



EFAT Behaviour Policy

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EFAT Behaviour Policy

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Policy Cover Note

Title of the Policy	EFAT Behaviour Policy
Summary/Reason for bringing to Bord for Approval	Both Essa Academy and Essa Primary policies have been merged.
Statutory Requirement	Yes
Decisions to be made / recommendation on options	
Name of the author	Stacey O'Connor and Chris Airey
Date written	20 th November 2020
Date for Review	1 st November 2021
Policy/Procedure to be published on the trust website	Yes
Policy/procedure to be published on the Academy/Primary website	Yes
Amendments/Updates	Both Essa Academy and Essa Primary policies have been merges and added any changes that may occur during the Covid period.

Behaviour Policy (Including Behaviour for Learning)

1. Circulation

1.1 This policy will be circulated to staff and governors. It also applies to the wider community. A copy of the behaviour policy can be found on the school website.

1.2 The behaviour policy will be reviewed in November 2021.

2. Introduction

2.1 At Essa Academy and Primary, we believe that students should be able to learn in a calm, safe and engaging environment. Positive discipline helps students to make the correct choices and prepares them for a life beyond the Academy. This behaviour policy sets out clear expectations to promote good behaviour between students, teaching staff, support staff, parents/carers and governors. Students must be clear of our high expectations (See Appendix 1 for full details); poor behaviour will result in sanctions being imposed whilst we promote and expect good behaviour, we also reward good behaviour for learning.

2.2 This behaviour policy acknowledges the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of all students including those with special educational needs and disabilities.

2.3 At Essa Academy and Essa Primary we understand that behaviour can be as a result of safeguarding issues and we recognise the triggers these can cause in students. These issues will be taken into consideration and conversations will take place with the student, their families and the appropriate agencies if necessary.

3. Application

3.1 The Local Governing Body and the Principal intend that the Academy procedures and sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from Academy premises and outside of the jurisdiction of the Academy. This would be where the conduct of a student or students have repercussions on the orderly running of the Academy, or affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute

4. Promoting Good Behaviour

4.1 At Essa Academy and Essa Primary we believe that positive relationships are built upon mutual respect. It is important for all staff to know the needs, strengths and weaknesses of students. Teachers will use this information to inform their planning and the differentiation of tasks within their lessons. All staff model respectful relationships and have high expectations around the way students speak to each other and to them. Students are reminded of the Academy's expectations both in and outside of the classroom by all staff.

5. Rewards

5.1 Essa Academy and Essa Primary are both committed to recognising and praising students' positive behaviour. We believe that if students are to succeed, they must feel that their efforts are recognised and appreciated both at home and in the Academy. Essa Academy is committed to recognising and praising students' positive Effort, Standards, Spirit and Achievement. We believe that if students are to succeed, they must feel that their efforts are recognised and appreciated both at home and in the Academy.

Essa Academy

5.2 In lessons and around The Academy, staff use the Academy rewards system, through Class Charts. Weekly reports are shared with staff to analyse student behaviour across all faculty areas. We aim to create an environment where students strive to be successful and want to make the most of their abilities to achieve their full potential. Students who show positive behaviour for learning will be rewarded. The rewards that can be given and the reasons why for Essa Academy are detailed in the table below.



	Reward	Can be rewarded for
E	Effort	Resilience Putting 100% into everything Striving for improvement
S	Standards	Being on time Correct uniform and equipment 97%+ attendance
S	Spirit	Doing the right thing Demonstrating energy and enthusiasm Going above and beyond
A	Achievement	Striving to achieve potential Making at least expected progress Setting high aspirations and goals

Essa Primary

Essa Primary we provide positive in many ways. In every classroom the teacher keeps a positive behaviour log using Class Dojo. The teacher and teaching assistant consistently praise children throughout the day, and they are rewarded for following school procedures, good behaviour, working hard and being helpful and considerate. Children receiving 20 Dojo points over the week are rewarded with a special prize collected from the office. The whole school is split into 4 dojo teams. Each house is represented by a dojo monster. House teams are named after the following British castles:

- Sandringham
- Balmoral
- Windsor
- Buckingham

students earn points for positive behaviour choices and for following the behaviour expectations. House Points are calculated weekly and the house with the most points is awarded a flag during celebration assembly. The flag is displayed on the House Boards in the school hall. At the end of a school term, the house with the most flags are awarded a house party. Celebration assembly is held every Friday to celebrate good work, birthdays and attendance and parents are invited to attend. During the weekly celebration assembly, the class with the best attendance wins a class ice cream party. Individual certificates are awarded for star students.

Class Charter/ 'Essa Always' board

At the start of the new school year, each class discusses the behaviour expectations as set out in the Rights Respecting School Charter in an age appropriate way. From this, they create a 5-step class charter of behaviours that the class should *always* demonstrate our Essa values, e.g. in Year 1, 'At Essa we *always* line up quietly' and in Year 6, 'At Essa we *always* show respect to people.' 'Essa Always' boards celebrate those students who are *always* choosing to make the right choices for behaviour and learning. They are also used to encourage challenging and/or struggling students to make the right choices in lessons and non-structured times such as playtime and lunchtime.

Each class creates a display with a journey of five steps and a character/ marker/photograph for each child. These displays can be any theme chosen by the class teacher. All students begin with their marker at the beginning of the path and as they consistently demonstrate following our behaviour and learning expectations their marker can move upwards along the path towards an 'Essa Always' badge. When a student completes the 'Essa Always' journey, s/he will receive a badge in celebration assembly. Once awarded, the badge should be worn every day with pride. The student must continue to demonstrate school's behaviour expectations and the 'Essa Always' expectations, or the badge can be taken off them. If this happens, then the student's marker returns to the beginning of the display and the child must travel the five-step path again.

These procedures are in place all day long, throughout all activities in and out of Essa Primary. They inform the children clearly of the behavioural expectations all staff have of them at all times. In order to bind these procedures together, every class displays a traffic light system consisting of colours; red, amber, green and gold. Children start every day on green and have the opportunity to make behaviour and learning choices that allow them to progress to gold or regress to amber or red.

Gold: On task and excellent choices for behaviour and learning are displayed.

Rewards such as stickers, certificates, praise pad and Dojo points are awarded, and children are given the opportunity to show work to the Senior Leaders and have a text to parents.

Green: On task and good choices for behaviour and learning are displayed.

Rewards such as stickers, certificates, praise pads and Dojo points are awarded.

Amber: Off task and poor choices for behaviour and learning are displayed.

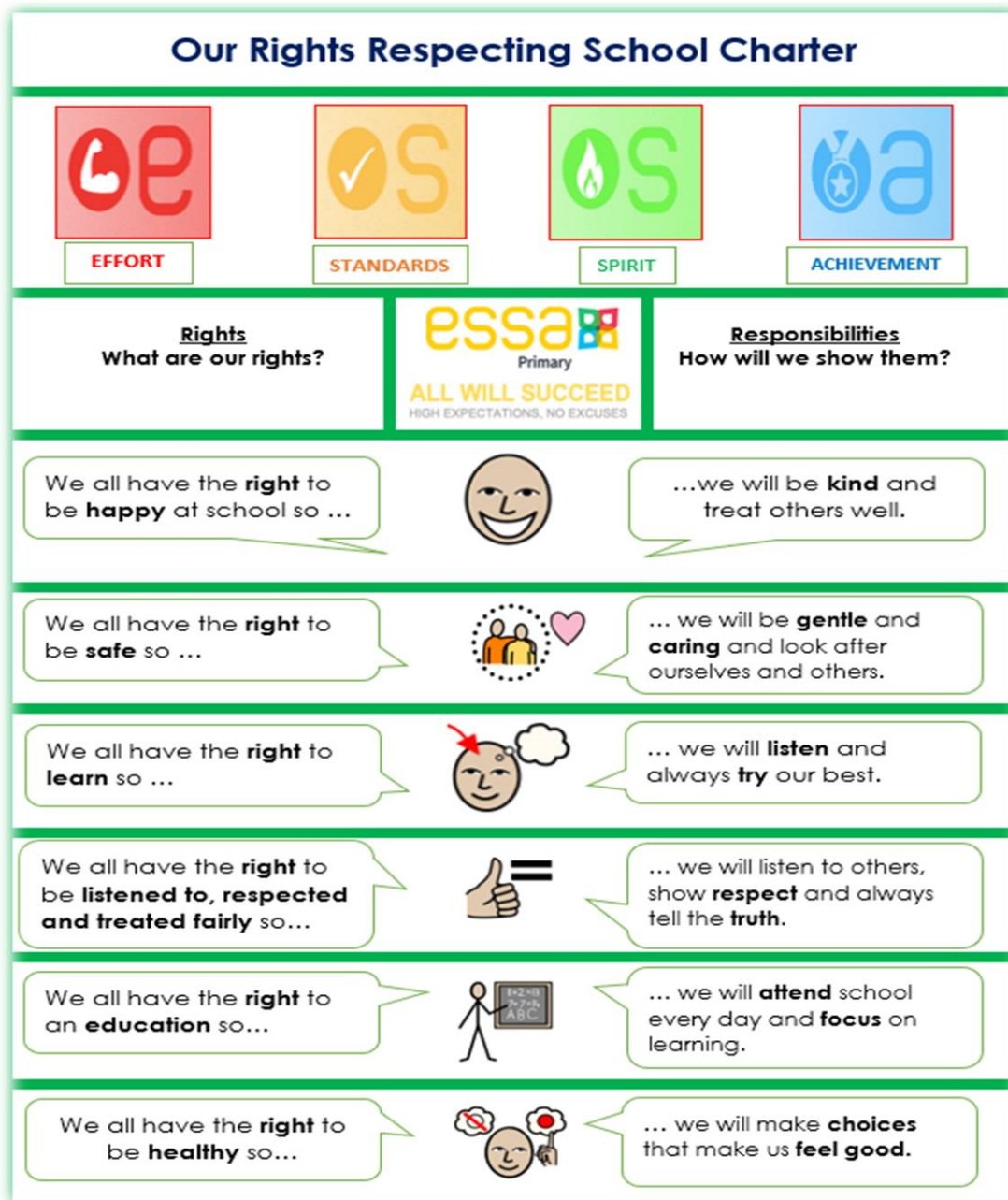
Children are reminded that they have a choice to think about and rectify their behaviour to get back to green.

Red: Off task and poor behaviour and learning choices are displayed.

An opportunity to rectify behaviour has been provided and a child has ignored this. Children will begin 'owing' learning time on 5 minutes intervals.

Sanctions as detailed below are implemented.

(See steps 2 to 5 of 5-point system)



6. Consequences for Unacceptable Behaviour

Essa Academy

6.1 Every student at Essa Academy is responsible for his or her own behaviour. We expect students to take pride in our Academy and display positive behaviour learning. Students who do not show positive behaviour for learning will have a consequence for their actions.

6.2 The Academy recognises that the use of sanctions must be reasonable and proportionate to the circumstances of the individual case. The Academy will take into account the range of individual students needs including age, any special educational needs or disabilities and any religious requirements affecting the student, in determining an appropriate sanction.

6.3 The Academy uses the following consequence system to ensure learning is protected at all times.

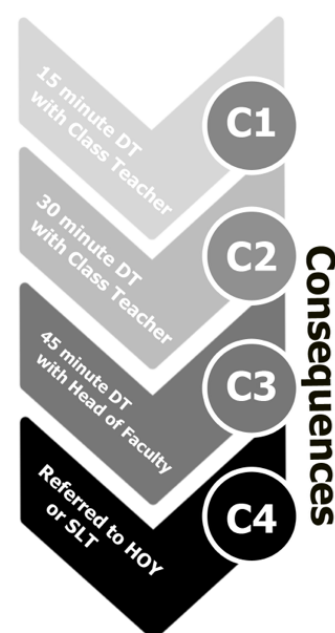
Consequence	Actions
Warning	No further action at this time
C1	A 15-minute detention following that lesson.
C2	Persistent C1 behaviour will be issued with a 30 minute detention that day and parents may be notified if deemed necessary.
C3	Persistent C2 behaviour will result in the student being removed to the Faculty Leader. Removal to the Faculty Leader will result in a 45 minute detention being issued that day. Heads of Year and Pastoral Support Managers should be informed. The Pastoral Team can support in ensuring challenging students attend the detention.
C4	Any disruption or defiance at Faculty Leader level will result in the student being removed by SLT. The student will be placed in Isolation and will serve a 1-hour detention that day.

6.4 Students should recognise that their behaviour outside of the Academy may result in consequences. Outside of the Academy students are a representation of Essa and if their behaviour does not reflect our high expectations, then sanctions will be put in place. This includes the journey to and from school and on any other occasion where a student is wearing the school uniform including trips. This also includes any form of assault or the use of illegal substances or 'legal highs'.

6.5 Poor behaviour outside of the classroom should be referred to the Pastoral Team in the first instance.

6.6 C2-C4 behaviour will be logged in Class Charts. In addition CPOMS where appropriate. All safeguarding matters must be logged in CPOMS.

6.7 All students should arrive to the Academy with the correct equipment. If a student does not, an appropriate sanction will be put in place. All students must arrive to the Academy with a good-sized bag containing a pen, pencil, ruler and eraser. PE kit should be brought in on the relevant day. Students are



expected to carry a school bag with them throughout the day, however, in some instances, teachers may request that bags are stored in an appropriate place due to health and safety reasons.

6.8 Misuse of ICT will result in an appropriate sanction being put in place. Contact home may be made either by way of a phone call or letter home. Any ICT misuse during lesson time must be logged in Class Charts. Any concerns in relation to safeguarding our students online or otherwise should be reported to the Designated Safeguarding Leader (SOC) and appropriate action will be taken.

6.9 The Pastoral Team may notify the Police should a student's behaviour be criminal or pose a threat to a member of the Academy or the community.

6.10 Where behavioural issues give cause to suggest that a child is at risk of significant harm, the Academy's child protection policy will be followed, and the appropriate outside agencies will be informed.

6.11 Detentions: 'Schools don't have to give notice of after school detentions' (Gov.UK 'School Discipline and Exclusions' April 2016 www.gov.uk/school-discipline-exclusions). In order to streamline systems and make sanctions immediate and effective all after school detentions (up to an hour) will be same day detentions. This includes detentions for students who arrive to school late (unless in exceptional circumstances). The length of the detentions depends entirely on the severity of the issue (see C1-C4 above). A one off late may result in a 15-minute detention but for repeat offenders it may be up to an hour. If parents/ carers will be inconvenienced or compromised by this in any way it is the responsibility of the student to inform Reception so that parents/ carers can be informed. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.

When issuing/ enforcing a detention staff should always check with the student that they can get home safely and whether parents/ carers need to be informed for alternative travel arrangements. 'It does not matter if making these arrangements are inconvenient to the parent'(Behaviour and Discipline in Schools 2016 www.gov.uk/government/publications).

6.12 Internal Exclusion: Students may be placed in Internal Exclusion for more severe incidents such as C4, fighting, abusive language etc. This will be at the discretion of the Academy. The Assistant Principal PDBW will be the lead person for Isolation to ensure parity. Students who repeatedly disrupt learning (2-3 C's in one day), arrive to school late on a regular basis or without the correct equipment may also be placed in IE. Students who repeatedly arrive to the Academy without their bag, equipment or in incorrect uniform may also be sent home to change/ get their bag. Any time wasted in this way will be made up after school. Students in IE will be provided with work, including access to ICT for research, GCSE revision etc. Students in IE for the full day will spend break and lunch time in IE. Lunch will of course be provided if required. Students in IE will usually serve a detention (up to 1 hour) after school that day.

Essa Primary

Throughout the school there is a 5-level behaviour escalation process in place to deal with inappropriate behaviour (see levels of escalation chart).

In the Foundation Stage children also follow a hierarchy.

- A warning is given, and the child is left to try again.
- The child is taken out of the area/activity and given something else to do.
- The child is sat on a chair for time to settle down – no activity, using a timer.
- Parents are informed of any serious incidents.

For throwing things or hurting other children time out is given straight away.

Behaviour Escalation Process	
Level 1 – Class teacher sanctions	<ol style="list-style-type: none"> 1. Re-focus pupil's behaviour to follow Rights Respecting School/ Class Charter. 2. If there is another low level behaviour incident, move the pupil to amber on the traffic light system. 3. If the behaviour continues, the 5,4,3,2,1 behaviour re-focus activity (appendix 1) is to be completed with year group TA. 4. If the behaviour continues, the pupil moves to red on the traffic light system and to an isolated space in the classroom. 5. If poor behaviour continues, the pupil should be sent to the parallel classroom to complete their work until the class teacher is able to discuss their behaviour. 6. At break/lunchtime the pupil must complete unsatisfactory work and a behaviour reflection log (appendix 2). 7. Behaviour reflection log to be discussed with class teacher and the incident to be logged on CPOMS. 8. Behaviour reflection record to be shared with parents at the end of the day and kept in class folder.
Consistent unacceptable behaviour will result in level 2 sanctions	
Level 2 – Key Stage Leader Sanctions	<ol style="list-style-type: none"> 1. If the pupil is involved in persistent poor behaviour, the class teacher and the pupil take the completed behaviour reflection record/s to the KS leader at the next break/lunchtime. 2. Key Stage leader will review the reflection log with the class teacher and discuss. 3. If the teacher and KS leader feel it is appropriate, they will introduce a weekly monitoring log (appendix 3) in order for the pupil to improve their behaviour. 4. The class teacher will contact parents/ guardians to inform them about the monitoring log and record on CPOMS. 5. At the end of each day the pupil will discuss the behaviour monitoring log with the class teacher. 6. At the end of each week the pupil will review the points from monitoring log with the class teacher/ KS leader to discuss whether improvements have been made and decide if the child is ready to return to level 1 of the behaviour flow chart.
Persistent unacceptable behaviour will result in level 3 sanctions	
Level 3 – Initial parent meeting with class teacher and Key Stage Lead/ Assistant Principal	<ol style="list-style-type: none"> 1. Parents/Guardians will be invited into school to meet with the KS leader or AP, class teacher and the pupil. Details of the meetings will be recorded on CPOMS. 2. At this meeting, behaviour actions and targets will be agreed and reviewed daily by the AP or DP. The pupil will continue with a weekly monitoring log. 3. At this point the class teacher and KS Leader/ AP will decide on loss of privileges e.g. break/ lunchtimes/ extra-curricular. 4. A review meeting with parents will be made to discuss improvements.
If no improvement is made, persistently unacceptable behaviour will result in Level 4 sanctions	
Level 4 – Formal Meeting with Deputy Principal	<ol style="list-style-type: none"> 1. Parents/Guardians will be invited to a formal meeting with the Deputy Principal, teacher and pupil. Details of the meeting will be recorded on CPOMS. 2. The pupil will be placed on a formal report (see appendix 4) which must be signed daily by the teacher, Deputy Principal and parents. 3. School will begin consultation with external agencies for advice and support. 4. This may lead to a seclusion in an isolation room/ temporary exclusion (which may mean being placed in another school locally).
Level 5 sanctions will be implemented if there is insufficient improvement and/ or another incident	
Level 5 – Formal Meeting with Principal	<ol style="list-style-type: none"> 1. Parents/Guardians will be invited to a formal meeting with the Principal and pupil. Details will be recorded on CPOMS. 2. The very last course of action would be a permanent exclusion and a comprehensive behaviour log would already be in place before this is presented to governors.

7. Exclusions

7.1 The Academy follows Government guidance on exclusions, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

7.2 Exclusions can take the form of:

Internal exclusion - both at Essa Academy or placed at another school in Bolton. This will be decided by Essa Academy based on which school has availability that day and is willing to support therefore students, parents or carers will not get a choice on the school it will be.

Fixed term exclusions

Permanent exclusions

Managed Move - This will be decided by Essa Academy based on which school has availability that day and is willing to support therefore students, parents or carers will not get a choice on the school it will be.

7.3 If a student's behaviour is deemed inappropriate and a C4 is issued, the student will be placed in Internal Exclusion at the discretion of the Principal or Assistant Principal of PDBW.

7.4 The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Examples of this could be assault, serious aggression, whether verbal or physical, towards students and staff or any other behaviour deemed serious both in and out of the academy. Please see the Academy's separate exclusions policy.

8. Malicious allegations against staff

8.1 Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

8.2 Where such an allegation is made, appropriate support will be provided to the members of staff affected.

9. Searching students

9.1 At Essa safeguarding is our number one priority. Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives the Principal and staff authorised by them the statutory power to confiscate, retain and dispose of items from a student as a punishment so long as it is reasonable to do so. They have the right to search for prohibited items. The law protects staff from damage to and loss of any confiscated items providing staff have acted lawfully.

The power to search without consent is given for:

- Offensive weapons/Knives
- Alcohol
- Illegal drugs/ 'legal highs'
- Stolen property
- Tobacco and cigarette papers including e-cigarettes
- Fireworks or equivalent
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by the Academy
- Mobile phones where serious incidents have been posted online and could cause harm to the school or a child. In this incident students will be asked to unlock their phones and Police will likely be informed.

We have a zero-tolerance approach to these items. Possession of, or the handling of any of the above could result in a permanent exclusion. In all cases Parents/Carers will be informed.

10. Use of reasonable force (see Use of Reasonable Force Policy)

11. Anti-bullying (see Anti Bullying Policy)

11.1 Essa operates a zero-tolerance approach to bullying of any kind

11.2 Students are encouraged to speak to an adult they trust if they are being bullied or know of someone who is being bullied.

11.3 Students can also access an anonymous support system (SHARP) on the Academy Website Homepage 'thesharpsystem' whereby any instances of bullying can be reported and dealt with.

11.4 If a student finds themselves being bullied on-line then evidence should be kept (for example a screen grab) and this could possibly be presented to the Police, as this type of bullying is seen as illegal and can be followed by prosecution. The Academy will take their lead from the Police in these cases.

11.5 All students receive information, advice and support during form time and through assemblies on how to deal with bullying and raise their awareness of the different types of bullying e.g. racism, LGBTQ, sexual exploitation, religious, cyber bullying etc.

12. Liaison with parents, Carers and Outside Agencies

12.1 Parents/Carers

The Academy will keep parents informed of their child's progress and achievements. The Academy will notify parents directly with any serious concerns relating to behavioural issues. Parents and carers should ensure that:

- They correct uniform is worn.
- They work alongside the Academy to develop a consistent approach for addressing behaviour issues.
- They apply appropriate sanctions at home to address poor behaviour at the Academy.
- They supervise learning at home to ensure work is completed to an appropriate standard.
- Their child attends every day, on time and with the correct equipment
- They notify the Academy of any change of circumstances for example medical needs, change of contact details.
- They attend school events and meetings.

12.2 Outside Agencies

When necessary the Academy adopts a child centred multi-agency approach to support students and their families. Examples of outside agencies include: CAMHS, Social Care, Early Intervention Team, School Nurse Service.

13. Evaluation / monitoring / performance

13.1 The Academy regularly evaluates and monitors the performance of students, working alongside parents and outside agencies. We value the power of working in a partnership.

13.2 The success of the policy will be evaluated by the Assistant Principal Behaviour and Attitudes

14. Guidelines related to positive behaviour for learning

14.1 Uniform requirements

It is compulsory that only those items stipulated within the Academy uniform list, are permitted to be worn by students. The uniform must be worn by all students who are on roll at Essa Academy at all times, without exception. The uniform requirements apply to students attending off-site provision/ activities and activities out of hours, unless parents/carers are advised otherwise.

Trainers are not permitted to be worn in the Academy except in PE practical sessions. All shoes must be plain black in colour and where students arrive at the Academy in trainers/pumps or shoes that are not black or are canvas material, they may be asked to return home to replace with the correct footwear. On some occasions an alternative form of footwear may be offered enabling the student to remain in the Academy and continue learning. Students, who refuse to accept the consequence or refuse to wear the alternative footwear offered, may be excluded from the Academy or placed in IE.

Denim style black trousers and 'legging' type trousers are not acceptable Academy wear. Elastic, stretchy skirts are not permitted. Skirts should be of a reasonable length approaching the knee.

All students should arrive to the Academy with the correct equipment. If a student does not, an appropriate sanction will be put in place. All students must arrive to the Academy with a good-sized bag containing a pen, pencil, ruler and eraser. PE kit should be brought in on the relevant day. Students are expected to carry a school bag with them throughout the day,

Students who contravene the uniform/ equipment requirements may be required to return home to replace the inappropriate uniform and return to their learning as soon as possible in the correct uniform. Whenever possible, students will be loaned replacement uniform or placed in IE. Students, who refuse to accept the consequence or refuse to wear the alternative uniform offered, may face further sanctions.

Essa Academy operates a zero-tolerance approach to body piercings. Students are allowed to wear one pair of stud type earring. Nose studs are not allowed. All other jewellery and body piercings will be confiscated and returned on collection by parents/carers.

Students are not permitted to attend the Academy with hair shorter than a 'number 2' cut. No extremes of hairstyles, for example 'tramlines' (including eyebrows) or non-natural hair colourings, are permitted. Subtle make-up is permitted; however, the Principal reserves the right to instruct removal of make-up should it be deemed unacceptable

The length of a student's nails should also be kept to an acceptable minimum in respect of the Health and Safety requirements for practical activities such as Sports etc. Failure to comply with any of the above procedures will result in isolation until the issue is resolved.

14.2 Mobile Phones and Earphones

The Academy procedures stipulate that mobile phones/electronic devices cannot be used at any point during the Academy day. This includes at breaks and lunchtime. Mobile phones should be kept in bags and not seen at any time. Students wishing to contact parents/carers should contact their appropriate HOY and likewise

parents/carers should refrain from contacting students directly and ring the Academy on 01204 333222. This prevents any misunderstandings and miscommunication.

Students should never have mobile phones out in lessons or out around the Academy as this negatively impacts on learning. Students must not use their phone to record or take photographs of members of the Academy community. This rule also applies to earphones. Students must not use earphones around the Academy at any time.

Any student in breach of the above procedures will have their mobile phone/earphones confiscated with immediate effect and this will only be returned at the end of the day. Repeat offenders will only have their phone returned through collection from parents or carers.

Energy Drinks/ Fizzy Pop

The Academy does not allow energy drinks with caffeine content (Redbull, Monster etc) or fizzy drinks (such as Coke, Lucozade etc). These will be confiscated, and they will not be returned.

14.3 Drugs/prohibited substances

Students found supplying or distributing illegal substances or intoxicating substances face Permanent Exclusion from the Academy. Students found in possession of illegal substances may face Permanent Exclusion but will automatically receive Fixed Term Exclusion. All students will be referred to the Police to be dealt with under the misuse of Drugs Act.

14.4 Bladed articles/weapons (including replicas)

Any student found in possession of a bladed article or weapon of any type or size could face Permanent Exclusion in line with government guidance. At the very least he/she will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon will automatically be referred to the Police and dealt with accordingly.

In law fireworks such as 'bangers' etc are classed as firearms. Essa Academy operates a zero-tolerance approach in relation to fireworks (and all other imitation firearms). This will result in a Fixed Term Exclusion with the possibility of Permanent Exclusion in line with government guidance.

Any student found selling or distributing goods/merchandise (including soft drinks and chocolate) will have the items confiscated and they will not be returned. A detention, Isolation and in some cases an Exclusion may be issued.

14.5 Smoking

Essa Academy is a No Smoking site and as a result operates a strict No Smoking policy. Students found in possession of cigarettes, e-cigarettes, lighters or any smoking paraphernalia will have it confiscated and it will not be returned. A detention, isolation and in some cases an Exclusion may be issued where students are caught or suspected of smoking.

14.6 Chewing Gum

Chewing gum is also banned from the Academy site and should not be brought into the Academy.

15. Reports

Students may be placed on report for a variety of reasons including concerns relating to attendance, punctuality, uniform, equipment/ standards, progress or for behaviour. The report system starts with Form Tutors but may then escalate to Head of Year, Senior Pastoral Staff and ultimately to Senior Leadership Team. Serious cause for concern could result in a student being placed on report further up this scale. We will endeavour to deal with issues internally but will contact parents should we feel the need. We will however, contact parents/ carers if students continue to show little improvement to these interventions. If there are no signs of improvement then students may then be subject to further interventions which could include outside agencies, part-time timetables or a Managed Move to another school or exclusion (see previous section on Exclusion). Parents/ carers will always be fully involved in this process.

16. Covid19

Additional guidance due to the COVID19 pandemic has been implemented. These help ensure that all members of our Academy community can remain safe.

Getting to The Academy

- Where possible, students should travel to the Academy by cycling, walking or with parents in family transport.
- Public transport should be used as a last resort. Face masks must be worn on Public Transport as required by UK Gov directive (15th June 2020)
- On their journey to and from the Academy, students should follow the social distancing procedure, staying at least 1 metre apart from others
- Students must be respectful to members of the public while travelling to and from The Academy
- Students must not congregate in groups

Arrival at the Academy

Staff will be in attendance to assist. Students must follow staff instructions immediately.

- Students must sanitise their hands on entering the building – these facilities are available at bottom of Science stairs by reception the entrance to classrooms
- Students should follow the one-way system at all times as directed
- Students go directly to the seat they have been allocated once they enter the classroom.

The classroom

- Students will be taught with Year group 'bubbles' as per Government guidelines.
- Students must go immediately to the seat they have been allocated. They must remain in the seat for the lesson.
- Students are not permitted to walk around the room
- Students must not touch any furniture or items in the room other than their own desk/seat or equipment
- Students who need the toilet must only go when given permission by a member of staff
- Students must remain on task

Public Health guidance

- Students must adhere to government health guidance at all times. All students should socially distance from others at all times following government guidance.
- Students need tissues for coughs or sneezes. The Academy will provide. The tissue must be disposed of immediately in the bins provided
- Students need to adhere to good hygiene at all times, such as washing hands regularly

Leaving school

- Students will have a staggered finish and must leave the premises immediately as directed to do so by staff.
- Students must not congregate or wait at the front of school, but must immediately make their way home
- Once home, students need to wash their uniform prior to their next day in school

Serious Incidents

We will take a zero-tolerance approach to the following:

- Coughing/ spitting deliberately to provoke fear/ upset
- Touching any member of the Academy (or their equipment) after being told not to
- Refusal to adhere to social distancing
- Leaving the room/ movement around the room without permission and after clear warnings
- There will be no Isolation facility due to year group bubbles being unable to mix. Exclusion may therefore be the only viable option.

All students must adhere to this policy. Those who do not will not be permitted access to the Academy.

Any student failing to follow these expectations places themselves at risk of exclusion.

Any student caught deliberately spitting or coughing at others will be excluded, possibly permanently.

References

School Discipline and Exclusions (May 2013)

Behaviour and discipline in schools: *Advice for headteachers and school staff* (January 2016)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (February 2014)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Working together to safeguard children (March 2015)

Keeping children safe in education: for schools and colleges (March 2016)

Related policies

Anti-bullying policy Exclusion
policy

Child protection policy

Attendance and punctuality

E-Safety policy

Safeguarding

Uniform policy

Special Educational Needs and Disability policy

Use of Reasonable Force Policy