



Behaviour and Rewards Policy

Policy Lead	Deputy Headteacher Progress and Culture
Last review date	February 2024
Next review date	February 2025
Approval needed by	Headteacher / Governing Body





INSPIRE
BELIEVE
ACHIEVE

Our Vision

Inspire, Believe, Achieve

- **We inspire** all our students to aim high.
- **We believe** in ourselves.
- **We achieve** academic excellence.

Our Values


RESPECT - living our values of:

 **R**esponsibility

 **E**quality

 **S**elf-regulation

 **P**erseverance

 **E**mpathy

 **C**ommunity

 **T**eamwork

1. Aims

It is through a bespoke behaviour curriculum and applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible, and autonomous. Our expected standards of behaviour are clearly communicated to pupils, staff, and parents in the relevant documentation. This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflects the respect values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all students
- define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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

In addition, this policy is based on Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

3. Roles and responsibilities

3.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the school leadership to account for its implementation.

3.2 The School Leadership

The School Leadership is responsible for:

- reviewing and approving this behaviour policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

3.3 Teachers and staff

Staff are responsible for:

- creating a calm and safe environment for students
- establishing and maintaining clear boundaries of acceptable student behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular students
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly
- challenging students to meet the school's expectations

3.4 Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

3.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards
- students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

4. Code of Conduct and Behavioural Expectations

Students are expected to adhere to the 3 Golden Rules.

1. Listen
2. Be Polite
3. Follow Instructions

4.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating environment that encourages students to be engaged
- display the behaviour curriculum or their own classroom rules
- develop a positive relationship with students, which may include:
 - greeting students in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

4.2 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

4.3 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- possess a threat to another student
- could adversely affect the reputation of the school

4.4 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the student is identifiable as a member of the school

4.5 Mobile phones

We recognise the importance of students having and bringing a mobile phone with them to school. We want all students to remain safe on their journey to and from school each day. This means that we allow students to have a mobile home on their possession. However, if students choose to bring a phone into school it must remain switched off and out of sight whilst they are on the school grounds.

If a mobile phone is visible and is seen by a member of staff then the mobile phone will be confiscated (schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006). If a mobile phone is confiscated then it must be placed in a sealed envelope, labelled with the student's name and delivered to the pastoral office. Students may collect their mobile phones at the end of the school day. If a mobile phone is confiscated more than once in a half term period then it will need to be collected from the school reception by a parent/ carer.

If a member of staff has reason to believe that a mobile phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury then the Designated Safeguarding Lead (or a member of the Safeguarding Team) will be notified and in turn they will contact the police to search the mobile phone (as set out in the DfE's Guidance on Searching, Screening and Confiscation).

4.6 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a senior leader or designated safeguarding lead (or deputy) will be actively involved.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead will make a tandem report to children's social care, if appropriate.

5. Sanctions

5.1 Detentions (Consequence system – see appendix 1)

Students can be issued with detentions during break, lunch or after school. When imposing a detention, the school will consider whether doing so would:

- compromise the student's safety
- conflict with a medical appointment
- prevent the student from getting home safely
- interrupt the student's caring responsibilities

5.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the student is being unreasonably disruptive
- maintain the safety of all students
- allow the disruptive student to continue their learning in a managed environment
- allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom are supervised by a member of staff (agreed in curriculum teams) in another room.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log on Satchel: One.

5.3 Internal Exclusion (RESPECT room)

For serious breaches of the behaviour policy, students can be asked to spend an agreed amount of time in the Internal Exclusion Room (RESPECT). Students will remain in the room for the entire/half day(s) and will complete work set by their teachers. Students will work in silence for periods of time as well as undertake restorative work.

5.4 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

6. Rewards

We aim to create the conditions in which students are supported to become the best they can be whilst feeling valued in doing this. To this end these guidelines have been developed to:

- encourage and acknowledge consistently positive engagement in learning for each subject
- acknowledge good attendance
- acknowledge the positive contributions and/or impact made by students both in and outside of the classroom
- acknowledge students who make a special contribution to school events or aspects of school life
- develop a sense of community and acknowledge house, tutor and/or year group achievements
- celebrate success

6.1 Receiving Individual Rewards

To ensure the success of these guidelines, The Oaks Academy seeks to build a partnership between the school and parents. Parents can view their son/daughter's rewards on a daily basis through the parent app (Satchel : One). The school will also seek to inform parents when other rewards are achieved.

At various stages throughout the year, students may receive individual rewards for a wider variety of reasons. These include:

Individual Reward	Detail
On the Spot Rewards	Achievable daily for students who live out The Oaks Academy values and attributes
Positive Attendance	<p>Achievable at the end of each half-term</p> <p>15 achievement points awarded at the end of each half-term for students with 100% attendance record in that term or very good attendance based on individual circumstances</p> <p><i>These points are added centrally</i></p>
Faculty / Subject Special Recognition	<p>Achievable at the end of each half term</p> <p>Teachers nominate one student per class (within the class this would need to be six different students over the year)</p> <p>Students receive 15 achievement points at the end of a half term for each award</p> <p>This is about determination and effort, not necessarily highest attainment</p> <p>Teachers, Curriculum Team Leaders and Pastoral Leaders will monitor this to ensure a fair spread of students are rewarded.</p> <p><i>These points are added centrally</i></p>
Tutee of the Week	<p>Students who contribute positively to the tutor time activities</p> <p><i>These points are added by the tutor on a weekly basis and are worth 2 points</i></p>
Golden Moment	<p>Achievable during lessons for a 'Golden Moment'.</p> <p>Golden Moment can be for excellent progress, a personal achievement, outstanding work.</p> <p>5 achievement points awarded and a student will receive a golden ticket during the lesson to be entered for an additional Pastoral Leader prize every half term.</p>
Praise Postcards	<p>Achievable weekly by all students</p> <p>Teachers to write a minimum of 2 positive praise postcards each week</p> <p>Postcards can be awarded for effort, attainment and RESPECT values</p>

	5 achievement points will be issued to each student who receives a postcard A text message is sent home to the parents of all students who receive a postcard
Praise phone calls home	Achievable weekly by all students All staff to aim to make a minimum of 2 praise phone calls home a week. Phone calls can be made for effort, attainment and RESPECT values HOY and SLT to monitor this to support effective positive praise conversations in the corridor.

6.2 Achieving Individual Points

Every student has the opportunity to regularly earn achievement points in recognition of their contributions, effort, achievements and progress. 1 achievement point (no more) can be awarded depending on whether the student has made a positive impact on the lesson or has made progress **beyond that which is ordinarily expected**. These points should be added by teachers and non-teachers. These points should be consistently and fairly awarded to each student's individual total throughout the year in the following ways and will be regularly monitored and discussed:

Achievement Point	Detail
Contribution to the lesson	Students who contribute to the learning within the classroom
Progress	Students who push themselves to produce work that moves them forward from their current starting points
Leading learning	A class leader, a group leader or coaching a peer
Classwork	Classwork is completed at a level above what may ordinarily be expected for that student
Homework	Homework that has been completed and shows care, commitment and pride
Extra-Curricular	Attending any extra-curricular event either at lunch time or after school
Community award	Impacting positively upon the school and/or local community. This could be for displaying good manners, looking after fellow students, or supporting with parents etc

6.3 Termly Rewards

At the end of each half term students will receive rewards to acknowledge their effort and engagement. A celebration assembly for all years groups will publicly praise and celebrate a range of students, all celebrations winners and nominations will be shared in our end of half term newsletter.

Termly Reward	Detail
Attendance	<p>All students who achieve 100% attendance within a half term will be recognised. And celebrated. Students will receive a certificate in the assembly.</p> <p>All 100% attendance students will be entered in to a year group prize draw, with one student from each year group to win a prize (e.g. store or internet shopping - Love to Shop or Amazon vouchers).</p> <p>Students who go on to achieve 100% attendance at the end of each academic year will be awarded with a pin badge.</p> <p>Each half term an attendance cup will be awarded to the form group in each year group with the highest attendance.</p>
Achievement Points	<p>The top student in each form for the number of achievement points awarded will receive a top tier reward or experience selected from the student focus group rewards menu</p> <p>The next top 3 achievement point winners from each form will receive a prize (e.g. store or internet shopping - Love to Shop or Amazon vouchers).</p>
Subject Star Nominations	<p>Each half term each subject will nominate a subject star. All nominated students will be invited to a headteacher's breakfast at the end of each half term. Teachers will select a student who has demonstrated over the half term one or more of the below attributes:</p> <ul style="list-style-type: none"> improved attitude to learning consistently good attitude to learning contribution to extra-curricular commitment to home learning
Pastoral Award	<p>Pastoral Leaders nominate one student from each year group who displays the RESPECT values in support of our community.</p> <p>Each nominated student will receive a top tier reward or experience selected from the student focus group rewards menu</p>

Extra-curricular Commitment	Contribution to extra-curricular commitment is collated and shared at the end of each half term. Recognition of student commitment is awarded each term through students being awarded bronze, silver or gold ambassador status.
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6.4 Celebrating Success

Each week, each year group will hold an assembly to recognise and celebrate the successes of individuals and tutor groups during that week.

6.5 Sporadic On-the-Spot rewards & certificates

These can be used to celebrate and acknowledge individual success and achievement. They can include tokens for a choice of breakfast and/or lunch items and hot drinks. A menu of on-the-spot rewards will develop as a result of regular student voice discussions.

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

7.1 Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- manage the incident internally
- refer to early help
- refer to children's social care
- report to the police

Please refer to our child protection and safeguarding policy for more information.

7.2 Online Concerns

The school can issue behaviour sanctions to students for online concerns when:

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8. Restrain and de-escalation approaches

8.1 De-escalation and restrain

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

If we are concerned a student is at risk to themselves or others than we may have to use reasonable force. However, incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- 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

We will always look to de-escalate the situation before any reasonable force is applied. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

8.2 Searching, screening and confiscation

The Oaks Academy follows the guidance as set out in DfE advice for schools: *Searching, screening and confiscation*. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, Senior Leadership Team or a member of the Safeguarding Team.

The authorised member of staff carrying out the search will be of the same sex as the pupil (Unless the pupils request otherwise), and there will be another member of staff present as a witness to the search. A search will not be conducted without the presence of another member of staff to act as a witness.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- whether the student was unable to understand the rule or instruction?
- whether the student was unable to act differently at the time as a result of their SEND?
- whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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, 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.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- restorative conversations
- reintegration meeting
- pastoral support plan
- report cards

11. Student transition

11.1. Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- behavioural incidents including removal from the classroom
- attendance, permanent exclusion and suspensions
- use of student support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff

- by time of day/ week/ term
- by protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Safeguarding Policy
- Bullying Prevention Policy

Appendix 1 : Step-by-Step guidance regarding consequence system

RESPECT Values	Students co-operate through our school values of responsibility, equality, self-regulation, perseverance, empathy, community and teamwork. Achievement Points and postcard recognition are important methods to praise and reward behaviour.	
Pro-active approach	<p>Positive reinforcement Teacher uses the lowest level strategy appropriate to the level of disruption. Examples may include focusing on students making the right choices, acknowledging the positive choices of a student sitting next to your 'off task' student, moving around the room, or positive body language which doesn't invade personal space of the student.</p>	<p>On Call The teacher should email the school office or send a student with a message.</p> <p>Pastoral Leader/ Director of Key Stage or SLT member will arrive at the classroom to remove the student due to the serious behaviour or gross misconduct.</p>
1. Warning	<p>Positive Reinforcement Students reminded of the 3 Golden Rules and TOA RESPECT values. Students issued with first verbal warning.</p>	
2. Yellow Warning	<p>Positive Reinforcement Yellow warning issued. The teacher actions an intervention at this stage. This may require a student to either move seat, step outside the classroom for a couple of minutes to reset, modify their work, wellbeing check, teacher talks quietly to the student etc.</p>	
3. Red Warning	<p>Formal Reinforcement Red warning issued. At this stage, there has to be a record of behaviour, including an appropriate consequence issued by the class teacher which aims to repair and recover. Behaviour point issued on SIMS / Satchel: One with a comment to accompany. All phone calls home to be recorded on Welfare Notes on Satchel: One (click 'Share' button so this is visible to all staff).</p>	
4. Remove	<p>Formal Reinforcement Student sent with a completed Removal Card and suitable work to the Curriculum Team Leader (CTL) or another member of staff within the department if alternative options have been agreed with colleagues. All curriculum areas will have an agreed plan in place. The classroom teacher will record a behaviour point on SIMS / Satchel : One. A phone call home to be made by the teacher and recorded on Welfare Notes on Satchel: One (click 'Share' button so this is visible to all staff).</p>	
Curriculum attitude for learning Interventions	<p>If a student's behaviour regularly disrupts the learning in a curriculum offer; the CTL and the classroom teacher will work with the student to put the following steps in place:</p> <ul style="list-style-type: none"> • The student will be placed on a CTL report card (green) • A meeting will be arranged by CTL and classroom teacher with parents to discuss their child's behaviour to ensure they can progress. • A change of group/set might be appropriate to enable progression. <p>Record the above interventions in the Welfare Notes on Satchel : One (click 'Share' button so this is visible to all staff).</p>	

Pastoral Leader/ Director of Key Stage and SLT Interventions	<p>If a student's behaviour has not improved as a result of the curriculum interventions, their Pastoral Leader/ Director of Key Stage / SLT member responsible for behaviour will support with appropriate interventions, such as:</p> <ul style="list-style-type: none"> • Form Tutor Report Card (Blue) or Head of Year Report Card (Yellow). • A meeting arranged by PL / SLT with parents. • A Pastoral Support Plan (PSP) in place with clear targets to meet. • SLT Report Card (red) with close monitoring.
<p>Detentions: All detentions must be recorded on Satchel: One for every student by clicking detention icon. Teacher: 10 minutes at lunch or end of the day. Repair and recover is the required outcome. Department: – Designated evening in the week for up to 45 minutes. CTLs to arrange timetable for this. Head of Year: Designated evening in the week for up to 45 minutes. PLs to arrange timetable for this this. SLT: One hour on a Friday evening. Issued by SLT for serious behaviour.</p>	

Appendix 2: Student Version Poster

R E S P E C T

Responsibility • Equality • Self-regulation • Perseverance
Empathy • Community • Teamwork

3 Golden Rules

- 1 Listen
- 2 Be polite
- 3 Follow instructions

Progress

- 1. Warning**
- 2. Yellow Warning**
 - Teacher might talk quietly to you.
 - Move seat.
 - Teacher will check classwork
- 3. Red Warning**
- 4. Removal**
Sent to work elsewhere

Student informed verbally.

Student informed verbally.

Behaviour point, phone call home / consequence.

Behaviour point, phone call home and consequence.

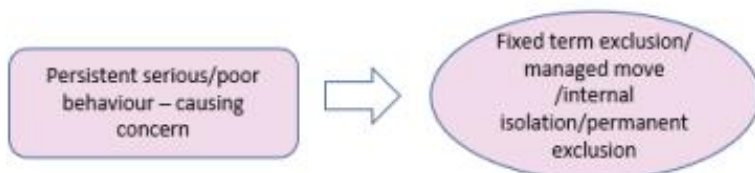
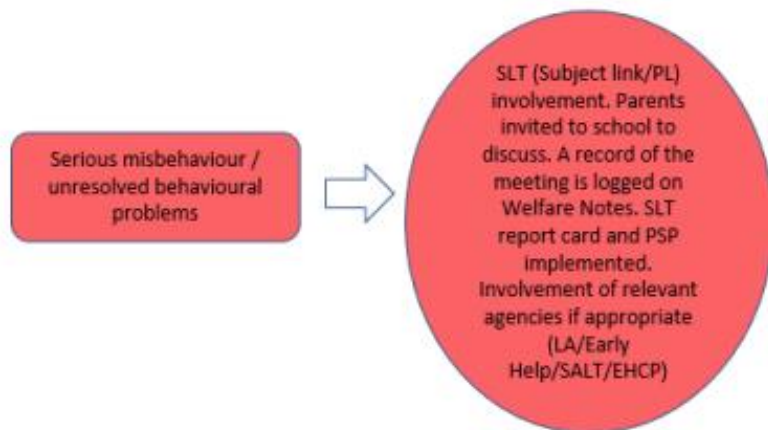
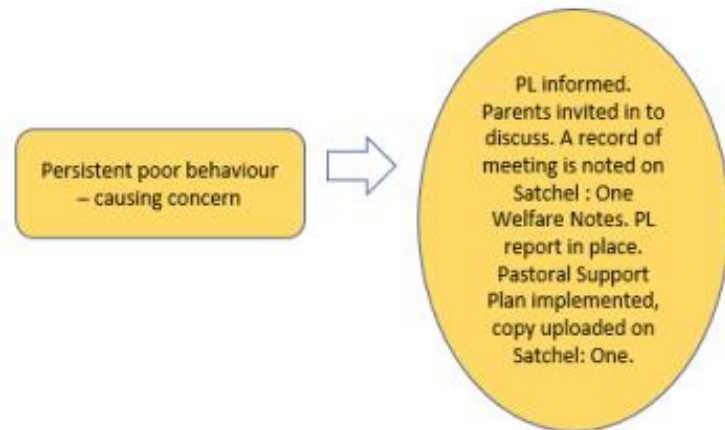
Celebration During Lessons

- Achievement Points
- Positive phone call home
 - Praise postcard
 - Golden Moment

Achievement Points will be kept on your record and used for rewards.

Appendix 3 : Consequence flow chart for staff

TOA Behaviour and Consequence Flow Chart



Level 1: - minor everyday problems

Interrupting a teacher, talking, attention seeking, avoiding work, eating in class, being noisy, name calling, not following instructions, littering, wearing inappropriate clothing / jewellery.

Typical Level 1 Sanctions

Apology by student, expression of disapproval (stage 1 /2), behaviour point on sims (stage 3), phone call home or detention recorded on Satchel : One (stage 3). PL /CTL contact home, removal from lesson (stage 4).

Report Card 1 (Blue) Form Tutor or Report Card 2 (Green) CTL Report Card with parents informed, targets set and all recorded on Welfare Notes on Satchel: One.

Curriculum interventions to have taken place e.g. meetings with parents, changing seats, CTL report card etc. prior to seeking further support from PL/SLT.

Level 2: - inappropriate behaviour

Repetition of less serious offences, spitting, swearing, aggressive or threatening behaviour, always refusing to follow instructions, unsafe behaviour, truancy.

Typical Level 2 Sanctions

Change of seating plan / change of class, behaviour point and comment recorded on Satchel: One, detention issued (stage 3) removal from learning (stage 4), parents contacted from teacher / CTL / PL, internal isolation.

Report Card 3 (PL): PL informs parents and records on Satchel: One Welfare Notes.

Level 3: - Serious Misbehaviour

Racial abuse, vandalism, verbal abuse at staff, stealing, putting self or others in danger, serious aggressive behaviour toward pupils, bullying and harassment, smoking, or alcohol found.

Typical Level 3 Sanctions

Internal exclusion, loss of social time, suspension. Report Card 4 (Red) SLT report, parents informed, targets set, copy of report on Satchel: One.

Level 4: - Gross Misconduct

Repeated breaches of conduct, assaulting a member of staff, possessing / selling drugs, carrying a weapon, sexual harassment, harmful sexual behaviour.

Level 4 sanctions include:

Suspension (FTE) / managed move / Permanent Exclusion.



BELIEVE

Behaviour Code

3 Golden Rules

