Unsworth Academy Positive Behaviour for Progress Policy

Procedure Originator:	A Fair
Approved By:	Academy Council
Queries to:	A Fair
Review Interval:	Annual
Date of last review:	December 2025

INTRODUCTION

The Unsworth Academy ethos is built on mutual respect. The behaviours and attitudes we expect our learners to display are built around the mind-set that teachers have the right to teach and learners have the right to learn.

We aim to develop each child so that they are instilled with the core principles and values laid out in our vision which is driven through the three main principles that drive our culture. In consultation with learners, staff and other stakeholders, The Unsworth principles and values have been developed “from the bottom up” and will not remain unchanged. With the growing focus on the voice of our stakeholders, we will ensure that it remains relevant and always meets the needs of the wider school community.

Learners who adhere to the six value statements in the classroom, in other areas of the school and in the wider community are rewarded and praised for their efforts and are exemplified as role models. Bespoke reward systems are in place both at pastoral and curriculum levels, as well as for those who endeavor to go ‘the extra mile’ through taking part in enrichment activities.

Those learners who choose not to follow the core principles and all that it encompasses are, through appropriate sanctions, challenged to see the error of their ways. We believe that pastoral care is the responsibility of everyone. Each classroom teacher is required to follow up meticulously any instances where the values set out in the core principles are not adhered to and staff work hard to support each other in doing so. Consistency of approach is vital and school leaders support their teams to ensure that negative behaviours are challenged and appropriate interventions are made.

The core principles are displayed in every classroom, in the corridors and in the dining hall and staff regularly use it as a point of reference as a way to reinforce expectations. We would also expect that parents fully support the staff by insisting that their child follows the aims of the core principles and sign the home-school agreement, which can be found within their child’s learner planner. Learners are also required to sign to say that they fully value and adhere to vision and core principles.

“Right to Teach, Right to Learn”

At all times

- Do not discriminate and respect individuality
- Treat others as you would like to be treated
- Always use appropriate, respectful language
- Always try your best — have pride in yourself and in your achievements
- Take pride in your appearance and wear uniform correctly at ALL times
- Respect the environment, recycle whenever possible and put all litter in the bins
- Have all your equipment for the day including your planner in your school bag
- Move around school in a calm, quiet, orderly manner

Expectations in the Classroom

- Be punctual
- Enter the classroom in a calm, orderly way
- Do not shout out during the lesson — Voice opinion respectfully
- Do not jeopardise the learning of others
- Be supportive of others
- Listen carefully and follow instructions — do not answer back!
- Respect equipment, each other’s and schools
- Complete tasks set to the best of your ability — have pride in your work
- Maintain high standards at all times

Expectations in the Dining Room

- Queue in an orderly manner and do not keep places for friends
- Sit down to eat and only in the designated areas
- Eat properly using correct table manners and do not talk with food in your mouth
- Do not push in the queue if you return to buy more food

Expectations for movement around school

- Go straight to the lesson; do not stop to chat with friends
- Keep to the left on stairs and corridors
- Do not drop litter
- Treat others as you would like to be treated

Expectations on the playground

- Only eat in the designated area
- Play safely at all times (no “toy fighting”)

Expectations when travelling to/from school

- Wear the correct uniform and wear it properly
- Respect and do not disturb your local community
- Be polite
- Be sensible
- Walk on the pavement and do not interfere with other people’s property
- Do not obstruct traffic by walking or cycling in the middle of the road
- Cross the road safely

PURPOSE OF THIS POLICY

The purpose of the policy is to provide a simple, practical guide for staff, learners and parents, which outlines our approach to behaviour management within school, to and from school, on educational trips, visits and on work placements. We want all learners to feel safe, happy and motivated at school and therefore the policy explains how our staff:

- Recognise and reward positive behaviours
- Identify, challenge and aim to change negative behaviours
- Promote and respect positive attitudes to learning and embrace diversity

RECOGNITION OF POSITIVELY FOLLOWING THE CORE PRINCIPLES AND GOING THE 'EXTRA MILE'

Rewards are used to motivate, increase self-esteem and confidence and to celebrate achievement, progress and effort. Points are gained when a learner displays positive behaviours outlined in 'Be' reward points system. Points are built up which are considered by the pastoral team for achievement assemblies, reward days and trips. In addition, Year 11 learners are motivated by the Opportunity to attend the school Prom during the Summer term.

Rewards are received within year groups through half termly Achievement Assemblies', which enable learners to gain recognition. Within these assemblies, learners also receive recognition for outstanding punctuality and attendance and above and beyond contributions to the school.

At department level, learners are celebrated through personalised rewards. Departments have their own systems for celebrating achievements, using prominent displays as well as praise postcards and telephone calls.

At the end of the academic year there is an Achievement and Celebration Assembly. Learners in each year group are nominated by their Progress leader to receive an 'Outstanding contribution' to school life award.

Sporting achievement is recognised and celebrated at an additional celebration event organised by the PE Department. Learners in Year 11 also have a formal celebration of GCSE success in the Autumn term after they complete their studies.

PROMOTING POSITIVE BEHAVIOUR TO SUPPORT THE CORE PRINCIPLES

Staff should never ignore or attempt to excuse poor behaviour, however in many instances it is felt that negative behaviours and confrontation can be avoided. One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising in the first place. If a teacher promotes high expectations in terms of routine, attitude to learning and expected standard of work, then there will be no surprises to the learner when he or she is challenged. Learners prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control and where they can progress their learning. Learners will accept authority and respect adults if they feel valued. They are then able to build positive relationships with adults. It is important to bear in mind that routine in the home may not exist for some learners and that school is the only place where there are these sorts of consistent expectations.

Learners like routine:

Learners entering lessons across all department areas within school are greeted by the teacher as they enter the classroom in a calm, orderly manner and ensure that they are equipped for lessons by placing equipment on the desk. Uniform and core standards should be checked in every lesson throughout the day (not just in 'form-time'). The teacher addresses the class and deems the learners ready to learn.

This sort of consistency from one classroom to the next reinforces expectations and therefore learners are less likely to deviate. Staff should ensure that they do not make unattainable demands or threats and that they follow up and carry out what they say will happen.

The power of language:

The way that staff communicate with learners is vital. The idea that you can 'make' or 'break' a relationship with a child by the way that you speak to them is something that staff are frequently reminded of. Through the explanation of consequences and the reasoning behind our decisions, learners are guided through the choices that they make. This enables learners to take more responsibility for their actions, increase their independence and manage their own behaviour. Staff should sometimes consider apologising to a learner if they make a mistake.

Planning and preparation:
Through the design and implementation of creative and challenging lessons with opportunities for success built in for all learners, learners are kept busy and are less likely to deviate 'off-task'. Knowing their 'customer' ensures teachers cater for all learners. The SEND/Inclusion registers and profiles for individuals are working documents, which provide detail about learners. It is the responsibility of the classroom teacher to provide Quality First teaching and each department has an SEN link staff member.

Consider the audience:
Reprimanding a learner in front of their peers will often result in further attention seeking behaviour as the learner tries to 'save face'. It is easy to get drawn into an argument with a learner and this usually proves ineffective and promotes 'answering back'. Remaining calm and rational as the adult is extremely important, as is the use of the schools restorative practice procedure questions.

Use of praise:
Praise should be relative to learner ability and individual circumstance and an element of professional judgement should be employed. Staff should consider that for some learners, overcoming some sort of difficulty is praise-worthy. For some learners, making it into school on time is an achievement in itself. Learners who regularly follow the core principles impeccably and sometimes go unnoticed should also be praised and rewarded.

Consider the individual:
Whilst it is of utmost importance to maintain consistency of approach with regards to the procedures outlined within this policy, there may be circumstances where consideration should be given to the individual needs of the learner, for example where he/she is on the SEND register. In these cases, it would be appropriate to liaise with the Inclusion Department before imposing sanctions.

FORM TIME AND THE ROLE OF THE FORM MENTOR/ATTACHED STAFF TO SUPPORT LEARNERS AND THE AIMS OF THE CORE PRINCIPLES

All teaching and support staff at Unsworth Academy are equally important in the provision of the behavioural and emotional development and support of our learners. Form mentors and attached staff in particular are put in place to scaffold and foster this development as the 'school parent' and are integral to the overall aims of the school.

Form mentors should, under the direction of progress leaders and with the support of pastoral managers ensure that the learners in their form group consistently start the school day in a calm and purposeful way. There is a well-structured programme of activities, which form mentors should use to add a competitive edge to form time. Forms can develop a strong, positive identity through engagement in enrichment activities, charity work and the promotion of outstanding attendance and punctuality.

As a guide and minimum expectation, form mentors and attached staff should ensure that:

- They make the utmost effort to build a positive relationship with their form and take interest in the individual learners within it.
- They make their way to their relevant form room immediately after staff briefings for form time.
- Uniform and conduct are checked as learners enter the form room and that any uniform infringements are challenged and sanctioned with appropriate logs being kept.
- Registers are completed accurately as a legal requirement. If a learner arrives to the form room after 8.50am then the learner should be marked as 'Late' using the L code. Saving of the completed register should be done at the 9:05am bell as those coming in late but before 9am should still come to form. After 9:05am learners sign in at the office.
- Learner equipment is on desks and is checked daily
- Learners should leave registration with pencil case containing a pen, pencil, ruler every day as a minimum and should be free of make-up, false nails, false eyelashes, piercings, nail polish or jewellery and be wearing correct footwear, shirts tucked in and skirts not rolled up.

- If necessary, learners will be given equipment in form time. Sanctions for not having equipment/planner should be given and parents should be contacted for persistent offenders.
- The daily bulletin is shared with learners each day.
- Achievements of learners within their form are shared and celebrated.
- Form representatives are in place and are utilised to update the form notice board regularly and help to monitor equipment.
- On assembly day they escort learners to assembly on time as soon as registers are completed, and they work as a team to facilitate the calm and orderly entrance to the assembly venue as well as remaining in the assembly venue as directed by the progress leader. Form Mentors sit with their forms and use their iPad to update any latecomers.
- They support the school Attendance Officer by using data provided to challenge poor attendance, contacting parents where necessary and ensuring learner progress files are up to date.

Overall, ensure learners leave form having been set up for a productive day at school.

There is a robust rewards system in place at Unsworth Academy built around the Be Values System

What does it mean?	What do you use them for?
1. Be Excellent	**Excellent behaviour or academia inside or outside the classroom for example 100% effort or commitment to an activity, exceeding expectations at any time.**
2. Be Organised	**Fully equipped at all times, helping out at school events.**
3. Be Resilient	**Demonstrating the ability to overcome challenge and keep trying**
4. Be Moral	**Demonstrating the understanding of knowing the difference between right and wrong and using those expectations.**
5. Be Kind	**Going above and beyond in your care for others.**
6. Be Inclusive	**Being sensitive to the needs of others within our community**

Most Valuable Pupil is also awarded every lesson.

Weekly rewards

- Postcards from staff.
- Phone calls from subject teachers.
- Praise phone calls from Pastoral Managers on Fridays.
- Most form points will get pastries and juice for breakfast the following Monday.
- Best attendance form trophy.
- Most MVP's weekly a treat from Form Mentors bag of treats.

Half termly achievement

- Star and Praise assemblies. Rewards will include breakfasts, pizza lunches and food hampers for BE points, Attendance, MVP's, top 10 students in each year group, most improved students.
- Golden ticket draw for exceptional and above and beyond moments.
- 100% attendance certificates and chocolate.
- Head Teachers Award with the principal.
- MVP Competition to run termly.

USE OF CONSEQUENCES FOR BEHAVIOURS THAT DO NOT SUPPORT THE CORE PRINCIPLES

For those learners who deviate from the core principles, a robust system of consequences is used.

At departmental level within the classroom, a staged approach to sanction/consequences for negative behaviours is used. Whilst an element of professional judgment is required, if at any point staff are unsure then they should ask for clarification by their HOD, Line manager or member or SLT. All meetings with students and parents will involve the use of individual student progress reports to focus on academic achievement which informs behavior. This ensures that the clear link between progress and behavior is highlighted.

Restorative practice is used within the school to repair and restore relationships with all stakeholders when behaviours have not been in line with the core principles.

Department Sanctions/Detentions

Blanket punishments i.e.: whole class detentions should not routinely be given.
Detentions issued over lunch times must build in time for learners to get something to eat and make a toilet trip.

As a matter of courtesy, we would prefer that parents are given 24 hours' notice for an after-school detention, although same day after school detentions can be issued as long as parents have been informed. Staff are required to record all instances of unacceptable behaviour in ARBOR along with the sanction given. All remarks of a hate crime nature not limited to racist, homophobic, sexist, must be reported to SLT.

Pastoral Sanctions/Detentions

Immediate Break Detention	15 minutes

Lates to school	Same day lunchtime detention for 10 minutes, failure to attend will result in a detention 45 minutes Thursday
Persistent lateness to lessons	Phone call home/Parental meeting/late report/SLT Detention
Not following UW out of lessons	Isolation during break and lunchtimes

Additional Behavioural Interventions

For the vast majority of learners at Unsworth Academy, the types of interventions below will never need to be made. However, for some learners, additional interventions are required in order to support the child, the staff and parents with their more challenging behaviour.

Progress Intervention Reports and PSP

Progress leaders track learners who are consistently failing to follow the core principles across multiple subject areas. Once the learner is identified, parents are contacted, and the learner may enter into the reporting system. Despite a child being on report, class teachers should ensure that they continue to issue sanctions within their subject area for the learner. Departments should endeavor to monitor a disruptive learner with a department report rather than a whole school report if they are not causing an issue in other subject areas. Any intervention made should always be logged on ARBOR.

If the learner continues to display extreme behaviours with no signs of improvement despite multiple additional interventions:

- Green Report for up to 4 weeks
- Amber report for up to 4 weeks
- Report to SLT - Up to 6 weeks/Reporting to Assistant Head teacher.
- Reviews /parent meetings occur regularly and may often tie into the Early Help process (likely to include outside agency involvement).
- Direction of education to other schools for periods of time agreed upon with the school.
- Failure to improve behaviour following in school interventions may require PPP at this stage (initially for 12 weeks) as a way to avoid permanent exclusion.
- Up to two PPPs may be attempted to support the individual
- An Academy Council Panel meeting will be held to explore the underlying reasons for poor behaviour and signpost for further support.

It would be both difficult and inadvisable to give hard and fast procedures for dealing with inappropriate learner behaviour, as every situation is different. However, it is essential that as staff we are consistent in our response to inappropriate learner behaviour and that we use the whole school discipline procedures correctly.

To ensure that repeated inappropriate behaviour is dealt with in a correct and consistent manner, a fortnightly meeting is held and attended by pastoral staff, inclusion staff, attendance and safeguarding staff to discuss any issues that learners may have in school or at home to establish if additional monitoring or support is needed.

Attendance monitoring

In order to promote outstanding attendance alongside rewards, the Attendance Officers will monitor attendance data and will disseminate data to Form mentors, Pastoral Manager and Progress Leaders on a weekly basis. All interventions should be logged on linked docs on ARBOR and or CPOMS.

Amber category: Learners with 96-91% attendance will be spoken to by their Form mentor to address underlying reasons.

Red category: Learners dropping below 90% will be monitored by the pastoral manager and attendance officers during Form Time. This will involve liaison with parents who will be invited in for a meeting if another absence occurs. 4-week target set and home-school agreement put in place.

If the target fails, the Attendance Officer will take the learner on their caseload.

In addition, punctuality to lessons is monitored by pastoral managers who issue late to lessons reports when learners are persistently late to lessons.

Internal exclusion room

The internal exclusion room is to be used as a sanction for cases of:

Point blank refusal to follow instruction/rudeness to staff/ bullying (depending on individual case)/ open defiance/walking off from staff and disruption of learning once removed within department. Only SLT/Progress Leader/Pastoral manager can isolate learners in the Internal Exclusion Room. Staff should consider alternative outcomes before isolating learners such as removal within the department and allowing a learner to calm down before automatically requesting referral to IE (obviously within reason).

Expectations within the room are tight and the following procedure is to be followed:

1) **Member of staff who had the original issue with the child must inform parents via phone- call that day. In exceptional circumstances the Pastoral Manager may make the phone call.**

2) **Learner must hand over their mobile phone (to be placed in box provided).**

3) **Rules are clearly visible within the IEU and must be adhered to at all times.**

The first thing learners must do is complete a reflection and restore activity before starting work on specified activities. Learners must remain in silence and not communicate with anyone else.

The majority of work will be completed on Ipads within the IEU, when this is not appropriate or applicable work will be made available for the learner to complete. Dictionaries and booklets of work are available for learners of varying ability.

Learners will use the toilet closest to the room at prescribed times during the day.

Ten minutes before the lunch bell the member of staff will escort learners to dining hall where they will purchase lunch and then return to the IE room. Staff on lunch duty will then take over the supervision.

At the end of the day staff should ensure iPads, work booklets and exercise books/equipment are stored

correctly. The day will be extended until 3.15pm for learners in the IEU.

Exclusion

The vast majority of behaviour is managed in school however on occasion a learner may be required to leave the premises. In cases where s/he refuses to leave, an appropriate staff member will contact parents and, if necessary, other agencies such as social care and/or police.

There are a number of more serious behaviours that prevent learners from doing well and could result in a fixed term exclusion, or in extreme cases a permanent exclusion by the Head teacher. These include but are not limited to:

- Verbal or physical abuse of staff Bullying-physical, verbal, emotional Sexual harassment of any kind including peer on peer abuse.
- Prejudice on grounds of race, age, gender, sexuality, disability, and others.
- Carrying an offensive weapon.
- Use or sale of alcohol or other mood-changing drugs.
- Deliberate damage or theft of property
- Smoking (or use / possession of an electronic cigarette) in or around the building.
- Refusing to leave the premises when asked.
- Gambling.
- Bringing the school into disrepute outside of school whilst in uniform.

A learner may be issued with a fixed term exclusion of usually no longer than 5 days at a time and should not have more than 45 school days of exclusion in any one academic year. At the point of exclusion, work will be set via ‘Show my homework’ and other appropriate school related apps and parents will be informed.

On return to school, learners may not be permitted to attend their lessons until a reintegration meeting has been held with parents and a member of SLT or the Progress leader. The reintegration pro-forma should be completed at this meeting and recorded on ARBOR (see Appendix item 1). Some learners will be referred to the behavior intervention team in the SEN department in order to address some of the underlying causes of the exclusion.

Permanent exclusion may occur when a learner has been involved in instigating or displaying extreme behaviour, or behaviour that could be considered extremely dangerous towards others. This could be an extreme one-off incident or could follow a string of instances.

CONFISCATION OF INAPPROPRIATE ITEMS
Staff have the right to ask learners to allow them to search them for any item not allowed under the school rules and then to search them and their possessions. Members of SLT, Progress leaders and subject teachers have the statutory right to search learners for their possessions without consent where they suspect a learner has prohibited items e.g. knives, alcohol, illegal drugs, stolen items, weapons and any other item which has been or is likely to be used to commit an offence, cause personal injury or damage to property. School staff can confiscate any item found as a result of the search, which they may consider harmful or detrimental to school discipline. This is a personal search and not an intimate search.

There must always be reasonable grounds to carry out a search. When searching a learner two members of staff must be present and the one carrying out the search must be the same gender as the learner being searched. When searching learner possessions, the learner must be present and must be informed why the search is being carried out. A search may take place on the school premises or where the member of staff has lawful control of the learner e.g., on an educational visit. Parents/Carers must be informed that a search has been carried out.

If a learner refuses to allow a member of staff to carry out the search of their person or possessions, they will be isolated and supervised until parents have been contacted and come to the school. The parent/carer then will be asked to carry out or witness the search. No learner will be allowed to attend his/her lesson until the search has been carried out.

A member of staff may confiscate or retain learner property as and when reasonable to do so. Parents/carers will be informed when items are to be confiscated. Weapons, stolen goods and controlled drugs must be passed to the police. Alcohol will be disposed of. Goods brought in for trading (e.g., chocolate, energy drinks) will be returned at the end of the academic year.

E-cigarettes, cigarettes, and lighters may only be collected by parents/carers.

If a learner has been using their mobile phone during learning time, their phone will be logged and stored in the main office and can be collected at the end of the day. For persistent use of mobile phone parents/carers may be asked to collect the phone instead. Should a child feel they need to contact a parent they must make their way to the relevant pastoral office to ask permission to use the telephone in the office.

Confiscated jewelry items will be logged in the main office and may be collected from the main office at the end of the day by a parent.

Complaints about searches will be dealt with through the school's complaints procedure.

USE OF FORCE TO CONTROL AND RESTRAIN
This should not be used unless there is immediate danger of injury to themselves or others. Specified staff in school are trained in Team Teach and it is recommended that these staff members are called upon to assist where needed. All instances will be logged on CPOMS.

COMMUNICATION WITH PARENTS AND CARERS
At Unsworth Academy, we pride ourselves in maintaining positive relationships with parents and carers. In general, parents who are kept fully informed by staff about incidents or negative behaviours in school, rather than being informed incorrectly of events by their child are much more amenable and easier to work with. Often when a parent appears angry (either in person or on the phone) it is because they have not been fully informed of the situation that has occurred.

Whilst the use of text, email and ARBOR are often extremely effective ways of communicating with parents, staff should ensure that they endeavor to communicate verbally where possible in relation to negative behaviours. If an incident has taken place during the day, staff should make a phone call to parents and as a minimum expectation leave a voicemail before they leave school that day. This will usually ensure that incidents do not carry over into the next day, potentially making them worse. Parents should be encouraged to make an appointment if they wish to speak to a member of SLT/teaching staff in person as it cannot be guaranteed that the member of staff will be available, which could cause a parent to be irritated further.

It is important to remember also that parents enjoy receiving positive comments about their child's achievements at school.

The school website features useful information for parents and may answer many questions relating to the day-to-day running of the school.

Glossary of abbreviations:
ATL (Attitude to Learning)
PL (Progress leader)
IBP (Individual Behaviour Plan)
PSP (Pastoral Support Plan)
SEN (Special Educational Need)
SLT (Senior Leadership Team)
PM (Pastoral Manager)
TAC (Team around Child)

Appendix 1 Reintegration Meeting (following fixed term exclusion)

Learner name	
Other Adults present	
Date of meeting	
Meeting led by (SLT or HOY only)	
Reason for exclusion and length of exclusion	
Questions answered by learner	
Take us through the incident – what happened that resulted in the exclusion?	
Where did you go wrong?	
What would you do differently next time?	
What next steps are going to be put in place going forward? (include input from staff/parents/adult)	
What are your general/overall feelings about school? OR is there anything underlying that you feel we need to address in this meeting?	

Any learner who is excluded may not return to lessons until this meeting has been held with either a parent/carer or other influential adult in the learner's life.

Appendix 2 - Unsworth Academy Uniform

Uniform 1

Blazer Slate Grey

Blouse White open Neck

Skirt 4 Pleat Purple Checked

Trousers Black

Jumper Grey V neck traditional school jumper

Uniform 2

Blazer Slate Grey

Shirt White Button Neck

Tie Purple with Logo

Trousers Black

Jumper Grey V neck traditional school jumper

Sports Kit

T-shirt with logo White/Char/Purple

Shorts Purple with logo

Socks Purple

Leggings Black with logo

¼ **Zip training top** Black with logo

Training Pants black with logo

Appendix 3 - Equipment needed for school.

Every day you will need …

- At least 2 pens and 2 pencils
- A green pen
- A highlighter
- Ruler, rubber & pencil sharpener
- A clear plastic pencil case
- Scientific calculator (FX83GT)
- A protractor and compass

Please note all equipment should be in clear pencil cases and not in the top blazer pocket.

Supplied by school …

- iPad
- Exercise books
- Textbooks

Appendix 5 – Home School Agreement

As a parent/carer we agree to:

- ensure school has up to date contact details which must include: home address, named contact with telephone numbers, second and third named contact with telephone numbers and email address
- ensure our child attends school every school day, on time and with all the correct equipment so that they are 'Ready to Learn.'
- support school in ensuring our child's behaviour and attitude does not conflict with the school's aims and values.
- ensure our child follows the school's rules with regard to uniform, footwear, jewellery and hairstyles.
- support our child by attending all parents' evenings, support evenings and other meetings as requested, even if this may cause some inconvenience.
- celebrate our child's progress and achievements.
- check 'Show My Homework' regularly and encourage my child to complete all homework set to the best of their ability.
- inform the school by 9:00 am at the latest if our child is unable to attend that day (lines are open from 8.30 am each day)
- support all the school's policies as advised on the school website.
- the school taking photographs of our child in order to celebrate success and promote the school activities in newsletters, websites, newspapers, school prospectus and other promotional materials.
- ensure my child understands that they cannot use their mobile phone in school*
- ensure that any contact I wish to make with my child during the school day must be via the school office – either by telephone or face to face.
- use social media to comment or post positively about the school. In the event of any offensive or inappropriate comments being made on social media, the school will ask the parent/carer to remove the post and insist they come into school to discuss the issues in person. Any grievances must not be aired through social media. They must go through the school's complaints procedure accessible via the school website or the school office.

I, the learner, agree to:

- Follow the school's Core Principles
- attend school every school day, on time, with the correct equipment and uniform.
- arrive promptly to form time and all lessons throughout the school day and challenge myself to try my best in every lesson.
- use 'Show My Homework' to complete all homework set to the best of my ability.
- respect the right of the teachers to teach and learners to learn.
- follow all school policies and rules and understand that whilst in uniform I am an ambassador for the school both in school and on the journey to and from school and must behave sensibly and not bring the school into disrepute.
- never bully or intimidate others.
- not use my mobile phone in school*
- not use social media to make hurtful and derogatory comments about learners or staff in school.

As a school, we agree to:

- ensure the safety and wellbeing of all our learners.
- provide quality teaching that will inspire and challenge our learners and maximise their progress.
- challenge language and behaviour that can cause harm to others.
- work in partnership with parents and carers.
- celebrate our learners' progress and achievements.
- ensure that all teachers and staff have proper and professional regard for the ethos, policies and practices of the school.
- regularly communicate with home regarding learners' progress and behaviour.
- regularly set homework using 'Show My Homework'

* Please note: The school accepts learners may choose to bring in mobile phones to contact parents/carers whilst travelling to and from school. However, they must NOT be used in school and the school accepts no responsibility for loss or damage incurred to them. Any learner needing to contact home or vice versa must do so via the school telephone. All mobile phones must be switched off and kept out of sight either in the inside blazer pocket or in a school bag. If learners are seen using their mobile phone in school then they will be confiscated and placed in the school safe, to be picked up by their parent/carer the next day, or as soon as possible thereafter.

Reply slip: (To be kept in learner's file in Learner Services)

The Home School Agreement:

Along with my child and the school, I, the parent/carer of:

_____in form _____agree to fully support the Home School Agreement.

Signed (Parent/Carer).....

Signed(Learner).....

Signed (Academy Principal) Arfair

Date.....

Appendix 6 – Staged Approach to Consequences

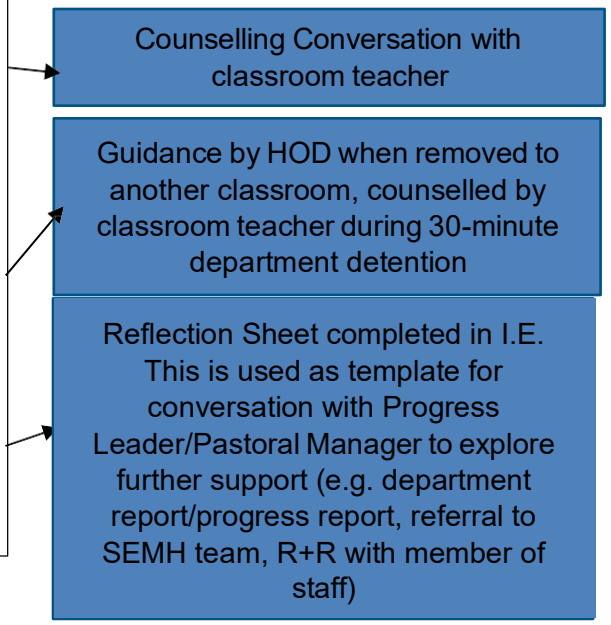
Intervention

CC1
First verbal warning, poor choice logged on ARBOR

CC2
Second verbal warning, possible 5 minutes after lesson, poor choices logged on ARBOR

CC3
Removed to another classroom, parent/carer contacted, poor choices logged on ARBOR

CC4 – HOD requests "on call" Referred to Internal Exclusion, parent/carer contacted. SLT Detention and poor choices logged on ARBOR



Detentions

1.	Classroom Teacher (CC2)	5 Minutes break/lunch/PM
2.	Department Detention (CC3)	30 Minutes/PM – department to organise
3.	SLT Detention	60 minutes Friday PM

Late to lesson detentions/Outside Lesson Time Behaviour

1.	2 or more lates to lesson in a week	45 minutes detention on Thursdays
2.	Late to School Detention	Lunchtime detention Monday – Friday 15 minutes

Shaw Education Trust

Shaw Education Trust Head Office,
Kidsgrove Secondary School,
Gloucester Road,
Kidsgrove, ST7 4DL

Twitter @ShawEduTrust
LinkedIn @ShawEducationTrust
Call 01782 948259
Email info@shaw-education.org.uk
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