



St. Edward's Church of England Academy

Behaviour and Achievement Policy

**Approved by Trustees:
Last reviewed in: July 2024
Next review due by: July 2025
Statutory Policy**



St Edward's
Church of England
Academy

The Vision for Education at our Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

...we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

***"Be strong and courageous.
Do not
be afraid; do not be
discouraged for
the Lord your God will be with
you wherever you go."***

Deuteronomy 31:6



***"I no longer call you
Followers. Instead I call
you friends."***

John 15:15

"Show proper respect to everyone"

1 Peter 2:17



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Policy Vision & Values

Behaviour Vision

At the heart of our vision for behaviour is a commitment to creating a nurturing and inclusive environment, where our restorative approach enables pupils to flourish. We believe that by cultivating a culture that prioritises these principles, we can empower pupils, foster positive relationships, and promote personal development. Our 10:10 Christian vision is rooted in the understanding that every pupil can **“live life in all its fullness”** and is underpinned by our values of **“Respect, Courage, Hope and Friendship”**. Managing behaviour at St. Edward's Church of England Academy is seen as an opportunity for learning, growth, and restoration.

As a Rights Respecting School, our aim is to create respect for one another in a Christian, caring and equal society. Promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment, which is vital to effective teaching and learning.

A successful Behaviour and Achievement Policy requires the commitment and **consistency of all staff** to ensure that pupils know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as fundamental requirements. Learners should be treated fairly and consistently and all should uphold the ethos and values of our Academy.

Aims

- Support effective teaching and learning
- Foster mutual respect
- Prepare learners for the next phase of their education, and beyond
- Create consistency of expectations, consequences and sanctions (these are to be communicated clearly)
- Challenge behaviour that falls short of our expectations and values in an appropriate manner
- Promote the ethos and values of our Academy and the teachings of Jesus Christ

We want our policy to:

- Encourage, recognise and reward positive behaviour and achievements
- Create a safe learning environment
- Give clarity of expectations to staff, pupils, parents/carers and stakeholders
- Give a clear understanding of staff roles in managing behaviour



Quality of Education

Promoting positive behaviour and full attendance enables a high quality of education to be achieved. A well-designed, sequenced and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is adapted, and teaching styles and approaches accommodate all levels of ability.

Principles

- Staff use the most appropriate method of teaching, adapting it to meet pupils' needs, drawing on pupils' experiences and valuing their contributions
- Pupils are welcomed into a classroom where clear routines are established, and high standards expected of all
- Explicit and regular praise is used for all types of achievement

As a Rights Respecting School, we recognise the importance of ensuring our Academy curriculum will be used to teach and promote the spiritual, moral, cultural, personal, social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide pupils with opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress. Key Stage Leaders, RE Faculty Leader, Wider School Curriculum Leader and the Senior Leadership Team, will support this curriculum through themed assemblies and resources for use during Collective Worship that will also cover: recognising diversity and celebrating equality, bullying, Substance misuse, careers and enterprise skills, finance, emotional health, healthy lifestyle and online safety.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Behaviour in School Guidance 2024

In addition, this policy is also based on:

- Special Educational Needs and Disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils



- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Roles and responsibilities

(see Appendix 1 for further information on Home, School and Pupil Commitment)

Trustees are responsible for:

- Reviewing this policy in conjunction with the Principal
- Monitoring the policy's effectiveness, holding the Principal and Senior Leaders to account for its implementation

Principal is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff are responsible for:

- Implementing consistency through the Behaviour and Achievement Policy
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and issuing relevant sanctions
- Upholding the Academy's vision and values of **Respect, Courage, Hope and Friendship**

Middle Leaders and Senior Leaders will support staff in responding to behaviour incidents

Form Teachers are responsible for:

- Discussing pastoral issues
- Checking uniform and equipment
- Encouraging and motivating their tutor group
- Being actively involved in monitoring attendance and behaviour
- Being the first point of contact for pupils and parents/carers
- Daily check-ins with those pupils on a Learning Report Card
- Being the 'go to' person and the first point of call when there is a problem



- Dealing with minor squabbles or friendship issues within the tutor group
- Organising an end of term reward activity
- Attending parent meetings with the Key Stage Leader/SEND/SLT, where needed
- Being aware of the relevant pastoral information for the pupils in their tutor group
- Delivering and supervising Collective Worship within the form group
- Meeting and greeting their tutor group in the morning to ensure a 'smart start'

Parents/Carers are responsible for:

- Supporting their child and the Academy to ensure that pupils adhere to the Academy's ethos and values
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the relevant teacher promptly and in a positive and constructive manner

Pupils

Pupils are expected to uphold the Academy's 10:10 vision and values of **Respect, Courage, Hope** and **Friendship** and in doing so will demonstrate the following:

<p style="text-align: center;">Respect</p> <ol style="list-style-type: none"> 1. Be respectful to all members of our school community and everything in it. 2. Respect others' opinions, belongings and personal space. 3. Use polite language and manners when talking with peers and staff and always tell the truth. 	<p style="text-align: center;">Hope</p> <ol style="list-style-type: none"> 1. Believe in your potential and your ability to achieve 2. Be positive and promote a hopeful outlook for each other every day. 3. Work hard and aspire to be the best that you can be.
<p style="text-align: center;">Courage</p> <ol style="list-style-type: none"> 1. Have courage to do the right thing and speak up, even when it is difficult. 2. Embrace opportunities and take risks in your learning. 3. Be resilient and persevere when you are faced with challenges. 	<p style="text-align: center;">Friendship</p> <ol style="list-style-type: none"> 1. Be a good friend by listening, offering help, and showing empathy. 2. Create inclusive and supportive relationships with your peers. 3. Celebrate diversity and appreciate the unique qualities of each individual in our school.



Definitions of Inappropriate Behaviour

Type	Points	Description	Sanction	Communication
B1	0	Uniform Concern	Immediate Behaviour Conversation (where applicable)	N/A
		Equipment Concern		
		No Homework		
		Late to Lesson		
		Late to School		
		Missed Restorative Conversation		
		Information Only		
B2	-3	Lack of Respect for Others	Restorative Conversation - Breaktime / Lunchtime / End of the day	Text Home
		Lack of Respect for Equipment		
		Lack of Work		
		Lack of Focus		
		Overly Physical Behaviour		
		Persistent Lateness to Lesson (3+)		
		Persistent Lateness to School (3+)		
B3	-5	Persistent Lack of Respect for Others	Restorative Conversation - Breaktime / Lunchtime / End of the day	Text Home
		Persistent Lack of Respect for Equipment		
		Persistent Lack of Work		
		Low Level Disruption to Learning		
		Failure to Follow Instructions		
		Persistent Uniform or Equipment Issue		
		Persistent Overly Physical Behaviour		
		Persistent Lateness to lessons (6+)		
Persistent Lateness to School (6+)				
B4	-10	Missed Restorative Conversation (x3)	Removal from lesson + 45minute Afterschool Reflection	Phone call
		Breach of Academy Ethos and Values		
		Bringing the Academy into Disrepute		
		Persistent Disruption to Learning		
		Mobile Phone Incident (minor)		
		Persistent Lateness (9+)		
		Sexualised Behaviour		
		Theft (minor)		
		Racist Incident / Behaviour (isolated incident)		
		Homophobic Incident / Behaviour (isolated incident)		
		Transphobic Incident / Behaviour (isolated incident)		
		Sexist Incident / Behaviour (isolated incident)		
		Discriminatory Behaviour (isolated incident)		
		Persistent Failure to Follow Instructions		
B5	-20	Theft (serious)	Removal from lesson + Afterschool Reflection + Community Room	Phone call
		Vandalism (serious)		
		Malicious Allegations towards Staff / Pupil		



		Repeated Breaches of Academy Ethos and Values		
		Fighting / Aggressive / Intimidating Behaviour to Pupils		
		Mobile Phone Incident (serious)		
		Internal Truancy		
		Left the Lesson without Permission		
B5	-25	External Truancy	Removal from lesson + afterschool reflection + Community Room. A greater sanction may be implemented i.e. Suspension if necessary	Phone call
		Racist Behaviour		
		Vaping/Smoking		
		Aggressive / Intimidating Behaviour towards staff		
		Homophobic Behaviour		
		Transphobic Behaviour		
		Sexist Behaviour		
		Discriminatory Behaviour		
		Possession of Prohibited Item*		
		Bullying		

**Possession of any prohibited items include: Knives or weapons, alcohol, illegal substance, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of the Academy or any person (including the pupil).*

Confiscation of items

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and parent(s)/carer(s) (in the event that the confiscated item is illegal, the Police will be contacted to collect it from the Academy). We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents, if appropriate, after discussion with senior leaders. Searching and screening pupils is conducted in line with the DfE's guidance on 'Searching, Screening and Confiscation'.

"School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case." Behaviour in Schools Guidance, 2024, P.22



Internal Truancy

Where pupils fail to attend their lessons, the following stages will be followed in an attempt to reintegrate pupils back in to their lesson:

Stage 1	Pastoral Team / SLT speaks to the pupil
Stage 2	Pastoral Team / SLT to call parents to speak to the pupil
Stage 3	Pastoral Team / SLT to invite parents in to school to speak to the pupil
Stage 4	Suspension

Sanctions for Negative Behaviour

Time	Outcome
Collective Worship / Lesson 1	Breaktime restorative conversation
Lesson 2 / 3	Lunchtime restorative conversation
Lesson 4 / 5	End of the day restorative conversation
9+ Behaviour Points in a day	45minute afterschool reflection
Missed Afterschool Reflection	Community Room - Collective Worship, Lesson 1 & Breaktime
15+ Behaviour Points in a day	Afterschool Reflection + Community Room CW, L1 & Breaktime
18+ Behaviour Points in a day	Afterschool Reflection + Community Room CW, L1, Breaktime, L2, L3 & Lunchtime
25+ Behaviour Points in a day	Afterschool Reflection + Community Room (full day)

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Expecting work to be completed at home, breaktime or lunchtime
- Reflection at breaktime, lunchtime or after school
- Referring the pupil to a more senior member of staff e.g. Faculty Leader or a member of the Senior Leadership Team
- Removal from lessons
- Letters or phone calls home to parent(s)/carer(s)
- Academy and parent(s) / carer(s) meeting
- Placing a pupil on an LRC (Learning Report Card)
- A Pastoral Support Plan
- Removal from reward activities / trips
- Community Room/Internal Exclusion
- Suspension
- Pupil Disciplinary Committee (PDC) – (A meeting with Trustees and relevant Academy staff)



After School Reflection

Reflections outside of school hours should not be issued where it is known that doing so may compromise a child's safety. Moreover, pupils with known caring responsibilities should only be issued with such a reflection if doing so would not impinge on these responsibilities.

The Academy will inform parents/carers of an after-school reflection with 24 hours' notice so that arrangements can be made for the child to return home safely. However, in some circumstances, notice is not required, and the parent/carer will be expected to make suitable arrangements for their child to be collected.

Please note that parental consent is not required as outlined in the following DfE guidance:

Teachers have authority to issue detention to pupils, including same-day detentions."

Behaviour in Schools Guidance, 2024, P.20

And that "Schools do not have to give notice to parents for after-school detention"

Behaviour in Schools: Sanction and Exclusions

After school reflections last for one hour and are held between 3.15pm and 4.00pm in the Community Room and will be supervised at all times.

Non-attendance or poor behaviour in an after-school reflection will result in the pupil being in internal exclusion on the Community Room, the following morning. Or, their time will be extended in the Community Room if they have already been issued this sanction.

Internal Exclusion (Community Room)

Pupils who accumulate a number of behaviour incidents in a day, or have a serious behaviour incident recorded, will be given a fixed period of time in the Community Room. During this time, they will be removed from lessons to work in the Community Room, where work will be set from subject teachers to ensure pupils continue with their learning. There will also be opportunity for pupils and the staff member to discuss their behaviour.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;*
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and*
- c) to allow the pupil to regain calm in a safe space.*

Behaviour in Schools Guidance, 2024, P.23



Positive Physical Support

In ensuring that pupils and the environment are safe there may be rare circumstances, where an identified member staff may need to use Positive Physical Support.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Behaviour in Schools Guidance, 2024, P.21

Our approach to positive and inappropriate behaviour:

- We will promote our values of **Respect, Courage, Hope** and **Friendship**, and encourage our pupils to '**live life in all its fullness**' and be **10:10** individuals.
- The use of praise and rewards will be used to encourage pupils to have a positive 'Attitude to Learning' (ATL)
- Clear rewards and sanctions will be consistently applied
- Subject staff will record ATL at each Assessment Point using the 5 to 1 scale, where: 5=Outstanding (10:10 pupil), 4=Good, 3=Satisfactory, 2=Needs to Improve, 1=poor. This will be included on pupils' termly reports to parents/carers.
- All staff will record all incidents of positive and negative behaviour as outlined in this policy
- Pupils will be rewarded for consistent positive behaviour and attendance. Rewards include: certificates, subject prizes, other special recognition, eligibility for the end of year/term activities and trips and fortnightly 10:10 time
- We will communicate achievements and sanctions via Texts/Letters/Phone calls home/Parental meetings, as appropriate
- We will seek support and involvement from external agencies i.e. PCSO, behaviour mentors etc., as appropriate
- Where a pupil has been removed from a lesson due to their behaviour, they will be placed in the Community Room for the remainder of the lesson and a phone call home will be made
- Pupils who display more serious behaviour may be placed in the Community Room or may be suspended from the Academy for a fixed number of days



Responding to the behaviour of pupils with possible safeguarding needs

St Edward's Church of England Academy will consider whether behaviour gives cause to suspect that a pupil(s) is suffering or is likely to suffer harm. Where this may be the case as set out in **Part 1 of Keeping Children Safe in Education**, Academy staff will follow the school's safeguarding policy and speak to the designated safeguarding lead, or deputy. We will consider if pastoral support, an early help intervention or a referral to external agencies is needed.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability

We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgment on individual facts of the situation.

We will consider whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the **Equality Act 2010 and School's Guidance**. We will also consider whether any reasonable adjustments have been made to the sanction in response to any disability the pupil may have. It is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

The Academy's Special Educational Needs Co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Restorative Practice

When a sanction has been applied, our staff are committed to resolving any issues swiftly and effectively with the pupil(s), this takes the form of a restorative conversation or meeting. During this time the pupil(s) will: discuss their behaviour, acknowledge their wrongdoing and take steps to ensure a positive return to the school community.

Restorative practice provides a framework for addressing behaviour and repairing harm in a constructive manner. Our vision embraces restorative practices as a way to foster accountability, empathy, and growth. We seek to create restorative spaces where



students feel safe to express their feelings, be heard, and engage in meaningful dialogue. All members of the school community actively participate in restorative processes. These practices enable students to reflect on their actions, take responsibility for their behaviour, make amends, and learn from their mistakes.

Definitions of Positive Behaviour

Category	Points	Achievement Type	Action
Respect	+10	1. Be respectful to all members of our school community and everything in it.	Text Home
		2. Respect others' opinions, belongings and personal space.	
		3. Use polite language and manners when talking with peers and staff and always tell the truth.	
Hope	+10	1. Believe in your potential and your ability to achieve	Text Home
		2. Be positive and promote a hopeful outlook for each other every day.	
		3. Work hard and aspire to be the best that you can be.	
Courage	+10	1. Have courage to do the right thing and speak up, even when it is difficult.	Text Home
		2. Embrace opportunities and take risks in your learning.	
		3. Be resilient and persevere when you are faced with challenges.	
Friendship	+10	1. Be a good friend by listening, offering help, and showing empathy.	Text Home
		2. Create inclusive and supportive relationships with your peers.	
		3. Celebrate diversity and appreciate the unique qualities of each individual in our school.	
10:10 Achievement	+20	100% Attendance Term	Commendation Letter + Mention in Whole School Celebration Assembly
		10:10 Award (Principal's Commendation)	
		Representing the Academy	
		Charity Work	
		Respect Award	
		Hope Award	
		Courage Award	
Friendship Award			



Rewards for Positive Behaviour

Value	Criteria	Reward	Action
Hope	250 points for each of the Academy Values	Vision & Values certificate +1 Reward. Examples of rewards: 1-week Early lunch pass A free snack item at breaktime Hot drink and biscuits	Commendation letter from Pastoral Leader for each Value Achieved. Mention in whole school celebration assembly
Friendship			
Courage			
Respect			
10:10 Award	All Awards above	Certificate, 10:10 badge and a book voucher	Commendation letter from the principal and mention in whole school assembly. Invitation to Awards Evening

End of Term Activities

In order to qualify for these reward activities, pupils need to meet the following criteria:

1. A good 'Attitude to Learning'
2. Have +250 Conduct Points for each end of term activity

The Academy reserves the right to remove pupils from trips on the grounds of health and safety, poor behaviour and/or attendance.

Ensuring consistency of implementation

- Classroom teachers to maintain a consistent approach to classroom management
- All staff support to deliver consistency outside of lessons e.g. yards and corridors
- Data tracking by the pastoral team
- Calm environment in and around the Academy supported by all staff
- 'Praise and Rewards' are a standing item in faculty/departmental meetings
- All stakeholders are clear of what is expected of them
- Uniform checks by all staff
- Monitoring by Middle Leaders / Senior Leaders / Trustees

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or on the way to or from school. Where pupils display poor behaviour outside of the Academy and which brings the Academy into disrepute, this Behaviour and Achievement Policy will be implemented.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discuss the matter with the parent/carer and the pupil in accordance with this policy.



Please refer to our Safeguarding and Allegations of Abuse Against Staff policies for more information on responding to allegations of abuse.

Uniform - Please refer to our uniform policy for full details.

As an Academy we place a high importance on the appearance of our pupils and we would ask that you refer to the Academy website for full details on our Academy uniform and remind you that our uniform policy states:

Pupils who do not comply with uniform rules may be removed from lessons and break/lunchtime reflections issued. There may be exceptional circumstances where a pupil is unable to wear the correct uniform e.g. lost or broken shoes. In such cases parents/carers should contact the Academy and speak to the Key Stage Leader or write a note indicating what the problem is and when this can be rectified. A uniform pass to allow a temporary exception to uniform requirements may then be issued at the Academy's discretion.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages and engages pupils
- Display the Academy's values and ethos along with other guidelines that are designed to support pupils and staff in establishing a calm and purposeful learning atmosphere
- Check uniform and equipment on entry
- Develop a positive relationship with pupils, which includes:
 - Following the Academy's 'In and out of School Consistency' are we keeping all these rules? Thought we were
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day/lesson positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Sharing good practice and ideas



On Call Process

Outstanding	-Subject teacher to record a commendation. This is only awarded for outstanding attitude.
Good	-Pupils should aim to achieve at a least a good in all lessons. -Subject teacher may wish to record a commendation.
1st WARNING – Behaviour Reminder	
Satisfactory	-Gentle reminder regarding expectations.
2nd WARNING – Verbal Warning	
Satisfactory (B2)	-A reminder given regarding the pupil's behaviour and/or effort. -A B2 Behaviour Incident is logged. -A restorative conversation is held at break, lunch or at the end of the day. -Behaviour text sent home.
3 WARNINGS	
Needs to Improve (B3)	- Subject Teacher (On Call could be used if needed) to discuss behaviour with the pupil and explain that further issues will result in a removal from the lesson. - Subject Teacher to record as a B3 Behaviour Incident . -A restorative conversation is held at break, lunch or at the end of the day. -Behaviour text sent home. Subject Teacher may also wish to call home.
SERIOUS OR FURTHER ISSUES = Pupil Removal	
Inadequate (B4)	-Further issues despite warning already been given. -Pupil is removed from the lesson and placed in The Community Room for the remainder of the lesson, or longer depending on the severity on the incident. - Subject Teacher to record as a B4 Behaviour Incident - IM/KSL to contact home to inform parents / carers. Subject Teacher may also wish to be involved in the call. -A 40-minute afterschool reflection issued.

Attitude to Learning Descriptors

ATL Descriptors
ATL 5 Outstanding (10:10 Pupil)
<ul style="list-style-type: none"> • Is actively engaged, eagerly contributes, fully focussed and proudly presents their work • Epitomises our Academy values of Respect, Courage, Hope & Friendship • Aspires to give their best in all tasks and willingly undertakes extension tasks • A pupil who is leading life to the full and demonstrates a positive and progressive attitude to learning <p style="color: white;">In short, a pupil who is living life to the full. This is a 10:10 pupil!</p>
ATL 4 Good
<ul style="list-style-type: none"> • A pupil who demonstrates a good attitude to their learning, who is focussed on completing each task to their best of their ability and does not disrupt the learning of others • This pupil shows our Academy values in their rapport with staff and their peers throughout the lesson • A pupil who takes pride in their work and presentation of it
ATL 3 Satisfactory
<ul style="list-style-type: none"> • Although generally polite, there are occasions when the pupil may need a reminder about their behaviour • Although work is completed, it is not to the best of the pupil's ability or to the standard that the pupil is capable • On occasions, a pupil who could participate more fully in the lesson or try to work better with others
ATL 2 Need to Improve. A pupil who:
<ul style="list-style-type: none"> • Does not respond to the instructions of staff despite reminders • Who is making little or no effort to complete tasks or to do them to their best of their ability • Who is disrupting the learning of others despite reminders and/or continues to be disrespectful to staff, their peers and/or property/belongings
ATL 1 Poor
<ul style="list-style-type: none"> • A pupil who fails to make any improvement in their attitude to learning despite several warnings



Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Trustees every year. At each review, the policy will be approved by the Principal and Trustees.

Links with other policies

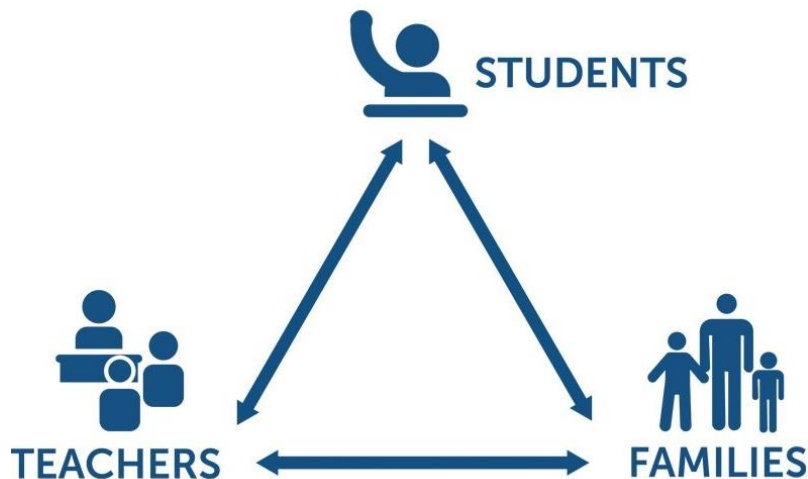
This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Uniform policy
- Attendance policy
- Mobile phone policy
- Allegations of Abuse Against Staff policy
- Positive Physical Support policy



Appendix 1:

Home, School, Pupil Commitment



The interconnected roles of families, students, and teachers are vital in education. We are all responsible for pupils' success in school, preparation for life, and ultimately, reaching their full potential.

The Home Commitment

Values:

- I/ We will read, understand, and support this behaviour policy including the Academy's vision, values, expectations, rules and sanctions.
- I/ We will encourage my child to adhere to the Academy's behaviour policy, while promoting its values of Respect, Courage, Hope and Friendship.
- I/ We will support the Academy's decision on sanctions issued and reinforce the importance of meeting the Academy's expectations and rules at home.
- I/ We will model, promote and support the development of the Academy values.
- I/ We will model respectful and appropriate behaviour in interactions with Academy staff and wider community.
- I/We will be inclusive, respect differences and celebrate our diversity.
- I/We will be proud to be a member/member of the Academy and its community and I/we will do everything I/we can to uphold its high standards of behaviour and conduct, promoting a positive school ethos and image both in the Academy and in the community.



Learning:

- I/We will work in collaboration and partnership with the Academy to ensure that my child can be the best they can possibly be so that they can 'live life in all its fullness'.
- I/ We will ensure that my child has the correct uniform and equipment, as outlined in the Academy's uniform policy.
- I/ We will support my child in completing their homework and schoolwork, recognising that engagement in academic activities contributes to positive behaviour.
- I/We will encourage my child to work hard and aspire to be the best that they can be.
- I/We will take an active interest in the development of my child.

Communication:

- I/ We will participate in parent-teacher phone calls, meetings, and other school activities to stay informed and involved in my child's behaviour in school.
- I/ We will maintain open communication with the Academy regarding my child's behaviour and cooperate with the Academy in addressing any behavioural issues.
- I/ We will inform the Academy of any changes in circumstances that may affect my child's behaviour.
- Where I/we have concerns we will raise them as soon as possible via the contact form on the Academy website and follow the policy in relation to complaints, if necessary
- I/We will use social media responsibly and will not post content online which is damaging to the Academy or any of its staff, students or parents.

The Academy Commitment

Values:

- We will promote our values of Respect, Courage, Hope and Friendship, and encourage our pupils to be 10:10 and 'live life in all its fullness'.
- We will be respectful to all members of our school community, treat them with dignity and build relationships rooted in mutual respect.
- We will listen, support and show empathy.
- We will keep each other safe.
- We will be proud of our Academy and uphold our high standards of behaviour and conduct, while promoting a positive image both in school and the wider community.



Learning:

- We will create an inclusive and supportive learning environment.
- We will do everything possible to ensure that all pupils stay focused on learning.
- We will celebrate diversity and appreciate the unique qualities of each individual in our school.
- We will provide inspiring and challenging learning experiences.
- We will challenge barriers to learning in all forms.
- We will believe in our pupils' potential and their ability to achieve.
- We will encourage our pupils to work hard and aspire them to be the best that they can be.

Communication:

- We will be clear about our Academy vision, values and expectations.
- We will acknowledge and celebrate achievements and effort.
- We will deal with issues communicated to us effectively, efficiently and expediently.
- We will use social media responsibly and will not post content online which is damaging to the Academy or any of its staff, students or parents.
- We will communicate any concerns related to behaviour or attendance and support students and parents to address any underlying issues.

The Pupil Commitment

Values:

- I will adhere to the Academy's values of Respect, Courage, Hope and Friendship.
- I will be 10:10 and 'live life in all its fullness'.
- I will be respectful to all members of our school community and everything in it.
- I will be positive and promote a hopeful outlook for myself and others every day.
- I will celebrate diversity and appreciate the unique qualities of each individual in our school.
- I will be proud of my school, and I will do everything I can to uphold its high standards of behaviour and conduct, promoting a positive ethos and image both in school and the wider community.

Learning:

- I will believe in my potential and my ability to achieve.
- I will stay focused in lessons, work hard and aspire to be the best that I can be.



- I will focus on my learning and behave well.
- I will be ready to learn. I will have the correct equipment; be correctly dressed; and have a good attitude to learning.
- I will attend school regularly and arrive to school and my lessons on time.
- I will be resilient and persevere when I am faced with challenges.
- I will embrace opportunities and take risks in my learning.
- I will accept responsibility for my own behaviour.

Communication:

- I will be respectful and polite to all members of my school community and remember to use my manners.
- I will have courage to do the right thing and speak up, even when it is difficult.
- I will talk to someone about anything, even if it feels small.
- I will ask for help when I need it.
- I will be a good friend by listening, offering help, and showing empathy.
- I will be honest and always tell the truth.