Behaviour for Learning Policy

Respect yourself
Respect others
Respect education
Respect the future
Respect the environment
Respect the community

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Behaviour for Learning Policy

Staff Guidelines

1 Statement of Policy

The ethos and core values of the Academy revolve around **RESPECT:** for yourself, others, the future, the environment and the community. The Academy strives to ensure that all students are able to learn and develop their potential and that all staff are able to teach without disruption. The Academy should be a safe and nurturing environment built on an ethos of mutual **respect**. The Academy Vision is that **every student aims to be their best**.

2 Other Policies

This policy should be read in conjunction with the following:

- Anti-Bullying Policy
- Single Equality Scheme Policy
- Uniform Policy
- Suspension Statement *(external suspension is an official sanction which will be recorded on the students record and a follow-up minuted reintegration meeting will take place with members of the Senior Leadership and / or the Year Team)*
- Home/Academy agreement
- Mobile Phone Policy
- Physical intervention guidelines (Appendix 4)

3 Key Principles

3.1 The key principle of the Academy and of this policy is based on **respect**. Learning is the main purpose of the Academy and must not be disrupted. Students should be encouraged to develop self-discipline by understanding the consequences of their actions.

3.2 The key principles on which this policy is based are:

Respect yourself
Respect others
Respect education
Respect the future
Respect the environment
Respect the community

3.3 Students should be encouraged to develop self-discipline by understanding the consequences of their actions. The policy recognises that the default position of students is that they want to do well, **respect** others and value education. The aim of the policy is to ensure this occurs across all of the students, all of

the time. The policy provides a framework to create the circumstances for a culture of **respect** to flourish. The policy allows for structures to manage situations where actions fall below the expectations of **respect**. Where there is a high regard for **respect**, a safe, secure & purposeful environment is created for all.

3.4 As well as promoting the core value of **respect**, staff at Sirius Academy West will aim to be guided by three principals in managing the behaviour of students.

1 To be positive which ensures that we have high expectations of all students. That students are supported in making positive choices.
2. To be caring. That staff recognise their importance in providing a role model, recognising that students need staff support. Being caring is not different to upholding the rules as having high expectations is also caring.
3. To be fair and consistent. To ensure students know where they stand with clear, consistence routines and guidelines.

4 Aims

4.1 The aim of a whole Academy policy on behaviour and discipline, revolving around **respect**, is to ensure:

- That the Academy community treats others with **respect**, **respects** the environment and **respects** the value of education
- That behaviour problems are minimised
- That when incidents do occur measures are in place to reduce their impact on the smooth running of the Academy and to ensure such actions are not repeated
- Provide clarity for parents on all aspects of behaviour within the Academy and allow parents, staff and students to support each other in creating the best possible learning environment
- To provide a framework for staff to support the learning environment

5 Rewards

Students will be rewarded for meeting our Expert Learner criteria on a consistent basis (See Appendix 4 for Expert Learner in lessons criteria). At the end of each half-term, an Attitude to Learning Review is completed and rewards issued from that.

These could include:
- Expert Learner badge
- Year group celebration events
- Whole-school celebration events

The end of the lesson should be carefully planned to avoid the students leaving in a hurried or disorganised manner. Students should be seated and quiet before being dismissed at the door, by the teacher in an orderly fashion with uniform worn appropriately. This includes not leaving the lesson in any form of outdoor jacket or non-academy jumper.

6. Attitudes to learning

The Academy supports students in assessing their own attitude to learning including key attributes and skills such as attendance, punctuality, behaviour, uniform, engagement in lessons *(See Appendix 4 for Expert Learner Habits checklist)*, teamwork and enrichment.

Students self-assess their progress each half-term and work together with their Lesson 1 teacher to grade their attitude to learning.

There are four levels of attitudes to learning, expert learner, advanced learner, developing learner and potential learner.

Rewards and privileges are targeted at students who reach expert learner status.

7. Excellence

7.1 The aim of this policy is to create a culture of **respect**. We recognise that the default position of students is respectful, hardworking members of the Sirius Academy West community.

We reward excellence in many ways including:

- Expert Learner Programme
- Certificate of Excellence
- Weekly identification of 100% attendance and punctuality
- Students receive positive texts home
- Subject nominations and awards
- Kind Gesture Journal for non-academic excellence e.g. politeness, leadership
- Year Group celebration assembly
- Lesson 1 nominations in assembly
- Recognition via the MyEd app
- Any other strategies implemented by the Academy

8 Academy Rules & Consistency

8.1 All staff have direct responsibility for standards within the classroom environment and within the wider Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in all classrooms and should be used as a reference point.

8.2 The teachers and students have agreed the rules so that:

- The principle of **respect** can be followed by all
- There is a common and agreed framework of high expectations
- Students and staff are clear about acceptable attitudes to learning within the classroom
- Expectations are displayed as a reference point for all lessons

9 Specific Classroom/Area Rules

9.1 In addition to the Academy rules it will be necessary for some teachers to develop more specific rules in line with the nature of the subject, the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.

It is important that these specific rules are also displayed as a reminder and reference point.

10 Respect in the classroom

Basic Routines

10.1 Effective classroom routines are key to maximising learning for all. Students are expected to engage with all basic routines.

Staff will provide a framework of consistent routines.

1 Single file line-up outside of the classroom on the correct side
2 Enter and collect resources and take seat
3 Place planner and equipment onto desk
4 Rucksack put away under table
5 Follow active listening throughout the lesson
6 Wait for dismissal by the classroom teaher

11 Classroom Processes

Set out below are some general points about dealing with inappropriate student behaviour and some typical situations familiar to all teachers:

11.1 **For Staff:**

- Teachers should plan to support positive discipline for learning
- Teachers should consider the seating arrangements of classes. If there are pockets of distraction this could be addressed by a re-organisation of seating. The social dynamics of the classroom is significantly influenced by the students' seating plan

- Teachers should celebrate positive behaviour and attitudes of students throughout each lesson
- A calm, purposeful response to inappropriate behaviour is more productive and consequently more likely to defuse the situation. Teachers should seek to de-escalate situations that may lead to negative behaviour for learning
- All teachers should adhere to the Academy's discipline for learning protocol. This protocol has the following clearly defined stages which are actioned if students infringe any of the behaviour for learning expectations which are clearly displayed in all learning areas (see appendix 1)
- The teacher will prepare the classroom in a manner conducive to good behaviour and be ready for the lesson planned. Sanctions will be issued as follows in the event of poor behaviour:

11.2 **For students:**

Students will be given a friendly warning/reminder about **respecting** classroom expectations

Stage 1 (S1)

A verbal warning is issued and the student has their name recorded on the board. Staff must state the student's name and make it clear that they are at level **S1**

Stage 2 (S2)

A tick is recorded next to the student's names denoting a positive, restorative conversation with the classroom teacher must take place at the end of the lesson. Staff must state the students' name and make it clear that they are at level **S2 and LLD is recorded**. If the student does not engage positively in the restorative conversation at the end of the lesson, they are moved to the **4.15pm, after school, same day detention** as will be logged for a disrespect and defiance log**.**

Stage 3 (S3)

The student is moved to a "Matrix" room within the same Curriculum Area. Staff must state the students' name and make it clear that they are at level **S3** and the consequences are a **4.15pm, after school, same day detention**. The member of staff must inform home of the matrix.

Stage 4 (S4)

Full removal to the reflection room for the rest of the day will follow if there are any further infringes of the behaviour for learning expectations whilst in the "Matrix" room or if a student refused to go to the "Matrix" room

De-escalation techniques should be employed within all the above stages

NB: If the lesson continues with the same member of staff into the next period then students will remain at the same behaviour stage, these are not cleared.

A student can be removed if a serious incident occurs without receiving warnings.

11.3 Examples of more serious incidents include – verbal abuse to staff or other students, damage, physical contact

For Staff:

- Staff should not rapidly progress through the stages without giving clear warnings and attempts at de-escalation
- The stages must be followed if a student is disrupting the learning of other students. All incidents should be recorded on the Arbor behaviour management log
- Staff are actively encouraged to make contact with home for any "Matrix" or more serious incident
- Staff should treat students fairly and give them the opportunity to discuss the incident at an appropriate time (the time of this can be decided by the member of staff)
- Staff may wish to use **alert@siriusacademy.org.uk**

11.4 Low level disruption

Low level disruption can be extremely disruptive and prevent students from learning. Low level disruption is behaviour that has a high impact on the quality of education that is able to be delivered and does not show respect to education, academy ethos or staff.

For Students:

X5 LLD disruption logs in a week (Year 11 is x3 LLD disruption logs in a week) = 4.15pm, after school, Monday detention.

Examples of low level disruption are:

- Not active listening
- Turning around
- Talking over the teacher
- Talking across the classroom
- Poor effort to classwork

For Staff:

Staff must maintain control of their teaching space by managing low level disruption at all times. This can be done via effective planning and the delivery of engaging and challenging lessons and creating a positive learning environment. LLD disruption must be logged on Arbor.

12 Homework

12.1 Students are expected to complete homework in all year groups. This compulsory strategy has a direct impact on the academic progress of students.
For students:

- Each year group will have a homework completion check day. If homework is not completed by the *pre-school check time* then the student will be logged for a **4.15pm, after school detention** on this day. Students will be taken on this day to complete their missed homework during the detention period.
- The minimum expectation for students completion of homework are as follows:
  - 90% of questions correct on SPARX (Maths, English and Science)
  - 90% of questions correct or a minimum of 15 minutes per subject area on SENECA (Humanities)

- Any missed detentions will then move to the next layer of whole-school detentions.
- Students have access to ICT facilities before, during and after-school to support homework completion.

For staff:

- Teachers are expected to support students with any homework questions.

13 Behaviour Management Strategies

13.1 The Start of a Lesson

The start of a lesson should have the following characteristics so that students can settle and engage in learning quickly.

Punctuality – lateness can have a significant impact upon learning. Being prompt shows **respect** for education, others and yourself. Punctuality is a key life skill and is covered by the Attitude to Learning Programme.

For students:

- Lateness is defined by students arriving at the lesson significantly later than the majority of the teaching group
- Lateness to Lesson 1 is defined by students arriving on the school site after 8.25am and in their classroom after 8.30am (or the allocated time for their year group if this changes)
- Students who are not in Lesson 1 by 8.30am (or the allocated time for their year group if this changes) will receive **4.15pm, after school, same day detention.**

- Students are expected to line up in single file and enter the room when invited by the staff member, wearing their uniform appropriately, collect resources, sit down, get equipment and student planner out and engage in the lesson starter. All outdoor clothing should be put into the rucksack to ensure a clear working space
- Students arriving late to any lesson in the Academy day without permission from a member of staff, will be issued a **4.15pm, after school, same day detention**

For staff:

- Teachers are expected to meet and greet students at the classroom door at the start of the lesson
- Teachers who, for whatever reason, hold back a student beyond the start of the next lesson must always provide the student with a brief note giving time, date and signature
- Lateness should be recorded on registers
- In the event of late arrivals, the lesson should continue as smoothly as possible. The lateness should be acknowledged at the end of the lesson and through registers
- Register is taken whilst students are engaged in the starter activity. Latecomers are challenged appropriately
- The learning objective is shared with students so that the students are quite clear about the format of the lesson and what you expect to achieve by the end of the session. The learning objective should be clearly displayed and revisited at appropriate points throughout the lesson

14 Work not completed or of poor quality

14.1 For students:

Students not completing work within a lesson should be spoken to at the end of the lesson and if needed should be given additional work for homework.

14.2 For staff:

A judgement is needed regarding the:

- Previous record of the student
- The significance of the work
- The reason for non-completion or poor quality of the work

Depending upon the judgement, the responses could be:

- Repeat the work to a higher standard
- Use discretion in applying additional work

- Contact home
- Staff may wish to use **alert@siriusacademy.org.uk**

14.3 If the student is frequently not completing work, or consistently producing work of poor quality, staff should seek the support of the Curriculum Director/Pastoral Team. If there is still no improvement the matter should be referred to the Pastoral Team again with a view to parents being contacted.

14.4 If the Pastoral Team sanctions fail to make an impact the student may be referred to one of the members of the Senior Leadership Team as line management for the subject.

15 Challenging Behaviour

15.1 **For students:**

- The procedures and warnings can be by-passed in the event of a more serious incident, such as verbal abuse, physical contact, sexualised behaviour or damage
- Refusal to co-operate or follow instructions from staff will lead to serious consequences, up to and including an external suspension
- If a decision is made to place a student into the reflection room, the sanction will only be completed if the student is in full correct Academy uniform. Any incomplete uniform will see the student isolated until they return to full uniform, at which point their original isolation will then be completed

15.2 **For staff:**

Staff are advised to adopt the following course of action as a response to challenging behaviour:

- Anticipate the potentially escalating situation by remaining calm and avoiding provoking a challenge
- If possible, avoid dealing with the situation in the public arena of the classroom where the class becomes an audience
- Defuse the situation by asking the student to come to the front to discuss the problem, whilst the class carries on working. Alternatively ask the student to step outside, briefly discuss the issue with him/her when they are calmer
- If in spite of these strategies, the situation is escalating and detracting from teaching/learning, the discipline for learning protocol must be followed and the student is matrix removed from their learning environment using the 'alert' member of staff to remove the student if needed

16 Swearing and abusive language

16.1 **For students:**

Whatever the context, swearing/abusive or inappropriate sexualised language directed to staff or students, or within the hearing of staff or students is unacceptable and must result in an appropriate sanction.

For staff:

- If the swearing/abusive or inappropriate sexualised language is at a low level on the scale, i.e. a slip of the tongue or part of an overheard student-to-student conversation, a private conversation, a private reminder of appropriate language is in order
- If the swearing/abusive or inappropriate sexualised language is public and offensive, it must be challenged by either a private or a public reprimand according to the circumstances
- If the swearing/abusive or inappropriate sexualised language is public and challenging, and directed towards a member of staff then it requires a firmer response up to and including **an external suspension.** The same sanction applies for any racial, prejudice or homophobic comments that are directed at another student or adult

17 Respect Around the Academy

17.1 **For students:**

Students are expected to move around the Academy site courteously and with **respect.**

At the end of lessons, break and lunch there is inevitably going to be a degree of congestion. To ensure **respect** for others, the environment and a safe environment we maintain 'courteous corridors and stairwells' expectations.

Courteous corridors and stairwells are ensuring respect around the Academy area.

"Courteous corridors and stairwells" include**:**

- Sensible movement
- Remaining on the left
- No chewing gum on site
- Not eating/drinking out of designated areas
- No physical contact
- Not throwing food
- Not littering, using bins provided
- Not being on the corridors following lesson start
- Removing outdoor clothing inside
- No use of electronic devices, including mobile phones

- Be aware of visitors trying to move and give way where possible. Be positive e.g. holding doors, saying hello

Out of classroom tariffs:

Minor disruption on the playground/outside/corridor – logged as LLD (**x5 in week = 4.15pm detention on a Monday.**) If staff do not know the student's name, the member of staff will ask to see their planner. Refusal to do so will be classed as no planner and a CCTV request will be made to identify the student.

A **4.15pm, after school, same day detention** will be issued for:

- Refusal to follow a basic staff instruction- logged as disrespect and defiance
- Unacceptable behaviour in toilet spaces- e.g. multiple person use of cubicles or dangerous behaviour
- Unacceptable behaviour at social times- e.g. above ground floor without staff permission or dangerous behaviour
- Eating or drinking above ground floor
- Littering/throwing water
- Chewing
- Smoking, vaping or the use of any nicotine/tobacco based products (eg pouches) - additional sanctions will be considered in each case.

Students are expected to wait in an orderly fashion at bus stops. This is to allow for safety of students and pedestrians.

17.2 **For staff:**

A member of staff's responsibility for standards of student behaviour extends beyond his/her classroom. It is the general willingness of staff to provide consistency in situations they come across during the unstructured periods of the Academy day, which greatly enhances the standards of behaviour throughout the site.

In order to maintain visible consistency around the site, staff should ensure:

- Meet and Greet
- Be prompt and proactive on duty
- Challenge and log all corridor infringements including any form of offensive comment
- Praising positive behaviours e.g. holding doors, clearing tables

18 Bullying – See Anti Bullying Policy

19 Toilet visits

19.1 **For students:**

During each lesson period, students may request permission to visit the toilet. This should be a rare and exceptional occurrence as students should be encouraged to use the toilets before Lesson 1, at break, lunchtime and after school. Frequent time out of the classroom can cause significant gaps in learning.

Students with evidenced medical problems will be provided with a toilet pass, This pass should be carried by the student at all times within their student planner with signed acknowledgement from the year team.

Time missed should be made up at the end of the lesson.

19.2 **For staff:**

Pastoral Teams and Lesson 1 staff should periodically remind students that visits to the toilet during lesson time are inappropriate and exceptional.

When faced with a student request for a toilet visit, teachers could use the following responses:

- Initial response - no, subsequently
- Privately ask the student if the visit is vital as the lesson is important
- Ask whether the student could wait until the end of the lesson
- Be more sympathetic to a repeated request
- Grant permission, but point out that the lesson is important and that if students are allowed to go to the toilet during lessons a pass must be given
- Make up time at the end of the lesson, if appropriate

20 Students Out of Lessons

20.1 **For students:**

- Time out of lesson leaves gaps in learning
- Students should not leave a lesson without good reason and should not normally be allowed to leave a lesson.
- If a student walks out of a lesson without permission this is classed as a self matrix = **4.15pm, same day, after school detention**
- If a student is allowed to leave the room they should always be given a large staff pass

20.2 **For staff:**

- If a student is allowed to leave the room they should always be provided with a staff pass or be accompanied by staff as a reset opportunity and this should be only one student at a time
- All students out of lessons should be challenged. If they do not have the pass with them or are with a staff member, they should be referred to the teacher from whose lesson they have come
- Students should be logged as truanting if there is no valid reason for them to be out of class. Actual truancy will result in **4.15pm, after school, same day detention.** Appropriate action should be taken by that member of staff. Repeated truancy incidents will results in appropriate further sanctions

Respect for the Academy Environment

21 Eating on the Academy Site

21.1 **For students:**

Students are allowed to eat food and consume drinks other than water in these areas only:

- The Parkway Restaurant, Oasis Restaurant and Four Seasons Restaurant (Expert Learners only)
- Outdoor dining spaces
- In selected club areas or the Reflection Room

21.2 **For staff:**

There should be no eating or drinking on corridors. Students who are in breach of this should be spoken to and the information recorded on Arbor. Students will automatically receive a **4.15pm, after school, same day detention.**

Where students are found littering they will receive **4.15pm, after school, same day detention.**

22 Chewing gum

Students are not allowed to bring gum onto the Academy campus. If students are seen to be chewing, they should be told to remove the gum and the incident recorded on Ed-Gen, which will trigger a **4.15pm, after school, same day detention.**

23 Damage

- Damage is one of the Academy's absolutes. The Academy is for everyone including future generations. It is essential we protect this environment.
- Damage reduces funds available directly for learning.

- Damage will trigger a **4.15pm, after school, same day** detention along with other appropriate sanctions such as internal suspension with parental contact. Suggested payment and community payback

24 Academy Uniform – also see Uniform Policy

24.1 **For students:**

The Academy subscribes to a policy which requires all students to wear Academy uniform. Parents and students accept this constraint when making an application for a place at Sirius Academy West.

The Year Team which consists of the year leader and year assistant along with members of SLT are the first points of contact for uniform. Year Teams and SLT are at Year group doors to perform prepared for learning checks as students enter the building.

Lesson 1 staff will then be at the door of their class room to meet and greet students – this is when additional uniform checks will be completed. During prepared for learning checks, any student not in correct uniform or having the correct equipment for the day, will kept with the year team. When required parental/carer contact will be made and the student will be sent home to change into appropriate uniform. If this is not possible students will be loaned items of uniform which they will be expected to change into. Failure to adhere to this will result in the student being placed into the reflection room and a **4.15pm, after school, same day detention.**

Any students not wearing uniform appropriately should be challenged and the uniform corrected. Year Group ties should be an appropriate length and worn to the top button. Where parental contact can be made, it may be appropriate to send the student home for a temporary period of time to change their uniform.

Jewellery should not be worn apart from a watch (Smartwatches are not permitted) and a single stud in each ear. Visible body and facial piercings are not permitted. Only natural hair colours are permitted with no extreme hairstyles permitted which include mohicans and tram-lines. Finger nails and make up should be natural. False nails, false eyelashes and nail polish are not permitted and natural nails should not be of an excessive length.

Repeated failure of students to adhere to the uniform policy will result in them receiving an external suspension.

Sirius Academy West cannot accept responsibility for any items that are stolen or damaged.

24.2 **For staff**:

All staff should challenge inappropriate uniform in all lessons and around the Academy without disrupting the learning of others.

Pastoral teams will endeavor for perfect uniform using:

- Contact home – uniform bringing in/collecting
- Stock uniform
- Have a slip with parental contact
- Isolation and **4.15pm, after school, same day detention.** Where there is clear, obvious intention to breach the uniform policy.

Pastoral teams will maintain accurate uniform logs to ensure no repeated infringement.

25. Planners / Equipment / Reading Books / PE kit

25.1 **For students:**

- Academy planners, basic equipment (black pen, green pen, pencil, 15 or 30cm ruler, a pack of highlighters, whiteboard pen, pink pen and a glue stick) and a reading book are compulsory for all students and will be checked in upon entry to the Academy. All of the above listed equipment must be maintained to working order. All equipment must be brought in a clear pencil case (This is the regulations for students when they sit examinations).
- We encourage all students to bring a clear water bottle with them to school, no bigger than 500ml.
- Students can borrow a reading book from our LRC for a period of 28 days. If the student does not return this book or extend the loan, the following steps are in place:

    - Reminder message sent to return the book via Arbor or letter.
    - Student added to the detention log for a 4:15pm, **after school, same day detention**.
    - Contact with home to request a £5 payment towards the cost of replacing the book into the LRC.
    - ***Please note:*** This applies if books are returned and intentionally damaged such as graffiti or torn.

- Academy planners will be issued to students and if these are lost or defaced they must be replaced at a cost to the student. Each morning every students will be checked entering the building. During this check they must show they are prepared for learning with their rucksack, student planner and basic equipment. Failure to be prepared to learn will be dealt with immediately by SLT and the Year Team. Repeated issues with a student not bringing their student planner or basic equipment will result in a **3.45pm, after school, same day detention**
- To ensure that Academy planners, basic equipment and reading books are present every day and are kept in immaculate condition, students are expected to bring a two-shoulder strapped rucksack with them when they attend the Academy. Failure will comply with this expectation will result in parental

contact and appropriate sanctions including a **4.15pm, after school, same day detention** or a parental meeting

- Students are expected to bring their PE kit for their lesson unless they have a doctor's note excusing them from participation. Failure to bring PE kit will result in a **3.45pm, after school, same day detention.** Students will then be given PE kit to wear, failure to follow this policy will result in a **4.15pm, after school, same day detention**
- Any students who have their PE lesson in Lesson 6, must get changed back to full academy uniform at the end of the lesson. Students are not permitted to leave at the end of the day in their PE kit.

25.2 **For staff:**

Pastoral staff will regularly check planners.

25.3 **For parents / carers:**

Parents / carers are to ensure that they view the weekly designated area of the planner which gives key information on student's attitude to learning throughout the week. This will help to support in ensuring the attitudes of students are monitored by all key individuals.

26 Mobile phones/Electronic devices/Smart watches/Headphones/Earphones (also see Mobile Phone Policy)

26.1 **For students:**

- DfE guidance is clear that all schools should be 'mobile phone and electronic device' free zones.
- Mobile phones, and all electronic devices, including earphones or smart watches, must not be visible or heard anywhere on our school site. The school site is defined as entrance through the gates off Anlaby Park Road South or via the back gates which run next to the sports hall. We strongly advise that mobile phones and electronic devices are not brought to the academy. If, for any reason, they need to be brought in to school they must be turned off and kept in bags, out of sight, throughout the entire academy day. This includes break and lunch times in indoor and outdoor spaces. Any student caught with any of these items on display during the school day will have it taken off them by a member of staff. It/they will be kept in a secure place in the school office and must then be collected by an adult once the academy day has finished. If this is not possible, then the student may collect the item themselves at the end of the school day on the Friday of that week. If confiscation happens on Friday that the student cannot collect it until the following Friday. If, in these circumstances, any students refuses to hand the items over then serious sanctions will be issued, up to and including an external suspension. **Any**

student who has an electronic device confiscated more than once in a week, will also complete a 4.15pm after school detention.

- Any student found to be using a mobile phone or device to record any incidents inside or outside of the academy building, including beyond the school gates, will be sanctioned accordingly to ensure the safety and protection of all concerned.

- **NB:** There may be a need for identified students to have the use of a mobile phone or smart device to support with a known medical need. In these circumstances, use will be permitted to ensure the student can access appropriate medication to keep them well.

26.2 **For staff:**

- Staff must be vigilant and consistently carry out the 'not seen or heard on site policy'
- Staff will model the 'not seen or heard on site policy' by refraining from using mobile phones in lesson time or on in the presence of students.

27 Serious Misconduct, Sanctions and Support

27.1 **For students:**

Serious misconduct, such as: spitting (spitting on someone is classed as battery under the common assault category of the Criminal Justice Act 1988 and if done deliberately is seen as an assault), extreme violence, premeditated violence, sexual assault, the supply or possession of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the Academy and will lead to serious sanctions up to and including **permanent exclusion** for the individual or group involved in such actions (see Suspension Statement). **Any behaviour which places students or staff in an unsafe situation or disrupts the normal running of the school day will be dealt with as a serious breach of the behaviour policy and appropriate sanctions up to and including permanent exclusion could be used. This includes any unauthorised large group gatherings and refusal to cooperate with staff.** Levels of persistent breaching of the Academy rules can result in serious consequences, up to and including permanent exclusion.

27.2 **For staff:**

Students can be placed on a formal report at the discretion of their tutor, pastoral leader or member of the Senior Leadership Team. Students on report are expected to get the report signed and graded in line with the Academy's attitude to learning criteria in all lessons. Students are expected to show the report to the specified member of staff at the end of the day and to their parents/carers. Failure to adhere to the report system will result in students being isolated for a period of time. Poor behaviour in the Reflection Room, or lack of engagement, will escalate the sanction, up to an external suspension.

Students who are guilty of persistently failing to adhere to Academy expectations and/or are frequently matrixed or removed from lessons will be targeted with behaviour "blitz" monitoring. This will involve the student being given clear improvement targets that are closely monitored by tutors, or another specified member of staff. They will also be subject to additional support programmes provided by the Academy. A referral to alternate provision may be made and/or an external suspension may be issued.

27.3 Smoking, vaping or the use of any nicotine/tobacco based products – a key aim of the academy is to support the health of all students. The academy is a non-smoking site for all. Students caught smoking, vaping, using tobacco/nicotine based products, will receive a **4.15pm, after school, same day detention- Additional sanctions will be considered in each case.**

27.4 Where students are suspected of having items banned by school policy including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, vapes, other nicotine/tobacco based products, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property, the academy has the right to enable a search for these items. See Physical Intervention and Reasonable Force statement (Appendix 4).

27.5 The Behaviour for Learning Policy extends beyond the school gate including behaviour to and from school, in the local shops and on public transport. Where safety, well-being is compromised or the Academy is brought into disrepute the Academy will follow the same MSI procedures including all relevant sanctions. In short the Academy has the power to extend discipline beyond the school gate.

"Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (section 90 of the Education and Inspections Act 2006 paragraph 21). See beyond the gates statement.

27.6 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.

27.7 Where appropriate, students who disrupt the learning of other students or act inappropriately to members of staff or the public will be expected to attend restorative practice meetings. For serious offences, including physical violence and racism restorative practice meetings will be attended by the Academy's PCSO link officer. Students may also be required to write formal letters of apology.

27.8 Students who persistently fail to adhere to Academy expectations may be referred to further behaviour management strategies used within The Constellation Trust. Students may spend time in these areas, working in small

groups and also may receive support in class. All behaviour support interventions will be recorded to provide an evidence trail.

27.9 Where persistent inappropriate behaviour / misbehaviour continues the Academy will increase the level of sanction given to the student if it is the same or similar behaviour types. The increase of sanctions includes but is not restricted to the use of internal suspensions or external suspensions. Furthermore students may be given an off-site direction to another school or directed to an alternative provision.

27.10 The Academy in partnership with Rise Academy may utilise the specialisms of Rise Academy where it is deemed the most effective cause of action to address concerns.

28. Detentions

28.1 **For students:**

Same day detentions, until 4.15pm or for specific prepared for learning issues**, same day detentions until 3:45pm** are compulsory. Students who fail to attend a detention will be given additional detention time; **4:15pm, 5pm, 6pm on the subsequent days**. If a student persistently fails to attend detentions, they will be issued an external suspension. Detention completion will form part of the re-integration meeting. This meeting will be attended by parent/carer, the student and a member of the Senior Leadership Team.

28.2 **For staff:**

All incidents should be logged on Arbor and the detention procedure should be followed through.

Appendix 1

Actions & Sanctions Chart

ACTION	SANCTION
S1 Stage 1 A student disrupts the quality of education for others	**S1** • A verbal warning will be given and the student's name will be written on the board. Staff must state the student's name and make it clear that they are at level **S1**
S2 Stage 2 Further disruption and/or continuation of **S1**	**S2** • A second verbal warning will be given and a tick will be placed against their name on the board • Staff must state the students' name and make it clear that they are at level **S2** and they must engage in a positive, restorative conversation with the classroom teacher at the end of the lesson. **LLD recorded. If the student does not engage positively in the restorative conversation at the end of the lesson, they are moved to the 4.15pm, after school, same day detention.**
S3 Stage 3 Poor behaviour continues	**S3** • Matrix remove from the classroom to another class room within the curriculum area • The incident will be recorded and an Academy detention will be given • Parents/carers will be informed • Staff must state the students' name and make it clear that they are at level **S3** and the consequences are a **4.15pm, after school, same day detention.**
S4 Stage 4 A student continues to display negative behaviour in the matrix room	**S4** • The incident will be recorded and the student will be taken by SLT to the reflection room for the rest of the day • **A 4.15pm, after school, same day detention** will be given • Parents/carers will be informed NB If a student is matrix removed more than once in a week they will spend 1 full day in reflection

NB Serious misconduct	**Actions could include any of the following;** • A meeting with parents/carers will be arranged • The student will be referred to internal behaviour support strategies • An external suspension or permanent exclusion may be given • An internal suspension may be applied • There could be PCSO involvement • Other sanctions may include formal apology, litter picking and/or payment for damage • A range of external provisions may be directed

Appendix 2

Student expectations

Have basic attendance of at least 96%
To be punctual to Lesson 1 and to every lesson
Be equipped with all basic equipment, planner and reading book
To wear full Academy uniform at all times
To be an active listener and learner in the classroom
Not to engage in low level disruption
To follow all instructions given by a member of staff
Not walk away from staff
To make positive choices and have high expectations of themselves
To be tolerant of others, having a complete understanding of all protected characteristics
To accept the consequences of their actions
Not to leave the school site at any time without permission
Not to engage in any form of bullying/harassment
Not to be verbally or physically abusive to anyone

To follow the theme of **RESPECT** at all times:

Respect yourself
Respect others
Respect education
Respect the future
Respect the environment

Respect the community

Appendix 3

Same day, after school, 3.45pm detentions

ACTION
Repeated failure to be prepared to learn including not having either student rucksack, student planner, basic equipment or reading book.
Failure to bring PE kit

Same day, after school, 4.15pm detentions

ACTION
Arriving to Lesson 1 after 8.30am
Arriving to any lesson after the start time

x5 or more LLD logs in a week (Year 11 is x3 or more LLD logs in a week)
Matrix
More than 1 matrix in a week (also a full day in reflection)
Deliberate breach of the uniform policy that can't be resolved
No planner or basic equipment (black or blue pen, pencil, 15cm or 30cm ruler, a pack of highlighters, green pen and glue stick)
Eating and/or drinking above ground floor
Chewing
Littering
Smoking or vaping
Disrespect and Defiance
Unacceptable behaviour at social times
Unacceptable behaviour in toilet spaces
Truancy
Refusal to follow PE kit policy
Incomplete weekly homework tasks (These will be logged on the year group check day)
More serious incidents – (including bullying, prejudice actions, theft, damage, violence, possession of prohibited items, ICT abuse & incidents outside of the academy) – bespoke sanctions following a full investigation

Layers of detentions:

Same day, after school, 3.45pm detentions
Same day, after school, 4.15pm detentions
5pm
6pm

External Suspension

All after school detentions will be with Pastoral Leaders, post holders and SLT every day. Students who fail to attend a detention will be given additional detention time; 4:15pm, 5pm, 6pm on the subsequent days.

Staff must ensure that all late marks and behaviour incidents are recorded accurately on EdGen. It is recommended that staff attend the detentions they have issued, in order for some restorative work to take place, to try and prevent future incidents.

If a student accrues more than one, same day, after school detention, **in the same school day,** the following will be actioned:

- Equipment / resource breach = 3:45pm, same day, after school detention
- 1 breach: 4.15pm, same day, after school detention
- 2 breaches: 5pm, same day, after school detention
- 3 breaches: 6pm, same day, after school detention

Any poor behaviour after the release of the detention list can be added by the classroom teacher for that day, or rolled over to the next day. Staff should not enter into an argument with a student regarding attending the detention – a refusal will simply increase their time the next day.

Appendix 4

Sirius
ACADEMY WEST
WHERE STARS ARE BORN

Expert Learner Habits

To be an Expert Learner at Sirius Academy West, not only does your attendance, punctuality and general attitude in and around the Academy need to be excellent, you must also demonstrate Expert Learner Habits in all of your lessons. These habits will allow you to perform at your best within lessons, achieving the standards of which you are capable.

The 7 Bullet Points

I follow basic routines upon entry to the classroom, including putting all required equipment on my desk.

I present my work to the best of my ability, including using a ruler to underline the date and title.

I produce work to the best of my ability in every lesson, striving to be my best.

I respond to feedback, making effective use of green pen time to improve the quality of my work.

I am proactive in my engagement in the lesson, asking and answering questions when appropriate and joining in discussion.

I demonstrate an expert attitude in response to staff instructions, including active listening.

I ensure that all homework tasks are completed on time, to the best standard that I can produce.

Each half-term, teaching staff will judge each student in their class on the Expert Learner Habit list above. This will then directly influence the end of half-term Attitude to Learning Review which is completed in Lesson 1.

RESPECT RESPECT RESPECT RESPECT RESPECT



Appendix 5

The Academy recognises that in certain circumstances the use of physical intervention or reasonable force may be necessary when **no other action** can ensure the safety and wellbeing of the pupil or others and the orderly running of the academy.
It is not to be regarded as part of the academy Behaviour for Learning system but as a measure of last resort when the calm, professional judgement of staff deems there to be a serious risk to pupils, staff or academy property.

In line with the Department for Education Guidelines:

Members of staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

The Academy supports the underpinning principles of the DfE Guidance that:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Acknowledgement of our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN)

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as

breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Staff Responsibilities and Procedures in the event of the use of Physical Intervention

- No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively
- No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place
- In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving
- Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear
- Before the use of physical intervention all other de-escalation techniques should be exhausted
- Academy staff must only ever use the **minimum** physical intervention necessary for the minimum amount of time
- Any physical contact made should not be deemed to be in an indecent area of the pupil's body

Following the Use of Physical Intervention

- All instances of physical intervention will be reported to the Head of School/Deputy Head of School and the DO for Safeguarding
- It is the responsibility of the member of staff to record the incident on CPOMS on the same day as the physical intervention and share their statement of events with the Head of School, their Deputy or other designated member of staff
- The Head of School or Deputy Head of School or other member of the Senior Leadership Team will contact parents/carers on the same day to inform them of the incident and why the use of physical intervention was deemed necessary

- Staff involved should have a follow up meeting and de-brief of the incident to ascertain the views of the staff member regarding the event and identify any actions and/or support required so they can return back to work. Consideration should be given to the care, welfare, safety and security of all
- Parents/carers who wish to complain to the academy following the use of physical intervention should be directed to the Complaints Policy and procedures
- Where a complaint is made an investigation will be made in line with the Academy Complaints Policy and Safeguarding and Child Protection Policy
- The Department for Education states that when a complaint is made the onus is on the person making the complaint to prove their allegations are true – it is not for the member of staff to show that they have acted reasonably

Considerations

Staff should be mindful that using physical intervention could lead to an investigation. This could potentially result in referral to the Local Authority Designated Officer (LADO) or the police where it is considered that the intervention was disproportionate or unjustified by the situation.

Unacceptable Physical Interventions and Restraints

Staff should only physically intervene in a manner which does not risk injury to the pupil.
Certain methods of physical intervention are NOT permitted under DfE Guidance:

- Staff MUST NOT restrain a pupil in any way around the neck at any time or around the chest for a prolonged time
- Staff MUST NOT place a pupil face down on the ground or with their face into a vertical surface
- Staff MUST NOT make physical intervention which involves contact with an intimate part of the pupil's body or causes them humiliation

In addition, Department for Education guidelines state that staff have the power to search pupils without consent:

Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers / vapes / e-cigarettes / other nicotine/tobacco-based products
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules however refusal to cooperate will result in parental contact and appropriate action to ensure the safety of all persons within the academy.

Should a search, conducted according to an appropriate and legitimate purpose *(As stated in the DfE guidance above)* uncover or discover any instrument or item contained within the 'prohibited or illegal item list' as identified by guidance provided by the Department for Education, the following actions may result:

- The item **will not** be returned to the student.
- The school will arrange for the **disposal** of the item - where appropriate and reasonable.

Should the item discovered be one which has, or could, be used to commit an offence or cause personal injury, be of a controlled nature, or any item of a sensitive disposition, the school will follow all statutory guidance in its retention and or disposal.

Should the item not fall under the requisite 'prohibited illegal item list' but instead be one which possession by students would be considered to be a contravention of school policy, the school retains the right to the confiscation and/or disposal of said item, subject to the appropriate statutory instruction predicated on the reasonableness of such a decision.

In deciding whether disposal is reasonable, the school will acknowledge the following:

- The value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.