or informal restorative justice (RJ) if needed</li> <li>- 50-minute detention</li> <li>- Five or more medium-level incidents in a week result in additional interventions with specialist staff or SLT and/or loss of rewards</li> </ul>
<b>High Level</b>	<ul style="list-style-type: none"> <li>- Significant damage to property</li> <li>- Bullying (second letter)</li> <li>- Vaping or smoking on site</li> <li>- Intimidating behaviour (staff or students)</li> <li>- Homophobic/sexist/racist/misogynistic comments</li> <li>- Physical assault</li> <li>- Leaving the site without permission</li> <li>- Possession of a phone in school</li> <li>- Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Involvement of Senior Leadership Team (SLT)</li> <li>- 50-minute detention</li> <li>- Fixed-term suspension</li> <li>- Parental meeting on-site</li> <li>- Consideration for a behaviour plan upon return</li> </ul>
<b>Highest level</b>	<ul style="list-style-type: none"> <li>- Arson</li> <li>- Use or threat of an offensive weapon</li> <li>- Possession of dangerous items</li> <li>- Drugs or drug paraphernalia</li> <li>- Serious assault</li> <li>- Serious Health and Safety infringements</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Involvement of SLT</li> <li>- 50-minute detention</li> <li>- Fixed-term or permanent exclusion</li> <li>- Parental meeting on-site</li> </ul>

### Revised Detention Rules and Structure:

#### Quiet and Focused Environment:

- Rule: Students must sit quietly at their designated desks.
- Purpose: This minimises distractions and helps students focus on reflection or completing assigned tasks.

#### Completion of Work or Reflection Sheet (No Laptops, Paper Only):

- Rule: Students must complete the missed work and reflection sheet provided by staff, using paper instead of laptops.
- Purpose: This ensures that students engage in meaningful, reflective activities directly related to their behaviour.

#### Behaviour During Detention:

- Rule: After completing the assigned task, students must remain seated and refrain from disturbing others.

- Purpose: Maintaining a calm environment reinforces the importance of respect and self-regulation.

#### **Early Release Condition:**

- Rule: SLT and the Inclusion Lead may consider early release based on student behaviour during detention. This decision must be documented, and parents must be informed.
- Purpose: Provides flexibility while ensuring that early release is justified and communicated, reinforcing the importance of accountability.

#### **Extended Detention Consequence:**

- Rule: Failure to follow detention rules will result in the full 50-minute detention and may lead to internal exclusion. Continuous non-compliance or skipping internal exclusion could lead to external exclusion.
- Purpose: Ensures that students understand the consequences of their actions and encourages compliance with the detention rules.

#### **Further Consequences for Repeated Detentions:**

- Rule: Repeated detentions within the same week (e.g., three or more) will result in additional measures such as a parental meeting, behaviour contract, or temporary loss of privileges.
- Purpose: Provides a structured approach to address repeated misbehaviour, encouraging students to improve their behaviour over time.

#### **Further Sanctions for Second and Third Detentions in the Same Week**

##### **Second Detention in the Same Week:**

- **Parental Notification:** Make a phone call to parents to inform them of the repeated behaviour and discuss strategies to support the student.
- **Reflective Conversation:** Require the student to participate in a reflective conversation where they discuss their behaviour with a staff member about their actions.
- 

##### **Third Detention in the Same Week:**

- **Internal Inclusion:** Implement an in-school exclusion for one full day where the student is removed from regular classes and assigned to a supervised environment to complete academic work and reflection activities.
- **Behavioural Contract:** Require the student to sign a behavioural contract outlining specific expectations and consequences for future behaviour. This contract should involve input from the student, teachers, and parents.
- **Loss of Privileges:** Restrict access to certain school privileges, such as participation in extracurricular activities or special events, for a set period of time.

#### **Pupil Targets and Points System:**

##### **1. Daily Targets:**

- Targets: Each pupil will have three individual targets on their daily sheet: Related to their Specific needs and one addressing SEMH needs or negative behaviours.
- Review: Targets will be reviewed regularly to ensure they are relevant and challenging.

##### **2. Points Awarding:**

- Points: Teachers will award up to six points per lesson, with a maximum of two points per target.
- Scoring: Points are earned for meeting target criteria. Pupils will receive a daily score and explanation of their performance.

### **3. Weekly Points Target:**

- Maximum Target: 210 points.
- Gold Reward: Achieving 90% or more of the weekly target (189 points or more) earns a Gold Reward, which includes in-school rewards or community-based activities.
- Silver Reward: Achieving 70-89% (147-188 points) earns a Silver Reward, consisting of an in-school reward.
- Below 70%: Pupils falling below 70% (146 points or less) will complete catch-up work.

## **Rewards System:**

### **1. In-School Rewards:**

- Leave First: Pupils who achieve Gold or Silver Rewards will have the option to leave school first at the end of the day.
- Golden Tickets: Entered into a draw for prizes.
- Catch-me Points: Awarded for positive behaviour, with a weekly prize.
- Attendance Rewards: Certificates and prize draws.
- Certificates: For academic achievement or improved behaviour.

## **Sanctions:**

- 1. Loss of Rewards or Privileges:** Appropriate for persistent negative behaviour.
- 2. Time-Out or Reflection Periods:** Used to address and reflect on behaviour.
- 3. Targeted Interventions:** Such as social skills training.
- 4. Collaboration with Parents/Carers:** Engaging with families where necessary.

## **Implementation Tips:**

### **1. Clear Communication:**

- To Students: Clearly explain the new detention process, rules, and rewards system, ensuring students understand the expectations and rationale.
- To Parents: Inform parents about changes and how they can support their child.

### **2. Staff Training:**

- Training: Provide training on the new procedures, including the points and rewards system, and the use of reflection sheets.
- Consistency: Ensure consistent application of rules and rewards/sanctions across the school.

### **3. Monitoring and Evaluation:**

- Track Compliance: Monitor adherence to rules and completion of reflection sheets and points system.
- Review Effectiveness: Regularly evaluate the system's effectiveness and adjust based on feedback.

### **4. Support for Students:**

- Additional Help: Provide support for students struggling with reflection sheets, rules, or targets, including extra guidance or counselling if needed.

### **Student Internal Inclusion:**

There are a number of reasons why a pupil may be taken off the main time table. Some of these reasons are for behaviour. Internal suspensions are used to remove the pupil from class, but not from the school site, for disciplinary reasons or where there is a need to work with a pupil around relationships.

The primary reason for internal suspensions is to accommodate pupils who've been removed from a lesson or lessons at very short notice for disruptive behaviour and/reflection time. Other reasons not related directly to behaviour are for Intervention/catch up time where a need or necessity for pupils is identified relating to gaps in education or where 1-1, 1-2 work is beneficial to the pupils academic and social development/progress.

The Head Teacher may exercise the right to seclude / isolate a student for a time limited period e.g., as part of a 'cooling down / refocus' strategy, or to obtain a statement / information regarding a serious behaviour incident. Students may also be placed in isolation for a number of periods following a number of negative sleuth entries to refocus their behaviour. This strategy will only be used in exceptional circumstances and for no longer than practically necessary.

Students who are subject to isolation have the right to time to eat and to use the toilet

## Staged Approach to Behaviour Management Consequences - Primary

### Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>Will be given in the first instance for most behaviour infringements apart from those specified below</li> </ul>	<ul style="list-style-type: none"> <li>Informal discussion with pupil</li> <li>Verbal warning</li> </ul>
<b>Low Level</b>	<ul style="list-style-type: none"> <li>Second warning</li> <li>Damage to property</li> <li>Intimidating behaviour (pupils)</li> <li>Putting others at risk</li> <li>Persistent disruption to lessons</li> </ul>	<ul style="list-style-type: none"> <li>Tick next to name on the board and minutes given.</li> <li>Minutes taken away from break or lunch time play</li> </ul>
<b>Medium Level</b>	<ul style="list-style-type: none"> <li>Continued failure to correct behaviour after warning and minutes on the board.</li> <li>Significant damage to property</li> <li>Bullying (1<sup>st</sup> letter)</li> <li>Homophobic, sexist or racist comments</li> <li>Physical assault towards others, including playfighting.</li> <li>Persistent swearing, swearing at staff, sexualised language</li> <li>Intimidating behaviour (staff)</li> <li>Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Sleuth Entry</li> <li>Reflection Room</li> <li>Phone call home to inform parents</li> </ul>
<b>High Level</b>	<ul style="list-style-type: none"> <li>Arson</li> <li>Bullying (2<sup>nd</sup> letter)</li> <li>Use or threat of use of an offensive weapon.</li> <li>Possession of a dangerous item</li> <li>Drugs or drug paraphernalia</li> <li>Serious assault</li> </ul>	<ul style="list-style-type: none"> <li>Sleuth Entry</li> <li>SLT involved</li> <li>Parental meeting on site</li> <li>Fixed term suspension or permanent exclusion</li> <li>Police involvement where necessary</li> </ul>

### Primary Provision - Reflection Room

- Pupils may require to be in a quiet space to self-regulate. They may be referred (or, self-refer) to the Reflection Room (RR). Pupils are supervised in the RR constantly.
- The time is used constructively to allow a dialogue between staff and student so that the issue can be resolved and the solution mutually agreed. **A record is kept of the room's use, on Sleuth and on a paper log.** The purpose of the Reflection Room is to allow pupils to 'cool down' and to be ready to return back to a class as quickly as each situation allows.
- Pupils are aware that they can request voluntary time out at the discretion of members of staff and use the Reflection Room for this purpose.
- We aim to ensure that pupils spend as little time as possible in the Reflection Room, but at times, as this is a self-referral tool some students may need a longer period of time before they agree to leave the room.
- At times, pupils who are tired may ask to sleep in the reflection room. SLT monitor the use and length of time that children are in the Reflection Room.
- A pupil may be directed to use the Reflection Room because in the professional opinion of staff this is in the best interests of the other students and /or the specific student.

Current legislation states that “Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare”.

In accordance with legislation students are always offered and allowed refreshments and toilet breaks.

The Reflection Room has the ‘Zones of Regulation’ posters on display –this is to promote thinking, talking and behaviour recovery.

### **Exclusion from the academy and the Restart (re-integration) Meeting**

- **Suspensions** will be applied to students who display serious / dangerous, unacceptable / unreasonable behaviour, as appropriate
- The Head Teacher will ultimately determine if a **Suspension** is deemed an appropriate consequence
- The academy will notify the students’ parent(s) / carer(s) by phone of the exclusion – and this will be noted on the academy’s MIS system (Sleuth). This call should be made by the Assistant Head Teacher (Behaviour) – or, in their absence / unavailability - by another SLT colleague
- A formal letter from the Head Teacher will be sent home to the parents / carers of a student issued a **Suspension** (See **Appendix 3** for a **Sample Suspension** letter to parents about their child’s behaviour)
- A **Restart Meeting** with the parent/s and student *must* take place before a student can re-join the **Evolve Academy** learning community
- The **Restart Meeting** will be where the academy re-states its’ high behavioural and learning expectations, as well as addressing the concern causing / leading up to the **Suspension**.
- The **Restart Meeting** at **Evolve Academy** will culminate in the completion of **Student Behaviour Agreement**. The meeting will conclude with the student being placed on a **Positive Student Behaviour Report (PSBR)** to a member of academy staff – *for a 1–2-week period*.
- Students will report to SLT Behaviour lead at the end of each day with the report. Where we will discuss the student’s behaviour. The report will be handed in and photo of the report will be sent to their parent, The Learning Advisor will give the report back to the student the following day,
- The Learning Advisor will work closely with the students who are on report to help them to meet their targets.
- If a student on report receives a detention, they will be required to repeat that day.
- Persistent failure of the **PSBR** over the duration of the report will lead to a Suspension. **At the Restart Meeting the student will be told that from now on, should they log three or more Sleuth Negative entries they will then be placed on Home Learning (via Google Classrooms) the following day.** They will return to the academy the day after and not require a Restart Meeting – as they have not been suspended.
- Students whose behaviour does not change for the better face having their educational placement at the academy reviewed for continuing suitability
- Failure of the **Positive Student Behaviour Report** will mean a student’s behaviour and learning needs will be discussed as a priority by staff when discussing Student Independence Survey data for them each term. This will allow the SLT to put in additional academic and/or therapeutic support.

### **Permanent Exclusion**

Evolve Academy reserves the absolute right to **Permanently Exclude (PEX)** any student whose behaviour may be deemed a risk to themselves, their peers, or staff.

### **Off-site behaviour – on trips / visits or in the local community**

Consequences may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on public transport going to or from academy. Such behaviours would be deemed unacceptable / unreasonable in their own right – and may also bring the name of Evolve Academy into disrepute.

A **Risk Assessment** must be undertaken in good time by a trained member of staff - prior to an off-site activity to determine the students' suitability and ability to keep themselves and others safe.

### **Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student with a consequence in accordance with this policy.

Please refer to our **Safeguarding Policy** for more information on responding to allegations of abuse and the support services available to staff.

## **8. Implementation: Behaviour Management**

### **Classroom management**

Subject Teachers / Form Tutors and Learning Advisors are responsible for setting the expectations within their own learning environment(s). For positive behaviour to be successful, it is crucial that the expectations are established positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all students to be engaged
- Displaying the **Student Code of Conduct, Behaviour Levels and Rewards**
- Developing positive relationships with students – including consistent use of unconditional positive regard towards all through:
  - Greeting students at the door in the morning / at the start of lessons, modelling appropriate language
  - Consistently approaching all student / staff interactions using unconditional positive regard
  - Establishing clear routines and expectations. Communicating expectations of behaviour verbally and non-verbally. Highlighting and promoting positive behaviour using the rewards system. Following the strategies for managing with low-level disruption – including de-escalation techniques/language – as promoted through CPI training
  - Repeatedly using positive reinforcement. Concluding all lesson positively – using targeted praise as appropriate and starting subsequent ones afresh.

### **9. Physical Restraint (RPI)**

According to Section 93 of the Education and Inspections Act (2006), all members of academy staff have a legal power to use reasonable force

**Staff are advised to only use 'reasonable force' if it is safe and prudent for them to do so without putting their own health, safety and well-being at increased / enhanced risk**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property / damaging academy equipment
- Affecting good order in and around the academy

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Should utilise the techniques and language acquired from CPI physical restraint training
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents by a phone call (recorded on the academy's MIS behaviour system ('Sleuth'))

### **Risk Assessments: minimising / managing the use of Physical Restraint (RPI)**

The academy actively seeks to minimise the use of RPI wherever practical and possible

All staff receive annual CPI (or, RPI de-escalation training) to build up a caring, nonconfrontational culture with students – and is supportive of the philosophy of unconditional positive regard

The academy also conducts Health and Safeguarding Risk Assessments (RA's) to map out needs and identify strategies that are supportive of students vulnerable to episodes of physicality in their dealings with others (see **Appendix 4** for RA template)

### **10. Student support**

The academy recognises its legal duty under the Equality Act (2010) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to support the individual needs of all students – to this end all classes have **Evolve Academy** Class Learning Profiles (CLPs) that identify effective individual and whole academy academic / behavioural interventions (see **Appendix 5**). These CLPs are reviewed termly

The academy's Special Educational Needs Co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist (EP), medical practitioners and/or others, to identify or support specific needs

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

### **11. Student Transition Support: for students placed by the Fair Access back into the mainstream**

To ensure a smooth transition into a new academic institution, students are supported where possible by a member of staff who also will try to visit them at the placement school/academy throughout the duration of the 12-week trial period.

### **12. Training**

Our staff are provided with training on Behaviour Management, including accredited use of restraint training (and annual refreshers), and annual Safeguarding updates (including updates contained within Part 1 of Keeping



Children Safe in Education (KCSiE)) as part of their CPD process. Staff are encouraged to seek additional support in this area.

Should issues of poor student behaviour develop. Behaviour management support is specifically tailored to the individual staff members' needs

Behaviour management will also form part of all staffs' Continuing Professional Development (CPD) and this will be mapped into the academy's CPD Plans

### **13. Impact: monitoring arrangements**

Behaviours that place students, staff, and others at risk of significant harm will be identified by analysis of Sleuth Negative Events by the AHT (Behaviour Lead); through detail discussions with staff when collecting S.I.S. data each term. As such, identified students will have their agreed Risk Assessment revised and these changes publicised within the academy staff body by the **CPI Certified Instructor(s)**.

**This Behaviour for Learning Policy will be reviewed by the Head Teacher and the Academy Council bi-annually.**

The written Statement of Behaviour Principles (*see **Appendix 1***) will be reviewed and approved by Evolve Academy Council bi-annually. Behaviour rewards and consequence are reviewed each term by the SLT members responsible for their operational implementation.

Suspensions are monitored to ascertain patterns / 'outliers' (including inconsistencies) and supportive pastoral and academic strategies put in place by the academy.

### **14. Links with other policies**

This Behaviour for Learning Policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy
- Exclusions Policy
- Sharps Policy
- Physical Intervention Policy

## Appendix 1: Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, racial language
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobia	Explicit homophobic (anti-bi-sexual and anti-transgender) remarks, display of anti-homosexual (anti-bi-sexual and anti-transgender) material(s), anti-homosexual gestures (anti-bi-sexual and anti-transgender), unwanted physical attention, comments about sexual orientation / presentation, reputation or performance, or inappropriate touching / hitting / punching etc.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Appendix 2: Statement of Behaviour Principles

- Every student will understand they have the right to feel safe, valued, and respected, and to be able to learn - free from the disruption of others
- All students, staff and visitors will be free from any form of discrimination
- Staff and volunteers will always set an excellent behavioural example to students
- Rewards, consequences, and the use of reasonable force will be used in a considered and consistent by staff, in line with PCA's Behaviour for Learning Policy
- Behaviour for Learning Policy will be understood by all students, staff, parents, and governors
- Behaviour for Learning Policy will clearly explain that exclusions are only be used as a last resort, and outlines the processes involved in both Permanent Exclusions (PEX's) and Suspensions.
- Students will be assisted in learning to accept responsibility for and reflect upon their behavioural actions and corresponding consequences
- Families / carers will be involved in the academy's response to serious student misbehaviour to encourage and foster a stronger and healthier partnership between the academy and the students' home

The governing board categorically affirms that violence or threatening behaviour, **will not be tolerated** in any circumstances. This written statement of Behaviour Principles is reviewed and approved by every **two** academic years.

### Appendix 3: Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy:

**Low Level Disruption / misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork (or homework) and / or the participation in lessons
- Poor attitude to learning and others
- Incorrect uniform (including hair colourings, nose piercings)
- Repeated breaches of the academy rules

**Serious misbehaviour** is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism of / damage to academy buildings / property / arson
- Theft
- Fighting (including 'play-fighting')
- Smoking (including e-cigarettes / vape pens)
- Racist, sexist, homophobic (including transphobic / bi-phobic), ageist or any other discriminatory behaviour
- Possession of contraband items / materials. These are:

- Knives / 'sharps' or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and other smoking paraphernalia (including e-cigarettes and matches / lighters)
- Fireworks
- Pornographic images (in either physical or e-format).
- Any article 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 student)

**Playfighting** is defined as:

Any form of play where participants compete with one another attempting to obtain certain advantages (such as verbal banter, touching, tapping or pushing the opponent,) but play in this way without the severity of genuine fighting.

Furthermore, following items that are also **proscribed** as they constitute a serious misdemeanour under **Evolve Academy** Behaviour for Learning Policy: o Sweets / soft drinks (including 'energy drinks') / excessive quantities of sugary foods brought on-site

- Mobile phones / electronic devices (that have an internet capability / or, can film / record sounds and images) – are **not permitted** inside the environs of the academy

## Appendix 4: Sample Suspension Letter

Evolve Academy  
Gipsy Road  
London  
SE27 9NP  
Tel: 0207 504 0542

Mrs Jemima Tumble  
118B Pluto Grove,  
Lower Mars,  
Solar System

Wednesday 30<sup>th</sup> February 2023

**Subject: Roland Tumble**

**DOB: XX/YY/ZZZZ**

**Date of Suspension from: Thursday XX<sup>th</sup> February 2023 ONLY**

Dear Ms Tumble,

I am writing to inform you of my decision to suspend “**Mr Tumble (Jr.)**” for a fixed period of **1 day**. This means that “**Mr Tumble (Jr.)**” will not be allowed on the campus for this period. The exclusion begins on **XX.02.2023** and ends on **XX.02.2023** inclusive.

**An appointment has been arranged for you and Roland to attend a meeting on Friday XX<sup>th</sup> February 2023 at 9:45am.**

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Roland** has not been taken lightly. **Roland** has been excluded for this fixed period because of:

**Fighting with pencil case**  
**Failing to follow academy conduct code (removing his false red nose)**

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion on **XX.02.2023** to **XX.02.2023** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during the time specified. It will be your responsibility to show reasonable justification.

You have the right to make representation to the Academy Council about this decision.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is:

SENDIST  
Mowden Hall Staindrop  
Road Darlington DL3 9DN.

You have the right to see a copy of **Rolands'** academy record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply this if requested, but there would be a charge for photocopying. You may find it useful to contact the Advisory Centre for Education (ACE) an independent national advice centre for parents of children in state academy's. They offer information and support on state education in England and Wales, including on exclusion from academy. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Yours sincerely



Melissa Elve-Williams Head Teacher

## Appendix 5: Staged Approach to Behaviour Management Consequences – Secondary

Level	Behaviour and examples	Possible action and consequences.
<b>Low Level</b>	<ul style="list-style-type: none"> <li>- Swearing</li> <li>- Lack of work</li> <li>- Incorrect uniform</li> <li>- Kicking doors</li> <li>- Lateness without valid reason</li> <li>- Walking out of a lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Informal discussion with the student</li> <li>- Sleuth entry</li> <li>- Tutor discussion</li> <li>- Three low-level incidents in a day result in a 50-minute detention</li> </ul>
<b>Medium Level</b>	<ul style="list-style-type: none"> <li>- Bringing the academy into disrepute</li> <li>- Inappropriate ICT use</li> <li>- Persistent swearing</li> <li>- Intimidating behaviour</li> <li>- Bullying (first letter)</li> <li>- Playfighting</li> <li>- Putting others at risk</li> <li>- Persistent lesson disruption</li> <li>- Truancy</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Phone call home to inform parents</li> <li>- Tutor discussion or informal restorative justice (RJ) if needed</li> <li>- 50-minute detention</li> <li>- Five or more medium-level incidents in a week result in additional interventions with specialist staff or SLT and/or loss of rewards</li> </ul>
<b>High Level</b>	<ul style="list-style-type: none"> <li>- Significant damage to property</li> <li>- Bullying (second letter)</li> <li>- Vaping or smoking on site</li> <li>- Intimidating behaviour (staff or students)</li> <li>- Homophobic/sexist/racist/misogynistic comments</li> <li>- Physical assault</li> <li>- Leaving the site without permission</li> <li>- Possession of a phone in school</li> <li>- Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Involvement of Senior Leadership Team (SLT)</li> <li>- 50-minute detention</li> <li>- Fixed-term suspension</li> <li>- Parental meeting on-site</li> <li>- Consideration for a behaviour plan upon return</li> </ul>
<b>Highest level</b>	<ul style="list-style-type: none"> <li>- Arson</li> <li>- Use or threat of an offensive weapon</li> <li>- Possession of dangerous items</li> <li>- Drugs or drug paraphernalia</li> <li>- Serious assault</li> <li>- Serious Health and Safety infringements</li> </ul>	<ul style="list-style-type: none"> <li>- Sleuth entry</li> <li>- Involvement of SLT</li> <li>- 50-minute detention</li> <li>- Fixed-term or permanent exclusion</li> <li>- Parental meeting on-site</li> </ul>

## Appendix 6: Staged Approach to Behaviour Management Consequences - Primary

### Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>• Will be given in the first instance for most behaviour infringements apart from those specified below</li> </ul>	<ul style="list-style-type: none"> <li>• Informal discussion with pupil</li> <li>• Verbal warning</li> </ul>
<b>Low Level</b>	<ul style="list-style-type: none"> <li>• Second warning</li> <li>• Damage to property</li> <li>• Intimidating behaviour (pupils)</li> <li>• Putting others at risk</li> <li>• Persistent disruption to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Tick next to name on the board and minutes given.</li> <li>• Minutes taken away from break or lunch time play</li> </ul>
<b>Medium Level</b>	<ul style="list-style-type: none"> <li>• Continued failure to correct behaviour after warning and minutes on the board.</li> <li>• Significant damage to property</li> <li>• Bullying (1<sup>st</sup> letter)</li> <li>• Homophobic, sexist or racist comments</li> <li>• Physical assault towards others, including playfighting.</li> <li>• Persistent swearing, swearing at staff, sexualised language</li> <li>• Intimidating behaviour (staff)</li> <li>• Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Sleuth Entry</li> <li>• Reflection Room</li> <li>• Phone call home to inform parents</li> </ul>
<b>High Level</b>	<ul style="list-style-type: none"> <li>• Arson</li> <li>• Bullying (2<sup>nd</sup> letter)</li> <li>• Use or threat of use of an offensive weapon.</li> <li>• Possession of a dangerous item</li> <li>• Drugs or drug paraphernalia</li> <li>• Serious assault</li> </ul>	<ul style="list-style-type: none"> <li>• Sleuth Entry</li> <li>• SLT involved</li> <li>• Parental meeting on site</li> <li>• Fixed term suspension or permanent exclusion</li> <li>• Police involvement where necessary</li> </ul>

## Appendix 8: Role and Responsibilities

Academy Council	Head Teacher	Senior Leadership Team	SENCO	Staff	Parents
<p><b>Monitoring the implementation and impact of the policy</b></p> <p>The governors of the Evolve Academy Council (EAC) are responsible for reviewing and approving the written Statement of Behaviour Principles (<b>See Appendix 2</b>).</p> <p>The Evolve Academy Council will also review the Behaviour for Learning Policy in conjunction with the Head Teacher, and monitor the policy's implementation and impact, holding the Head Teacher to account for the same.</p> <p>The Evolve Academy Council are responsible for monitoring the Behaviour for Learning Policy's effectiveness and holding the Head Teacher to account for its implementation</p>	<p>The Head Teacher is responsible for reviewing the Behaviour for Learning Policy in conjunction with the Evolve Academy Council (EAC, giving due consideration to the academy's Statement of Behaviour Principles (<b>See Appendix 2</b>)). The Head Teacher will also approve this policy.</p> <p>Furthermore, the Head Teacher will ensure that the whole-academy environment encourages positive behaviour and that staff deal effectively and ethically with poor behaviour and will monitor how staff implement this policy to ensure student behavioural rewards and consequences are applied consistently.</p> <p>The Head Teacher is responsible for annually reviewing and approving this Behaviour for Learning Policy. The Head Teacher is also the only person who can authorise Suspensions and pursue the Permanent Exclusion (PEX) of any student on roll.</p>	<p>The Senior Leadership Team (SLT) at <b>Evolve Academy</b> will support the Learning</p> <p>Advisors in responding in a timely manner to behaviour incidents as appropriate.</p> <p>Staff will follow the <b>Evolve Academy</b> Staged Behaviour Response approach dealing with and escalating incidents to the appropriate level of consequence</p>	<p>Co-ordinate assessment, support and Individual Education Plans (IEP) for all pupils including those with emotional and behavioural needs in accordance with the SEN Code of Practice</p> <p>Respond to referrals of pupils for behaviour support</p> <p>Ensure reasonable adjustments are in place for pupils with an identified need</p> <p>Work to coordinate support for pupils' classes</p> <p>Liaise with relevant external agencies</p> <p>Report relevant data to Core Team to identify appropriate intervention strategies</p>	<p>Staff are responsible for:</p> <p>Implementing the Behaviour for Learning Policy in a calm, consistent, cohesive, and fair manner (in line with our 'Home-Academy Agreement') – at any time both in and out of the academy. Calm consistent adult behaviour is a CPI mantra, that should be used in all situations</p> <p>Teachers can not only discipline students at any time, but they also have the powers to impose appropriate and proportionate consequences as required e.g., detentions and / or confiscation of student property</p> <p>All students will be treated at all times with <b>unconditional positive regard</b> – regardless of any behavioural infractions / difficulties encountered. A calm consistent adult behavioural manner is a CPI mantra and should be used in all situations</p> <p>Modelling excellent positive behaviours at all times towards students</p> <p>Providing an individualised approach in their teaching and pastoral dealings with the individual needs of all students</p> <p>Recording behaviour incidents and notes on the academy's main MIS system (<i>Sleuth</i>)</p> <p>Working collaboratively with other local agencies and professionals to assess the needs of any student who displays continuous disruptive behaviour e.g. Social Services, CAMHS, Educational Psychologists etc.</p>	<p><b>Parents are expected to:</b></p> <p>Support their child in adhering to the Evolve Academy Student Code of Conduct</p> <p>(Commonly known as the 'Home-Academy Agreement')</p> <p>Ensure their child is correctly dressed in the appropriate Evolve Academy uniform</p> <p>Inform the academy of any significant changes in family / individual circumstances that may potentially affect / impact their child's behaviour</p> <p>Discuss any behavioural concerns with the appropriate academy professional in a timely manner</p>



## Appendix 9: Health & Safeguarding Risk Assessment Matrix and Risk Management Plan

### PART A - Reason for completing this risk assessment

Complete a RA for all students on roll at the academy. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.

#### Student Details

Name of student:	DOB:	Phase:
Does the student have an EHCP plan?	Does the student or student have a named social worker?	
How does the student travel to academy?	How does the student travel home from academy?	Does the student travel with any other person?

### PART B – RISK ANALYSIS AND MANAGEMENT.

<b>EVERYTHING IS OK</b>	<b>PROACTIVE STRATEGIES</b> <i>This section is what adults do to support the pupil to remain in their “everything is ok” state.</i>		
	<b>Physical</b> <i>(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)</i>	<b>Interpersonal</b> <i>(Respect, communication, social interaction, friends, expectations etc.)</i>	<b>Programme Planning</b> <i>(Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).</i>

#### WHAT DOES MY BEHAVIOUR LOOK LIKE?

<b>ANXIETY</b> <i>A change in behaviour.</i>	<b>DEFENSIVE</b> <i>Beginning to lose self-control.</i>	<b>RISK BEHAVIOUR</b> <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	<b>TENSION REDUCTION</b> <i>Decrease in physical and emotional energy.</i>
			-

#### STAFF APPROACHES

<b>SUPPORTIVE</b> <i>An emphatic, non-judgemental approach.</i>	<b>DIRECTIVE</b> <i>Decelerating an escalating behaviour.</i>	<b>SAFETY INTERVENTION</b> <i>An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION</i>	<b>THERAPEUTIC RAPPOR</b> <i>Restorative approaches to re-establish rational communication, relationships and routines.</i>

Any contextual historical information that would be relevant to the Risk Assessment, such as previous risk behaviours.

<b>Signature staff member completing the RA</b>	<b>Name of staff member completing the RA</b>	<b>Job title</b>	<b>Date</b>

<b>Risk assessment QA'd by SLT Signature</b>	<b>Name of SLT Member</b>	<b>Job title</b>	<b>Date</b>
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**Appendix 10: Evolve Academy Class Learning Profile (Actively supporting desired Learning Behaviours in class)**

<b>YEAR GROUP:</b>	<b>SUBJECT BEING TAUGHT:</b>		
<b>STUDENTS IN CLASS:</b>	<b>Male:</b>		<b>Female:</b>
<b>Class name: e.g. "11Red 1"</b>			
<b>Looked After Child (LAC) student name(s):</b>			
<b>Total <u>number</u> of students as having Special Educational Needs (Disability)</b>			
<b>SEN(D):</b>	<b>Name:</b>	<b>SEN(D) Details:</b>	<b>W/Academy SEN(D) Strategies:</b>
<b>Subject specific strategies to support SEN(D) Learners:</b>	<b>Name:</b>	<b>Subject specific strategies to support each SEN(D) Learner in class:</b>	
<b>Total number of students on EAL Register:</b>			
<b>Total number of Students with Low Reading Age / receiving SALT:</b>			

<b>Names of students with Low Reading Age / currently receiving SALT:</b>	
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**EVOLVE ACADEMY Class Data per Subject - Number of students in this class in each category:**

Below Target	On Target	Above Target

<p><b>Additional Information New Joiners this term only:</b></p> <p><b>Name:</b></p> <p><b>Name:</b></p>	<p><b>Learner details / strategies required:</b></p>
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Appendix II: Student Reports.

Friday		This report is to:
Lesson 1	<b>Targets Met</b> 1. Y/P/N 2. Y/P/N 3. Y/P/N	<b>Comments</b>  • Ensure you are following the schools code of conduct.
Lesson 2	<b>Targets Met</b> 1. Y/P/N 2. Y/P/N 3. Y/P/N	<b>What will happen next?</b>  • Your teachers and learning advisor will comment on your day to day, punctuality, behaviour, Targets and work during lessons.
Lesson 3	<b>Targets Met</b> 1. Y/P/N 2. Y/P/N 3. Y/P/N	<b>Comments</b>  • Your parents will have to sign the report after each day in the comments box to show they have checked it
Lesson 4	<b>Targets Met</b> 1. Y/P/N 2. Y/P/N 3. Y/P/N	<b>Comments</b>  • I have read and understood these points and agree to address any concerns staff may have. • I understand that I could incur sanctions (e.g. detention, reduced timetable etc.) if I do not fulfil my Targets.
School Signed: _____  Parent Signed: _____		



**STUDENT BEHAVIOUR**

**REPORT**



Student Name:	
Week Beginning:	
Tutor:	
Learning Advisor:	
<b>TARGETS</b>	
Target 1	
Target 2	
Target 3	

Staff comments:

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Student Comments:

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Parent/Carer's comments:

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Parent/Carer Signature: \_\_\_\_\_

Please note:



## STUDENT DAY SHEET

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Date: \_\_\_\_\_

TARGET 1:

TARGET 2:

TARGET 3:

Working towards reward:

# Reflection Sheet Template

- **Pupil Name:**
- **Staff Name:**
- **Lesson Date:**

## **Pupil's Comments:**

### **What did I do?**

- "The specific behaviour I engaged in was..."
- "I chose to... because I felt..."
- "At the time, I thought it was okay to... but now I see..."

### **2. Who was affected by this?**

- "My actions impacted... because..."
- "I realised that when I did... it made... feel..."
- "This behaviour might have hurt... because..."

### **3. What can I do better next time?**

- "Next time, I will try to... instead of..."
- "To improve, I will focus on... when I feel..."
- "A better choice I can make in a similar situation would be to..."

### **4. Who can help me with this?**

- "I think... can support me by..."
- "I can ask... for help when I'm feeling..."
- "To make a better choice, I will seek advice from..."

## **Staff Comments Only:**

- **Purpose:** Allows staff to provide additional feedback or notes on the student's reflection.

## **Signatures:**

- **Signed (Pupil):**
- **Signed (Staff):**