

Behaviour for Learning Policy



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Behaviour for Learning Policy

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1. Introduction – Our Vision

Littleport and East Cambs Academy (LECA) is wholly committed to maintaining a positive and safe culture where high expectations and a nurturing environment encourage all members to be active learners in our community, feel valued and be themselves.

Our 'we are INSPIRED' values underpin the behaviours and attitudes expected from our students, staff and parents.

Our vision is supported by

- Clear and consistent expectations of behaviour and routines in establishing and maintaining positive learning environments
- Rigorous systems and structures to monitor and respond to behaviour that falls short of our expectations
- An aspirational approach to celebrating success, praise and rewards

2 Creating and maintaining a culture of realistic and consistent behaviour for learning

- Behaviour for learning will never be an immediate instant solution. It will not be solved by a behaviour system or set of sanctions. It is much more than that. Creating and maintaining a behaviour culture is built on hard work: building relationships with those who would rather not, resetting expectations with those who choose to break them, being relentlessly positive when confronted with challenging behaviour.
- Every member of staff is a vital cog in ensuring consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. This can be hard fought and easily lost. The key is to develop a consistency embedded through every interaction on behaviour. All staff will treat LECA young people as valued individuals within their community. This way they will respect adults, accept authority and feel they have a voice.
- The table below highlights the high expectations set at LECA for all staff and students to ensure behaviour is appropriate and conducive to positive learning.

Behaviour for Learning: Student expectations in and out of the classroom
<ul style="list-style-type: none">✓ Wear uniform correctly and with pride✓ Always walk on the left✓ Arrive to lesson on time✓ Line up outside classes, await staff instruction✓ Phones off and out of sight✓ Have the correct equipment

- ✓ Follow instructions first time
- ✓ Silent when teacher talks
- ✓ Use respectful language
- ✓ No contact with other students

3. Rewarding Success And Celebrating Achievement

At LECA we use a points, rewards and sanctions system. These are recorded on Go4Schools. The GO system will record all positive points for everything that occurs in the life of a student in LECA. This is a transparent platform for teachers, students and parents. We expect all members of our school community to promote our weareINSPIRED values by celebrating and praising children’s personal achievements when they occur. Students overall point scores are tracked and celebrated in form time, class and year assemblies as well as at various points throughout the year culminating in an Award Ceremony to celebrate the overall winners. Students aim to achieve a Bronze, Silver and Gold Award and the prestigious INSPIRED Award as they gain points throughout the year. These awards will be tracked, monitored and celebrated throughout the year.

See appendix 1.

Below are examples of how we celebrate achievements at LECA.

All teachers are responsible for rewarding positive behaviour based on our INSPIRED values on a day-to-day basis. See below for examples of how our everyday currency and whole school examples could be applied.

INSPIRED Value	Everyday Currency (1 positive point)	Whole-School Examples (2-5 positive points)
Independent We proactively develop our knowledge and skills, working effectively on our own and lead others	<ul style="list-style-type: none"> • Working well on a task, asking a peer for help or seeking further support 	<ul style="list-style-type: none"> • Home-learning Platforms/homework
Never give up We have a growth mindset. We have built strong habits and stamina which enable us to adapt and work through challenges.	<ul style="list-style-type: none"> • Re-drafting work or re-taking a low stakes quiz and performing better or improving work. • Persevering with a task during lesson despite getting it wrong previously. 	<ul style="list-style-type: none"> • Never Give Up Awards – Half Termly
Safe At LECA we aim to keep ourselves and others safe.	<ul style="list-style-type: none"> • Following instructions clearly during practical experiments. 	

<p>Progress driven We are challenged in our thinking and review performance, improving knowledge and skills within and beyond the classroom</p>	<ul style="list-style-type: none"> • Attempting high order thinking challenges and further extension activities. 	<ul style="list-style-type: none"> • Attendance – Half Termly 100 Club • KS4 Progress Tracker Star • Prefects/ School Council / Leadership Opportunities • Duke of Edinburgh
<p>Innovative We are creative learners who are ambitious in our work</p>	<ul style="list-style-type: none"> • Thinking outside the box or being creative in lesson. 	
<p>Respectful We have a strong sense of respect for our environment and are inclusive, showing tolerance to all</p>	<ul style="list-style-type: none"> • Treating a sensitive topic e.g. Holocaust with respect. • Supporting a partner or group member who is finding the work difficult. 	
<p>Enthusiastic We are motivated to achieve to our full potential, aspiring to excellence</p>	<ul style="list-style-type: none"> • Answering and asking questions relevant to topic. 	<ul style="list-style-type: none"> • Enrichment, House and School Representation
<p>Champion diversity We all belong to this community and have a responsibility to role model inclusivity</p>	<ul style="list-style-type: none"> • Contributing effectively on class topics such as Civil Rights 	
<p>'Inspired' Being of extraordinary quality</p>		<ul style="list-style-type: none"> • INSPIRED of the Week • Stars • End of Term/Year Celebrations • Half Termly INSPIRED Phone Calls

Regular sharing of achievements is a central part of our school routine. This includes sharing with staff, peers and families. All students have the opportunity to earn a range of positive points by displaying our INSPIRED values in all aspects of the school day.

4. Behaviour For Learning Strategies

In order to have a positive climate for learning, the teacher will deploy the craft behaviour for learning skills, which always form an integral part of a well-behaved class. These skills are not exhaustive but range from:

- Body language and gestures to convey expectations
- Insist on the highest of standards in your class
- Never talk over students. If it's worth saying, make sure they are silent

- Pausing to gain attention
- Positive phrasing to emphasise the social norms expected
- Use praise as much as possible – reward the positive behaviour
- Allow take up time to any instruction you have given
- Ignore secondary behaviours - body language, tuts, rolling eyes etc. Manage the issue you are correcting
- A change of seating plan
- A change of group
- A change of task
- reminder of the key expectations delivered privately to the learner
- Speaking to a learner away from the other students
- Allowing a learner a time out to leave the room to compose themselves before re-entering

5. The Consequence System – Tier 1

The Consequence System is a clear set of procedures to eliminate low-level disruption in the classroom. If the poor behaviour of a student affects the learning of other students, it is important that the student is held to account for their behaviour and dealt with in a firm, consistent and fair way.

All staff will use the consequence system when dealing with disruptive or anti-social behaviour in the classroom.

- Verbal Warning
- C1 (Formal Warning)
- C2 (Removed from class)

Whilst using the above system – staff will:

- Use positive phrasing that will disempower the unwanted behaviour
- Offer choice, inform the child of the behaviour concerns and follow this with a choice of how the student can rectify this behaviour.
- Keep praise public and sanctions private. Behaviour conversations should happen with the individuals concerned and not the whole class.
- Stay calm and ensure to regulate your own emotions. Target the behaviour, not the child and keep focused on then expected outcome.
- Avoid confrontation and never get into ‘an argument’
- Be consistent and fair. Always follow up poor behaviour in a consistent and fair manner.

Verbal Warning

A Verbal Warning will be issued when a student persists in disrupting the learning of others in the class or persistently refused to engage with learning despite the teacher employing a range of craft skills.

The teacher will use the 30-second Intervention approach that includes:

- State that a verbal warning has been given and if positive behaviour continues, then there is no further consequence. If misbehaviour continues then this will be escalated to a C1 Formal Warning.
- Reinforce what the desired behaviour looks like with reference to previous good behaviour.
- Allow take up time. If necessary, deal with any comments or secondary behaviours later by ways of follow up.
- Resist the endless discussions around behaviour and spend energy returning learners to their learning.
- Staff in both tone and body language will be firm, positive and encouraging.
- Praise and reinforce the positive behaviours seen.

C1: Formal Warning

A C1 Formal Warning will be issued when a student persists in disrupting the lessons and/or refuses to engage with learning.

The teacher will use the 30-second Intervention approach that includes:

- Class teacher will write name of student on board with the highlighted C1 Warning and communicate to the student they have received a negative behaviour point which will be communicated home to parents.
- Reinforce what the desired behaviour looks like with reference to previous good behaviour.
- Allow take up time. If necessary, deal with any comments or secondary behaviours later by ways of follow up.
- Resist the endless discussions around behaviour and spend energy returning learners to their learning.
- Staff in both tone and body language will be firm, positive and encouraging.
- Teacher initiates a restorative conversation with the student at the end of the lesson.
- Class teacher records on GO4Schools as a C1 sanction, which is clearly communicated to parents.
- **Note:** Students receiving 3 X C1 sanctions will receive a Restorative Intervention Daily Meeting. (25 minutes)

C2: Pupil removed from class

A C2 will be issued when a student has failed to respond positively to the formal warning and behaviour has not improved.

Upon issuing a C2, the teacher will:

- State what the sanction is and ask the student to wait outside the class.
- Teacher to contact Trekker/SLT support by skype/e-mail to Office requesting C2 support

- At this point, do not engage in reasoning until the student is waiting outside the class and the Trekker/SLT support has arrived.
- On arrival of the Trekker/SLT, Use this opportunity outside the class to highlight the behaviour that was observed
- Have work prepared for the Trekker/SLT to take with the student so they can work in a different area.
- Class teacher records on GO4Schools as a C2 sanction, which is clearly communicated to parents.
- Gentle approach, personal, non-threatening
- Teacher to follow up with communication home via phone call and restorative conversation with student during their Restorative Intervention Daily Meeting to reset expectations for next lesson.
- **Note:** Students receiving a C2 sanction will receive a Restorative Intervention Daily Meeting (25 minutes)

Trekker

- The role of the Trekker is to remove the student from the lesson and place the student in an alternative classroom for the remainder of the lesson. Ideally, this will be with the linked Head of Department or Faculty.

NOTE: If a C2 sanction is issued between periods 1-3, they will receive a same day restorative meeting. If a C2 is issued between periods 4-5, this will be issued the following day. The teacher must attend the restorative daily intervention meeting and hold the conversation which outlines:

- ✓ Why the behaviour was unacceptable
- ✓ What the required behaviour is
- ✓ The student fully understands what is expected of them moving forwards.
- ✓ It is essential in this meeting that the working relationship is re-established

Serious Incident

There are occasions when the C system response is bypassed and a C2 will be requested without having used the system in its entirety. Examples include:

- A student exhibits violent aggression towards themselves, a student or teacher.
- A student has sworn directly at a teacher
- A student has refused to comply with a teachers request to leave the room.
- A student exhibits behaviour, which is a direct health and safety risk.

6. Restorative Intervention – Tier 2

At LECA we firmly believe in all our staff demonstrating ‘professional warmth’ in building relationships and using restorative approaches to ensure suitable consequences to actions.

A Daily Restorative Intervention Meeting is held every lunch time as a consequence to low, medium and high level actions. All staff have a responsibility to challenge any behaviour

outside of the classroom, which do not adhere to our rules and values. These sanctions are recorded on GO4Schools and range from:

Low Level Incidents (Negative – 1-point sanctions)

Note: 3 X -1 point sanctions = 25 Minute Restorative Daily Meeting

Examples include but are not exhaustive to:

- Chewing Gum
- Eating Sweets
- Drinking fizzy drinks
- Free time incidents such as running in the building, not observing the non-contact rule etc.
- Uniform Issues

Medium Level Incidents (Negative – 3-point sanction)

Note: -3 point sanction = 25 Minute Restorative Daily Meeting

Examples include but are not exhaustive to:

- Behaviour Incidents including Swearing, Shouting or Verbal abuse.
- Unsafe behaviour.
- Dropping litter
- Mobile phone visible

High Level Incidents (Negative – 5-point sanction)

Note: -5 point sanction = 40 Minute Restorative Daily Meeting

Examples include but are not exhaustive to:

- Bullying
- Physical Assault.
- Sexual Harassment.

For low-level incidents, the member of staff is responsible for recording the event on GO4Schools. For Medium level incidents that involve an investigation, the member of staff will liaise with the Pastoral Team who will investigate and action an appropriate response. All high level incidents are referred immediately to the Pastoral Team who will investigate fully using the agreed LECA investigation procedures.

On reviewing the information, if the action is deemed a '**Serious Incident**' then this may lead to further more serious sanctions being applied or an Exclusion being issued.

The Tier 2 system is split into two pathways. The Curriculum Pathway and the Pastoral Pathway.

The Curriculum Pathway

The curriculum pathway is a process whereby the teacher and department take responsibility for the behaviour of all students attending their lessons. At each stage of the process, the Subject Teacher, Head of Department or Senior Lead Teacher will be responsible for supporting a student who is choosing not to engage with learning or disrupting the learning of others. Through each stage, the staff will work with the student and parents to provide support and strategies to correct the behaviour. Should there be no improvement throughout the process, the student will be removed from the identified class and placed in the Alternative Curriculum Centre for an agreed period.

See Appendix 2

The Pastoral Pathway

The curriculum pathway is a process whereby the Form Tutor and Progress Leader take responsibility for the behaviour of their tutees/year group. At each stage of the process, the Form Tutor or Progress Leader will be responsible for supporting a student who is choosing not to adhere to our key rules and expectations. Through each stage, the staff will work with the student and parents to provide support and strategies to correct the behaviour. No improvement throughout the process will result in a student being excluded triggering a Pastoral Support Plan.

See Appendix 3

The school may use one or more of the following sanctions in response to unwanted behaviour. These may form part of the intervention strategies to correct student behaviours in both the Curriculum and Pastoral Pathway.

- Lunchtime Restorative Intervention Meetings
- Restorative Conversations with staff
- Expecting work to be completed at home, or at lunchtime
- Referring the student to a Head of Faculty / Progress Leader
- Letters, e-mails and/or phone calls home to parents
- Behaviour Contract Meeting (Pastoral) – See Appendix 4
- Behaviour Contract Meeting (Departmental) – See Appendix 5
- 2 Week Intervention Plans – See Appendix 6
- Putting a student 'on report' for daily monitoring purposes.
- Positive Reports
- Timetabling students to work in alternative Faculty area
- Isolation
- Internal Fixed Term Exclusion
- Other individualised responses
- Moving groups
- Pastoral Support Plan – See Appendix 7
- Exclusion warning Letters
- Exclusions
- Alternative Curriculum Centre

7. Bullying

Our vision at LECA is to have high standards of teaching and learning which challenge our pupils to achieve.

We believe in tackling incidents of bullying by encouraging an environment where diversity is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying and taking a zero-tolerance approach.

What is bullying?

LECA adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- **Emotional** - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.
- **Physical** - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- **Verbal** - e.g. name-calling, sarcasm, teasing.
- **Indirect** – e.g. spreading rumours, Bullying through a 3rd party.
- **Cyber-bullying** – for example via text message; via instant messenger services and social network sites; via email; via social gaming and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying - The school recognises that although anyone can be bullied for almost any reason or difference, some young people may be more vulnerable to bullying than others. Research (*Ofsted's No Place For Bullying Report*) has identified various different types of bullying experienced by particular vulnerable groups of young people. These include:

- Bullying related to race, religion or culture – e.g. travelling communities
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being talented or taking on responsibility
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation including homophobic or biphobic language
- Bullying of young carers or looked-after children or otherwise related to home circumstance
- Bullying related to being adopted or in care
- Bullying related to socio-economic status
- Sexist, sexual or transphobic bullying.

Details of our approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- consequence procedures
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying

The school encourages and equips the whole school community to report all incidents of bullying and other unacceptable behaviour using a centralised confidential e-mail address: reporting@lecacademy.org

8. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- This policy will be published online, along with our Anti-bullying policy.

9. Exclusions

The School may decide that a fixed term exclusion is the most appropriate consequence to the action committed, as there has been a clear breach of our behaviour expectations and standards.

Please note in some circumstances it may be necessary to search students and seize or confiscate items which are prohibited or not permitted on site, or which may be harmful or detrimental to school discipline. The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a young person may have a prohibited item.

The following are examples of incidents that would be followed by a fixed term exclusion.

Examples include but are not exhaustive to:

- Dealing in banned substances or items
- Bringing knives or other weapons to school
- Unprovoked physical attacks on other students
- Aggression displayed towards a member of staff
- Swearing at a member of staff.
- Targeted behaviour designed to bully or intimidate.
- Taking photos or videos onsite during the school day and posting on social media
- Continued disruptive behaviour despite the young person being supported with a Behaviour Contract, Intervention Plan or Pastoral Support Plan
- Distributing indecent, pornographic or inappropriate material.
- Persistent disruption to learning
- Any behaviour that puts students and staff at risk.

Following an exclusion, a reintegration meeting will be held. At the reintegration meeting, relevant Leaders, parents and students are expected to attend. The student will attend the meeting in their school uniform. The purpose of the meeting is to outline the reasons why the exclusion was issued, and importantly set a clear way forward so that the student does not repeat this behaviour. At this meeting, it is essential that leaders are convinced that the child and parents understand the seriousness of the circumstances and the student will behave responsibly and not repeat the unwanted behaviour. As part of the reintegration meeting, clear actions, support as well as targets are put in place to help the student be successful.

The school operates a tiered response to exclusions during an academic year.

1st Exclusion: Exclusion Readmission held with the Progress Leader

2nd Exclusion: Exclusion Readmission held with a member of SLT

3rd Exclusion: Exclusion Readmission held with Head of School

4th Exclusion: Exclusion Readmission held with Executive Principal

5th Exclusion: Exclusion Readmission held with Representatives from the Governing Body.

6th Exclusion: Exclusion Readmission held with Trust Representatives

There may be exceptions where the severity of the exclusion will trigger an Exclusion Readmission meeting further down the tiered chain of responses.

In line with government guidance on exclusions, judgements about what occurred in incidents and the role played by individuals in them should be on the balance of probabilities rather than beyond reasonable doubt.

Alternative Curriculum Centre (ACC) Warning Letter

If a student continues to receive further Restorative Interventions despite a Pastoral Support Plan in place, an ACC Warning Letter will be sent home reminding the young person and parents that a correction of the behaviour is an expectation otherwise the school will trigger the use of the Alternative Curriculum Centre to create a bespoke supportive package.

Alternative Curriculum Centre

The main purpose of the ACC is to complement the professional work of teaching staff by providing alternative curriculum provision for targeted students. This involves supporting disaffected and vulnerable students using both internal and external agencies with the aim to successfully reintegrate students back into mainstream school where possible.

10. Rules. Procedures and Expectations

Confiscations

If a student is wearing inappropriate jewellery, (only a pair of ear studs and a watch is acceptable) or has other, inappropriate items in class then the teacher will confiscate the item. This will then be handed to reception, clearly labelled for the student to collect at the end of the day. Depending on the item, school may deem it necessary to phone parents to collect the confiscated item. A confiscation will result in a negative mark being awarded on Go4Schools recording platform.

The following items are examples of what is not permitted on the school site. (This list is not exhaustive)

- Chewing gum
- Hoodies
- Caps
- Stink-bombs
- Cigarettes, papers and lighters
- Laser pens
- Electronic cigarettes
- Non-uniform footwear
- Jewellery

The Academy maintains the right to confiscate any articles that are considered dangerous, offensive, and inappropriate or compromises safety in line with the DFE guidance referred to earlier.

The Academy reserves the right to permanently exclude students who bring illegal or prohibited items onto the Academy site. It is likely that the Academy will involve the Police in these circumstances.

Students found in possession of other items that are not permitted on site will have them confiscated and may be excluded from school. The Academy has the authority to 'dispose' of any items that are prohibited on site.

Punctuality

Lateness to registration and class without due reason will be met with a late mark from the member of staff. This will be recorded on Go4Schools. Three consecutive L's and U's over a

term will result in a Restorative Intervention Meeting for students, which may trigger further intervention.

A student should sign in using 'InVentry' only if they have arrived at school from 8:50am onwards and have missed tutor time. The Office will therefore record a late mark on Go4Schools and the student will attend the lesson that is currently in progress.

Equipment

Students should come properly equipped for lessons with the equipment highlighted in the school handbook. Teachers will provide equipment to students if it is felt that not doing so will compromise their learning in the class. This will always result in a negative point being awarded on Go4Schools. Three consecutive equipment marks over a term will result in a Restorative Intervention Meeting for students, which may trigger further intervention.

Uniform

Form tutors should check uniform discretely and regularly. Class teachers should respond to infractions that they see in their lessons. A student not wearing the correct uniform should be challenged. If they have a note then they should be asked to ensure that the matter is put right as quickly as possible. If they do not have a note then a negative point will be recorded on Go4Schools. Three consecutive uniform infringements over a term will result in a Restorative Intervention Meeting for students, which may trigger further intervention.

Reporting of discriminatory incidents or non-inclusive language

LECA is a unique/special community that champions diversity and celebrates individuality. Everyone has the right to be proud of their identity and feel safe to be themselves, which is central to our values. Students are encouraged to report and members of staff are trained to record any acts or language that infringes this central principle on GO4Schools. In tandem with our Anti-Bullying Policy, this information is triangulated with our safeguarding register to challenge non-inclusivity and inform an appropriate response.

Misbehaviour off Site

The school has a right and a responsibility to discipline students who engage in misbehaviour off site when:

- the student(s) in question was wearing school uniform; the behaviour of the student has negative implications for the orderly running of the school, and/or might pose a threat to another student or member of staff, including through the use of social media (e.g. bullying another student or insulting a member of the staff);
- the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school;
- The misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future
- Any behaviour that brings the school into disrepute.

The school has this right and responsibility in order to:

- maintain good order on transport, educational visits or other placements such as work experience or college course;
- secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;
- provide protection to individual staff from harmful conduct by students of the school when not on the school site.

Phones and Smart Devices

During school time, smart devices should not be used or seen outside lessons at any time. Phones or other smart devices should be switched off and safely stowed in bags. This includes before the school day starts as they enter the premises.

A smart watch is defined as any watch capable of receiving notifications of any sort. We appreciate that smart watches have a primary function of telling the time and we do allow these to be worn. **They must be in FLIGHT mode.** There is no reason for a student to be touching their watch meaning that teachers reserve the right to confiscate the watch if it is felt the student is using it inappropriately.

Students must never use phones at school to contact home, unless they have the permission of a member of school staff. This will always be given in response to a reasonable request.

Smart devices may be used on the bus if permission is granted by the member of staff. However, videos, recordings and photographs of other students/staff must not be made or taken.

If a student is found to be using a smart device without permission, the device will be confiscated and stored securely with the front office (see confiscations section). This will be logged as a negative event on Go4Schools. The student will be able to collect the phone at the end of the school day. A mobile phone offence will result in a Restorative Intervention Meeting and may trigger further intervention.

11. Examples of Related Policies & Procedures

- Teaching and learning
- Assessment for learning
- Assessment, recording & reporting
- Literacy
- Homework
- Anti-bullying
- Attendance
- Inclusion
- Equal opportunities
- Home-school agreement
- Safeguarding and child protection

Appendix

Appendix 1 – Rewards

Overall points on Go4Schools	Reward	Privilege	Contact Home
50	Canteen Pass (One Day)	First in queue for lunch	Form Tutor e-mail to parents/carers
100	Bronze Badge	Badge celebrated in Celebration Assembly	PL e-mail parents/carers
200	Silver Badge	Badge celebrated in Celebration Assembly	SLT e-mail parents/carers
300	Gold Badge	Social once a term	Head of School e-mail parents/carers
400	INSPIRED Status	Social + front entrance use	Executive Principal e-mail parents/carers
Leadership	Reward	Privilege	Contact Home
House Captains	House Badge	Badge celebrated in Celebration Assembly	Head of House to e-mail parents/carers
Subject Ambassadors	Subject Badge	Badge celebrated in Celebration Assembly	Letter home to parents/carers
School Council / Prefects	Prefects	First in lunch queue on Tuesday	Letter home to parents/carers
Student Executive (Yr. 11)	Lanyards	First in lunch queue daily Using Reception Entrance into school	Letter home

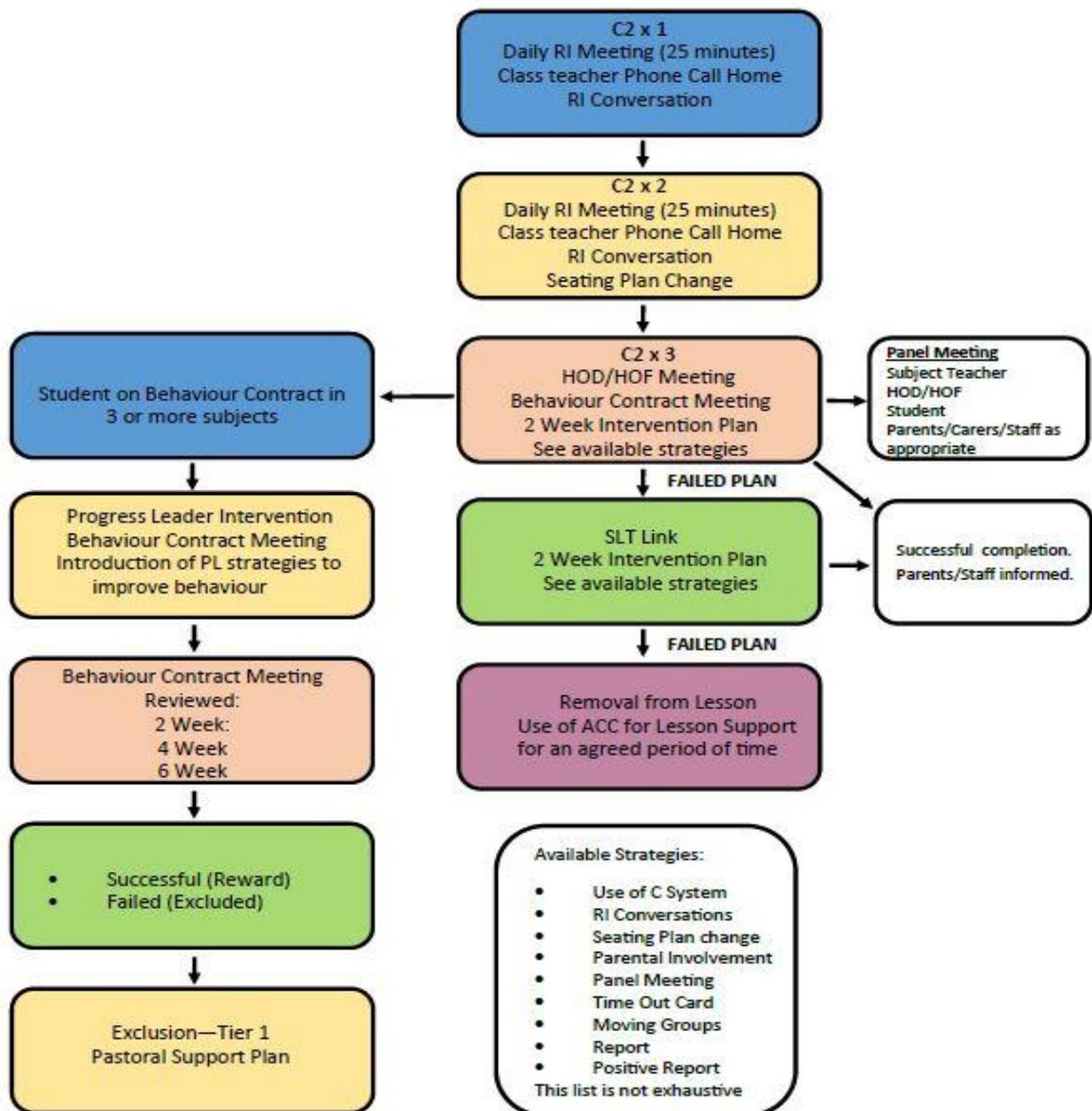
Appendix 2 – The Curriculum Pathway



Tier 2 The Curriculum Pathway

Termly

Department



Appendix 3 – The Pastoral Pathway



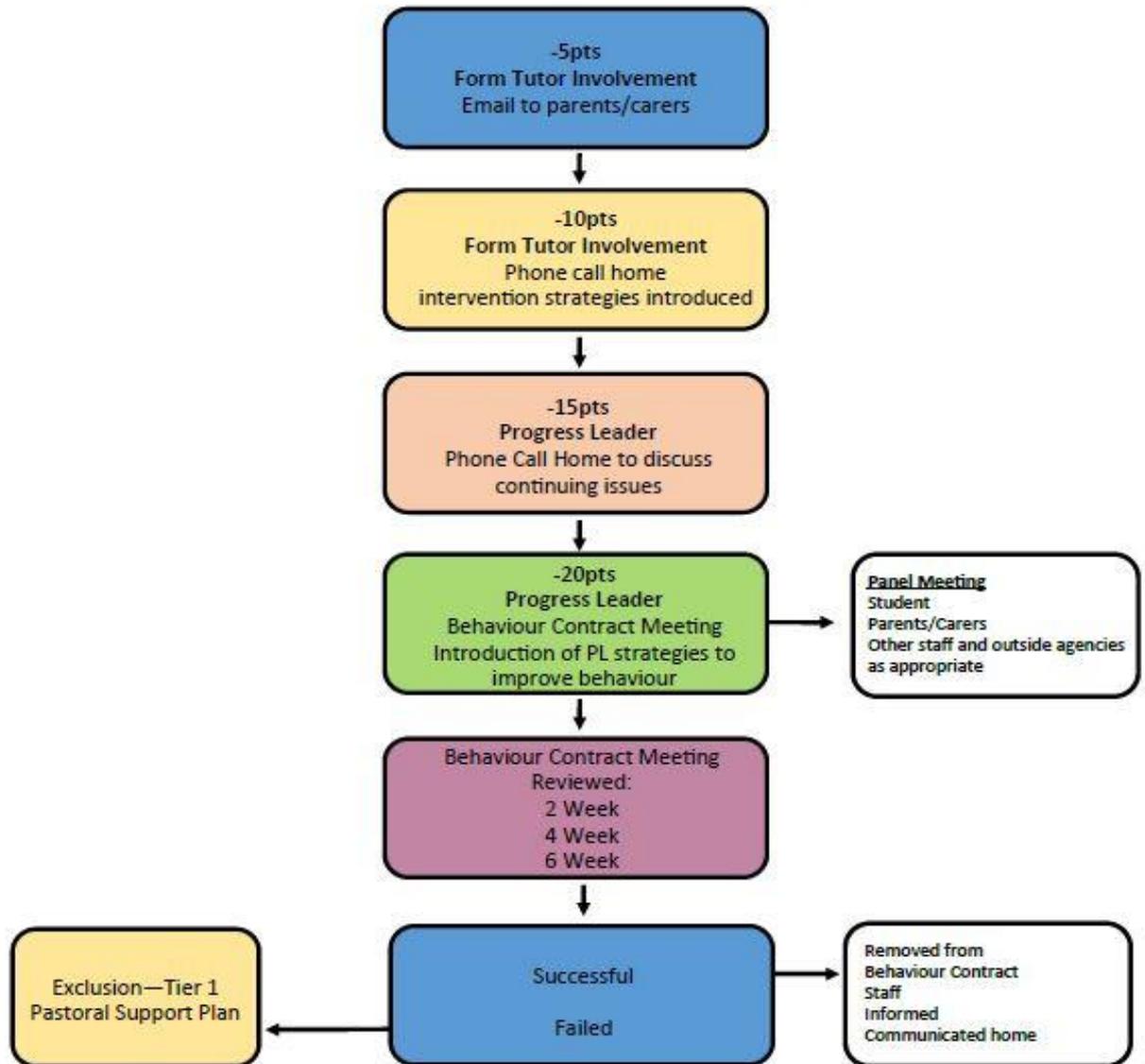
LITTLEPORT AND EAST CAMBS ACADEMY
An Active Learning Trust School

"We are *INSPIRED*"

Tier 2 The Pastoral Pathway

Termly

Overall GO4Schools Termly Negative Points Intervention



Available Strategies Include:

- Restorative conversation
- Communication home
- Analysis of patterns and targeted support
- Use of rewards/praise
- Behaviour contract meeting
- Panel meeting
- Report/positive report