



Diocese of Norwich  
Education and  
Academies Trust



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# The Harleston Sancroft Academy

## Attitude to Learning Policy

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Approval Date:</b>	<b>20/03/2024</b>
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<b>Person Responsible:</b>	<b>Headteacher</b>

The Diocese of Norwich Education and Academies Trust/St Benet's Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

### **Aims:**

We believe that teaching students the skills of self-regulation, co-operation, respect, forgiveness (Colossians 3:13), humility and tolerance is an important part of the curriculum. Without these skills our academic objectives cannot be achieved. Furthermore, we believe that these are skills which can be learnt, particularly if we work together with parents/carers and students to achieve our goals. We work as part of a team. Mutual support, consistency and communication are essential components of this shared approach. We believe that everyone in school has the right to be treated as an individual and with respect and dignity (Genesis 1:26-28). Good relationships are vital to the successful working of a school. We value achievements of every kind – academic and non-academic – and we believe that everyone should have equal opportunity to achieve their potential. We also believe that young people respond well to high expectations. In our school we expect everyone to work hard and give their best. Our belief is that good behaviour and positive relationships will only result from a consistent application of the rules and routines.

The Attitude to Learning policy is rooted in our understanding of the Christian Values of Trust, Respect and Acceptance, enabling the community to experience 'Life In All Its Fullness'. It also emphasises the school vision that pastoral care ensures that every student is known individually and nurtured within our caring Christian community. The six fundamental values that underpin our school are : hope, perseverance, love, wisdom, respect and faith. These run as a thread throughout our approach to Attitudes to Learning.

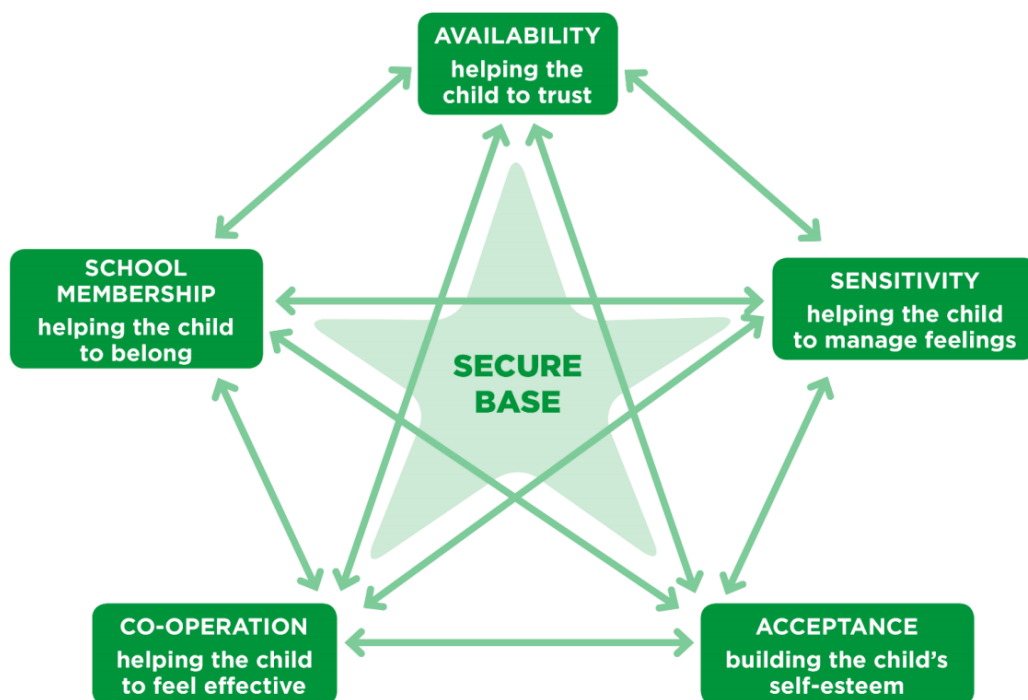
- We believe in the unique value of every individual in the eyes of God
- We believe that teachers must be allowed to teach
- We believe that students have the responsibility to learn and must allow others to learn
- We believe that restorative justice should underpin our disciplinary procedures
- We believe in the secure base model\* and that all students should have opportunities to build resilience and move towards greater security
- We believe that Christian forgiveness is at the core of our behaviour policy
- We believe that our school is a unique Christian Community and part of the wider Christian Church
- We believe that children's behaviour can change and that given the opportunity, every child can be successful
- We believe in promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect

- We believe in promoting a culture of positive praise and encouragement in which all pupils can flourish and grow
- We believe in being aware of each child's needs and their individual circumstances, to help us to act in the fairest way
- We believe in providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- We believe in developing positive relationships with our pupils, parents and community; making everybody feel valued
- We believe in teaching children to respect the rules and the authority of the academy and the community

Our AtL policy is deeply rooted in 'The Secure Base Model', which is the framework for promoting positive, secure base relationships between adults and children. Following our work with Dr Mary Beek from the UEA we have built on our existing positive framework for therapeutic caregiving, which helps give children and young people opportunities to build resilience and move towards greater security. The model considers how relationships between adults and young people can enable the individual to develop competence in the outside world. For more information regarding the secure base model including feedback from our students please [click here](#)

## The Secure Base model for schools

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### Primary Phase

## Positive Behaviour Management Strategies

Our Attitude to Learning Policy in the Primary Phase is a positive approach to ensure effective behaviour management. In all areas of school life, we encourage, reward, praise, celebrate, build self-esteem and self-confidence. We believe this is the key to good behaviour, good learning attitudes and to success in life. High standards should be expected and required, always. We expect all adults who work at Harleston Sancroft Academy to support this approach. We support positive behaviour and a positive learning environment by:-

- having a strong set of school values that all children and staff follow
- creating a stimulating classroom
- praising positive behaviour
- a fair, consistent approach to behaviour which is adopted by all staff at Harleston Sancroft Academy within the Primary Phase
- all staff following agreed codes of behaviour
- all children having a broad and balanced curriculum that is well planned and ensures that is pitched at the correct level of learning
- constructive whole school planning for Life Skills
- leading by example, modelling expected behaviour
- having respect for every child as an individual, making every child feel valued
- having a positive and consistent approach to free time in school hours

As staff we use a variety of strategies to encourage positive behaviour, underpinned by the Secure Base model; the HSA Values are at the centre of these. The strategies include:

- verbal feedback
- Informing parents of successes
- Immediate verbal praise
- showing and telling good news to each other and about each other
- non-verbal signs e.g. thumbs up, smile
- written comments on pupils' work
- displaying work around the school and through achievement 'Collective Worship' for parents and the community
- showing and sharing pupils' work in a group or as a class
- sharing achievements with other staff
- phone calls to parents or carers
- weekly and termly certificate 'Collective Worship' celebrating the demonstration of school HSA values 'Good to be Green' end of half term rewards
- class rewards
- Green Card awards

## Class Dojos

A strategy that will be used is Class Dojos. Dojos will be linked directly to the school values. Children can be rewarded with a Dojos when any member of staff 'catch them' upholding one of the Harleston Sancroft Academy values. This will send a direct notification to parents who have signed up to alert them to their child's positive behaviour. Staff will share aspects of children's learning on their Dojo page or a child's portfolio, again strengthening the positive links between home and school. When any child reaches a Dojo milestone they are rewarded with a certificate and the child's photo goes on the values board. The certificates are awarded at: 50 - Bronze, 100

- Silver, 150 - Gold, 200 - Platinum. The EYFS Teachers will be using the same strategies in class, however they will be using 'Tapestry'.

### **Traffic Light System**

Every pupil starts each day on 'Green'; all pupils aim to have a green day because 'It is Good to be Green!'. The Behaviour Chart will be displayed in each classroom, for each pupil. Pupils will have a green day if they follow the HSA Values, but not meeting the expectations set out in our HSA values may lead to consequences. Staff praise children who demonstrate the HSA values. However, if the behaviour continues to deteriorate, the child is given a clear reason when moving to the next stage, for example, "One of our school values is to show respect, but you are continually interrupting our learning, so I will give you a verbal warning".

These are the procedures that need to be followed in order (more information on the sanction procedure is in the next section):

- Verbal warning
- Turn the Green Card over to the white card
- Change the card to an orange card
- Change the card to a red card
- Blue Card - seek support from SLT (See Serious Incident Section)

The procedures and steps for giving out sanctions will be discussed in the next section. Any card movement must be based around the HSA Values.

### **Sanctions Procedure**

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident. Children should be familiar with our sanctions and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required when deciding which step best reflects the most suitable sanction, given the behaviour displayed.

Depending on the nature of the offence this may include children going straight to a 'Blue Card' (refer to Serious Incidents section). However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If a child breaks the HSA Values:

Procedure Steps	Actions
<b>Step 1 (Class Teacher)</b> <b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>- Behaviour Management strategies</li> <li>- Quality First Teaching</li> <li>- Verbal Warning</li> <li>- Reminder of HSA Values</li> </ul>
<b>Step 2 (Class Teacher)</b> <b>White Card</b> <b>Final Warning</b>	Use the phrase 'I have now changed your card to white because.....This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible

	<p>consequences of continuing with the behaviour.</p> <ul style="list-style-type: none"> <li>- Turn the Green Card over to a White Card</li> <li>- Reminder of HSA Values</li> <li>- Quality First Teaching</li> <li>- Use of TA support if available</li> </ul>
<b>NO MORE WARNINGS FROM NOW ON - ACTION TAKEN</b>	
<p><b>Step 3 (Class Teacher)</b>  <b>Orange Card</b></p> <p><b>If the behaviour improves, return to the normal seat. If behaviour worsens or if the child refuses, move to 4.</b></p>	<ul style="list-style-type: none"> <li>- Child sent to sit on their own in the classroom if appropriate</li> <li>- Change the card to an Orange Card</li> <li>- Ensure the child understands that they can change their behaviour and go back to 'Green'. The child must understand that once on a 'Red Card' they will be on that for the rest of the day.</li> <li>- However, if behaviour improves the child goes back to 'Green'.</li> </ul>
<p><b>Step 4 (Class Teacher/Pastoral Support Worker/SENCO)</b>  <b>Red Card</b></p> <p><b>If behaviour improves, the child stays in class. Strategies implemented to support positive behaviour.</b>  <b>If not or if the child refuses, move to 5.</b></p>	<ul style="list-style-type: none"> <li>- Change the card to a Red Card</li> <li>- Loss of free time (10 mins KS1 and 15 mins KS2) at next available time - Talk through behaviour with the child during free time.</li> <li>- Reminder about HSA Values</li> <li>- Ensure the child understands the consequences if their behaviour does not improve.</li> <li>- Support from Pastoral Support Worker/Assistant Headteacher - Inclusion- Child can be taken out of class for a short 'time out' period to discuss/unpick behaviour if needed. Role of the Pastoral Support Worker is to support the child to improve their behaviour with the goal of going back into class. Pastoral Support Worker can spend time in class with the child too.</li> <li>- Class Teacher to inform parents that they have ended the day on a 'Red Card'</li> <li>- Class Teacher to record</li> </ul>

	<p>'Red Card' on the Behaviour Incident Log - Assistant Headteacher to add an action on the HSA Behaviour Log.</p>
<p><b>Step 5 (Pastoral Support Worker/Assistant Headteacher – Inclusion /SENCO) Blue Card</b></p> <p><b>If behaviour improves, the child goes back to class, if appropriate. If not or if the child refuses, move to step 6.</b></p>	<ul style="list-style-type: none"> <li>- Child escorted by a member of staff, with work, to Behaviour Hub to work with the Pastoral Support Worker</li> <li>- Time out of class in the Behaviour Hub with the Pastoral Support Worker. The aim is for the child to go back into class, once they have demonstrated an improvement in behaviour.</li> <li>- Loss of free time with Assistant Headteacher.</li> <li>- Work with the child on reflection and unpicking behaviour</li> <li>- Up to 30 minutes working alone without causing disturbance</li> <li>- The Assistant Headteacher- Inclusion informed and contacts parents</li> <li>- Meeting with parents arranged - Class Teacher and Assistant Headteacher - Inclusion . - When a child goes back to class, the Pastoral Support Worker can support the child in class.</li> <li>- Recorded on the HSA Behaviour Incident Log as 'Blue Card' by Class Teacher if the child returns to class.</li> </ul>
<p><b>Step 6 (Head of School / Headteacher) Internal Suspension</b></p>	<ul style="list-style-type: none"> <li>- Serious Incident Form completed by all staff involved in the incident and given to the Head of School. Decision on Internal suspension made by Head of School. Incident logged on Serious Incident Log.</li> <li>- Behaviour Plan/Risk Assessment implemented at this stage</li> <li>- Referrals to outside agencies if appropriate</li> </ul>
<p><b>Step 7 (Head of School/ Headteacher) Suspension</b></p>	<ul style="list-style-type: none"> <li>- See Suspensions and Expulsion section of the policy for guidance</li> </ul>

### Behaviour Interventions

Sometimes some children may be given an 'Red Card' or 'Blue Card' on more than one occasion. Ensuring that the Primary Phase Behaviour Log is updated regularly is so important, so that the Assistant Headteacher -Inclusion can have an overview of any children who need further support. For each incident that is recorded, the Assistant Headteacher – Inclusion will complete a follow up action. For children that have regularly received 'Red Cards' or 'Blue Cards' of the sanctions procedure, further action is required. This will be a collaborative approach with parents and school (Class Teacher, Assistant Headteacher - Inclusion, SENCO, or Pastoral Support Worker). In the first instance, a behaviour plan and risk assessment will be implemented and reviewed regularly.

In the Primary Phase our behaviour plans/risk assessments will focus upon encouraging and reinforcing desirable behaviour. The plan will be reviewed, with the parents, at least every half term. It is the Class Teacher's responsibility to ensure all teachers, teaching assistants and Midday Supervisors are made aware of any behaviour plan which is in place to ensure a unified approach and consistent handling. Information relating to a behaviour plan must be treated as confidential. Any supply staff working with classes will be made aware of behaviour plans for children within the group they are working. There are some of other actions that might be appropriate to support children who are struggling with behaviour, these will be different for each child:-

- Behaviour Report Card - In Key Stage 1 - a sticker chart may be more appropriate
- FSP (Family Support Process)
- Educational Psychologist
- PSP
- Other professional services such as Social Care, Virtual School or Paediatrician

### **Serious Incidents**

In some cases, a child's behaviour can be so serious that they go straight to a 'Blue Card'. These are 'Blue Card' behaviours. These behaviours include:-

- Seriously injuring another child deliberately
- Extremely violent behaviour / fighting;
- Vandalism
- Leaving the classroom without permission to an unknown location / running away
- Refusing to return to class within a specified time
- Bullying, including cyberbullying, prejudiced-based and discriminatory bullying

These incidents are fully investigated and dealt with by a member of the SLT and will be recorded on the HSA behaviour log on Arbor. There will be loss of free time with the Assistant Headteacher – Inclusion. Where the incident is found to be of a critical nature, it is handed on to the Head of School/Headteacher. As previously, when a 'Blue Card' is issued parents are informed. Any racist or homophobic incidents are investigated. All racist and homophobic incidents are reported to the governors and recorded in the governing body meeting minutes.

### **Lunchtime**

Where possible, incidents at lunchtime need to be dealt with by the Midday Supervisors and SLT on duty on the playground. The children follow the Harleston Values at all times. If there is a minor incident on the playground, the child(ren) involved may need a 'time out', with an adult, so that they can calm down before joining their peers again. When a 'Blue Card' incident occurs, pupils are sent to the Behaviour Hub to discuss the incident, with the Pastoral Support Worker,



and are sometimes sent as a consequence for their actions where they are given the opportunity to calm down and reflect on what went wrong and how they might have acted differently. Sending a child to the Behaviour Hub is the decision of an SLT member on duty. Dealing with a minor incident is the responsibility of the Midday Supervisors and the members of the leadership team on duty. It is the responsibility of Midday Supervisors to give feedback to Class Teachers on any incident which may impact on a pupil's behaviour or learning. The Class Teacher is informed of this daily and it may result in the pupil receiving a change on the traffic light system. Class Teachers make the decision to change cards.

If a pupil is sent to the Behaviour Hub on three different occasions over a half term for serious incidents, such as aggressive behaviour, they will spend their lunchtime with a member of the Leadership Team. If this consequence is ineffective, parents may be informed that their child is excluded from lunchtimes for a fixed period.

### **Inclusion**

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. If there are children in school with a Special Educational Need, the use of this policy will be adapted if professionals feel that this is necessary. This will be done in partnership with the Assistant Headteacher - Inclusion, Class Teachers and parents. We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy.

### **Confiscation**

Staff have the right to ask pupils to disclose items in their possession and confiscate any they reasonably believe will be detrimental to good behaviour. Items will be returned to the pupil or their parent/carer or a third party as appropriate at the end of the school day. In some cases, e.g. possession of weapons, drugs, the school will hand the item to the police.

### **Physical Restraint**

In line with the government's policy on the use of reasonable force and physical restraint in schools, it is sometimes necessary for staff to use reasonable force to restrain pupils. These circumstances are listed: a child causing disorder; a child hurting themselves or others; a child damaging property;

Incidents of physical restraint must:

Always be used as a last resort;

be applied using the minimum amount of force and for the minimum amount of time possible;

be used in a way that maintains the safety and dignity of all concerned;

never be used as a form of punishment;

and be recorded and reported to parents.

### **Suspensions and Expulsions:**

Suspensions and Expulsions will always remain the most serious sanction in the school and be delivered in line with statutory guidance through the DfE policy titled: Suspension and Expulsion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022). These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a suspension or Expulsion and be a last resort, where there is no alternative that would benefit the child.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

If the Headteacher suspends a pupil, the parents are informed immediately, giving reasons for the suspension. At the same time, the Headteacher informs the parents that they can, if they wish, appeal against the decision to the governing body. The Headteacher informs the Trust, the LA and the Governing Body about any Expulsion, and about any suspensions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher. If the child has a social worker, they will also be informed too.

Following a suspension, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting the reintegration form will be completed, the incidents that lead to the suspension will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation. Where suspensions are becoming a regular occurrence for a pupil, the school will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

#### **Monitoring:**

The Head of School, Headteacher and Assistant Headteacher - Inclusion will monitor the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

### **Sancroft Secondary Phase - The Sancroft Way**

Our secondary phase behaviour policy is rooted in Christian principles, aiming to provide a secure base for students while promoting life in all its fullness (John 10:10). We seek to create an environment that fosters emotional safety, character development, and holistic growth, enabling students to flourish academically, socially and spiritually.

## **Objectives:**

- To promote good attitudes to learning and encourage achievement
  - To support students in learning and developing self discipline and regulation
- To enable effective learning and teaching
- To create a safe and secure environment for all students and staff
  - To teach students to understand, accept and respect differences in individuals
  - To promote development of the fruit of the Spirit (Galatians 5:22-23) for students to flourish in their relationships, academic pursuit and personal development
  - To provide a framework for rewarding students within which there are clear and consistently applied whole school approaches
  - All members of staff are responsible for their response to the attitude to learning and discipline of students in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. Specifically, our aim is to promote:
    1. consistent calmness
    2. relentless routines
    3. correcting with dignity, grace and respect
    4. following up, repairing and restoring relationships
    5. paying attention to best conduct
- 
- In dealing with matters of discipline or unacceptable attitude to learning, staff should act justly and fairly and be seen to do so.
  - Establish a relationship of positivity, security and respect with students.
  - Deal promptly and personally in matters of discipline.
  - To support the promotion of a positive ethos in the school, staff will use rewards and sanctions.
  - Every lesson should incorporate praise and encouragement of students.

## **Our behaviour policy in the secondary phase has three main elements:**

1. Attitude to learning expectations
2. Rewards/Praise
3. Consequences

### **1. Attitude to learning expectations**

It is vitally important that we establish a 'climate of expectation', which students know we will adhere to. This climate must include clear directions concerning attitude to learning, before, during and after lessons; the establishing of routines and a clear awareness of what is expected of students. Only by doing this will we create the right atmosphere conducive to our school vision of 'life in all its fullness'. What we must achieve is a consistent approach, which gives students a structured framework. All students should follow these procedures as dictated by every member of staff.

### **Expectations of Students:**

Students are to adhere to the Secondary Phase 'Sancroft' A Game expectations of:

- Attendance – Students attend school/lessons on time and adhere to the Attendance Policy.
- Appearance – Students adhere to the Uniform Policy.
- Attitude – Students are to be respectful, responsible and ready at all times.

If students get the first three parts of the 'Sancroft A Game' correct then we are confident that the remaining part of the framework will be achieved:

- Aspiration – A learning environment that promotes the school vision
- Attainment – A learning environment that allows all students within it to fulfil their academic potential and experience 'Life in All its Fullness'.

## **2. Rewards/Praise**

We believe everyone should have equal access to rewards in our school. Staff are encouraged to use a range of rewards to promote good behaviour and achievement. As a staff, we are all committed to creating a reward-centred environment in which all teachers are encouraged to give frequent, positive recognition and rewards to students who genuinely deserve praise. The Reward/Praise system is designed to ensure that students can receive instant recognition in the first instance and subsequently, where appropriate, a more substantial reward. Where we make learning an exciting and rewarding experience, we will motivate and encourage our students to achieve. Recognition of students' achievement can take many forms:

- Non verbal signals e.g. smiling, thumbs up
- Verbal praise immediately/at the end of the lesson
- Displaying work e.g. Gallery of excellence/Hall of fame
- House points on Arbor
- Reward certificates (Pastoral & Curriculum)
- Star of the week - Form Tutor reward card
- Rewards' breakfasts
- Skip the queue & Free chips friday
- End of term reward trip(s)
- Referral to Head of Year
- Faculty/Curriculum reward postcards/letters/e-mails/phone calls
- Celebratory Hot Chocolate with the Headteacher
- Celebration assemblies

### **Our sanctions may include actions such as:**

- Verbal reminders
- Restorative conversations
- Withdrawal from social times (break/lunchtimes)
- Parental involvement
- Moving seats
- School detentions
- Community service
- Report cards (Positive, Form, Tutor, Head of Year, Assistant Headteacher, Head of School)
- Removal from lessons
- Inclusion/Reflection

- Fixed term exclusion

### **We use restorative conversations to support student reflection:**

When students make mistakes we respond with grace and forgiveness whilst teaching students the importance of accountability. Our goal is not only to correct behaviour but also to restore relationships and help students to learn from their errors. We encourage students to actively listen, seek to understand others' perspectives and demonstrate genuine care. There is an expectation that, following an incident which requires a student to be sanctioned by a member of staff, a restorative conversation will take place between staff and students and if applicable a restorative conference will be conducted with all parties involved. Where appropriate, a senior or middle leader can help to support this process. This will focus on repairing relationships to enable all parties to build and maintain positive relationships in the future with agreed outcomes.

Within a restorative conversation students should be given the opportunity to think about why the sanction was necessary and what changes they can make to ensure they do not make the same mistakes again. This opportunity for a targeted discussion takes seriously our belief that mistakes are learning opportunities. A restorative conversation should include the following aspects:

- i. The student(s) understand how they have fallen short of our school's expectations and why those expectations are in place.
- ii. The student takes responsibility for their choices and actions.
- iii. Meaningfully apologise for the offence and any hurt caused
- iv. Doing what is possible to put right the mistake (for example completing the missed work or community service)
- v. Developing a plan so the same mistakes are not repeated.
- vi. Restoration. A sense that the incident is being moved on from and that the relationship between teacher and student is secure. This type of reflection is properly restorative. While it can be emotionally challenging it is intended to ensure that students increasingly understand themselves and grow in maturity.

### **Community Service**

When students engage in activities which are considered anti-social and/or have the potential to damage the academy environment they will be set a period of community service. They will engage in activities of a suitable nature to meaningfully contribute back to our community.

We believe that 'active' sanctions can help to cultivate a sense of belonging and growth as students serve and understand their place in the Sancroft community (Matthew 20:28).

### **Withdrawal from social times (break/lunchtime)**

Poor behaviour may be responded to through students being withdrawn from breaks and lunches. For a period of time, set by the staff member, students will be in an appropriate space (e.g. canteen or Head of Year Hub) to provide an opportunity for students to engage in social discourse with staff who will act as positive role models.

### **The '10R' Room**

This is a multi-purpose room for students who have been removed from an individual lesson or removed from circulation for a fixed period of time (or returning from suspension). The 'R' room is a space where students are able to *Reflect, Reset, Repair, Restore, Regulate, Rebuild, Reconnect, Respect, Reconcile, Rectify*.

Students engage in high quality learning activities to follow the curriculum in the '10R' room. It is a resource rich environment which enables them to complete their learning to a high standard. Students will silently complete a variety of independently led activities set by their class teacher. Students removed from an individual lesson (P1-4) will receive a C3 (30 minute same day, lunchtime school detention). A 30 minute detention will be issued for the following lunchtime if this occurs during P5.

Where necessary, a strategy for reintegration will be put in place for any student before they go back into lessons so that appropriate support is put in place which aims to assist the student in not repeating the behaviour which led to being removed from class. This will include completing a reflection sheet, linked to the incident.

### Secondary Sanctions Procedure:

Arbor (MIS) Code	Procedure steps	Action/Consequence
<b>Warning</b>	Students are reminded of our school's expectations in a calm and consistent manner. This intervention is short, positive and precise	Low level intervention/Verbal reminder ( <i>this is <b>not</b> logged on Arbor</i> )
<b>C1</b>	<b>C1</b> - A positively framed clear choice (final reminder) is given to the student. If the behaviour continues a C2 will be issued.  A student may be given 'time out' to reflect away from other learners (where appropriate) at this stage to prevent further steps.	Behaviour incident is recorded on Arbor. More than one C1 in a day will lead to a C2 detention the following day, alerting the FT and HOY via Arbor.
<b>C2</b> (school detention)  <i>*A C2 may be issued for one off behavioural incidents which occur outside of the classroom, or pose a health and safety risk to themselves in a lesson, which would not necessarily lead to a lesson</i>	<b>C2</b> - Parents/Carers are alerted to the detention via Arbor  A member of staff will contact parents/carers if needed.  A student will be removed	30 minute same day lunchtime detention (or the following school day if the behaviour incident occurred after the end of P4)  Students may be placed on a two week HOY, subject or form tutor report card for

<p>removal e.g unsafe use of PE equipment.</p>	<p>to an alternative classroom (typically within the same department/Faculty) or the '10R' room for the remainder of the lesson. <i>The on call system can be used to facilitate this if necessary.</i></p> <p>Students will only return to circulation/lessons if they demonstrate an appropriate response and are ready to learn.</p>	<p>repeat C2 offences. Parents/Carers to be informed.</p>
<p><b>C3</b> (10R room)</p> <p>*A C3 can be issued for students who are required to spend the day in 10R, as part of inclusion, for significant/serious incidents inside or outside the classroom.</p> <p>Decision made by HOY/CL/FL/SLT</p> <p><b>C3 behaviours may include:</b> <u>Persistent (continuous)</u> disruption or defiance; swearing directly at a member of the school community; dangerous / anti-social behaviour; intimidating / aggressive / threatening behaviour towards a member of the school community; damage / vandalism; prejudice-related language; bullying / discrimination; misuse of social media / inappropriate recording; fighting / violence / rough play; smoking / vaping; truancy; sexual harassment / harmful</p>	<p><b>C3</b> - On occasions, a C3 intervention may be required. In these instances it is unsuitable and/or unsafe for the student to remain in a classroom or in circulation for the rest of the day.</p> <p>A student is collected by a member of staff on call and/or SLT and placed into 10R immediately for the rest of the day/s. Further days/time may be assigned pending investigation.</p> <p>Parents/Carers are contacted by the class teacher, Head of Year, Faculty leader, Curriculum leader, Head of School as appropriate.</p>	<p>Students who are issued with a C3 also complete an after school detention (ASD) at the next available opportunity (Monday / Wednesday).</p> <p>Failure to attend a Monday or Wednesday detention will result in a Head of School, Friday detention.</p> <p>Failure to attend the Friday detention, will result in a day in 10R and a repeat detention the following Friday.</p> <p>Students will be collected by a member of staff at the end of Period 5 on these days.</p>

<p>sexual behaviours; bringing the school in to disrepute; poor behaviour in 10R or ASD</p>		
<p><b>C4</b></p> <p>A C4 can be issued resulting in the student being suspended from school. Suspensions can be given for very significant incidents inside or outside of the classroom</p> <p>Suspension(s)</p> <p>Permanent Exclusion</p> <p>C4 behaviours may include: (Any persistent repeat behaviours from C3 list, or extreme versions of) <b><i>please note this is not an exhaustive list and is at the discretion of staff who will make a judgement, aligned to the school's vision and expectations.</i></b></p>	<p><b>C4</b> - On rare occasions a C4 may be given to students. In these instances it is not suitable for the student to remain in/attend school. A student should be collected by their parent/carer as soon as possible.</p> <p>In exceptional circumstances, a permanent exclusion may be issued. This may be for a very significant one off incident or a build up of multiple incidents over time (please refer to the school exclusions policy).</p> <p>Parents/Carers are to be contacted by a member of SLT and a reintegration meeting will take place following the students return from suspension</p>	<p>Following a suspension, students will be required to complete a reintegration meeting with a member of SLT and their Parent/Carer and to complete a period of time (determined by SLT), in 10R on their return as part of their reintegration.</p>

*N.B, Actions/sanctions can be escalated by the Headteacher, Head of School, AHTs and/or HOY depending on nature/severity of the incident(s)*

### **Homework**

**Warning** - Verbal reminder to hand in homework at the next requested time

**C1** - A final reminder for a repeated offence (behaviour incident is recorded on Arbor)

**C2** - A C2 can be issued for persistent failure to complete homework to the required standard

### **A-Game expectations (Uniform / Lateness / Equipment)**



**Warning** - Verbal reminder to correct standards and bring A-Game

**C1** - A final reminder for a repeated offence (behaviour incident is recorded on Arbor)

**C2** - A C2 can be issued for persistent failure to meet our academy's basic expectations, including repeated offence of lateness, lack of equipment or incorrect uniform

All detentions are completed in silence. Disruption during a detention is deemed as a significant breach of expectations and will result in the sanction being upscaled e.g. C2 to C3 the following day. **Detentions will be centralised and held by Head of Year, Curriculum Leader or Faculty Leader (HoY/CL/FL) on a daily basis.** It is expected good practice for the member of staff who issued the C2 detention to attend this detention to discuss the incident and restore the working relationship if necessary.

After school detentions will be centralised and held by the CL/FL on a Monday and Wednesday in Rm 1. Friday after school detention will also take place each week, and be held by SLT. This process is overseen by the Head of Student Support. Communication home is made by the relevant CL/FL or HoY where this is a pastoral matter outside of the classroom.

### **Secondary Phase Report System**

Monitoring / support for students with behavioural concerns or who are underachieving

Four levels of report intervention are in place. The Form Tutor will be a central figure in supporting students, supported by the Pastoral Team. When a student is placed on report, parent(s) / carer(s) will be informed. Preferably by phone or email or via a meeting as appropriate. Before a student is placed on any level of report, there must be consultation with the Head of Year/ Head of Student Support and/or the Assistant Headteacher as appropriate.

The system currently in place is that if a student receives any 3 negative incidents in one week then they will be placed on FT report (this may also be down to the discretion of the HoY depending on the individual student). A positive report card may also be used initially.

**Level 2 Intervention (Form Tutor/Subject report)** This will be led by Form Tutors / Subject Teacher in consultation with the HoY/CL/FL/ SLT. The Form Tutor / Subject Teacher will put a student on report setting clearly defined targets in agreement with the student and / or family as appropriate. For each lesson, the student obtains 'score' indicating how successful they have been in reaching their target(s). To successfully complete the report, students must obtain enough points to reach an agreed weekly target score. If the targets are not met, the student will be placed on Head of Year report.

**Level 3 Intervention** The Head of Year, Curriculum Lead or Faculty Lead will put a student on report if more serious issues present, or if targets from Level 2 have not been met. Parents/Carers will be invited into school to discuss the situation. Students will be involved in target setting and again will have to obtain the number of points agreed. Form Tutors / Assistant Headteacher will be kept informed of progress as appropriate.

**Level 4 - Pastoral Support Plans (PSPs)** For students with persistent behavioural issues or

very serious breaches of the Code of Conduct a Pastoral Support Plan (PSP) may be introduced. These are usually managed and led by the Head of Year Team. PSPs are introduced through a meeting that may involve a representative from Senior Leadership Team and / or a governor. The PSP document features descriptions of the concerns, behavioural changes needed and support strategies previously utilised. Students carry a report sheet that they collect daily from their tutor. The sheet features specific clear targets related to the 'behavioural changes needed' section of the PSP document, which are either met or failed for each lesson (marked by the teacher). Students meet their key teacher daily. Meetings are held every 2-3 weeks with parent(s) / carer(s) to review progress in relation to targets and if further support is required. PSPs are usually instilled over a 6 week period, but can be prolonged if deemed necessary.

**Level 5 Intervention** (AHT, Leadership Team) A member of the Senior Leadership Team will put a student on report as a result of serious breaches of the Secondary Phase Attitudes to Learning Guide or failure to meet targets of Level 4 Attitudes to Learning Policy. Parents/Carers will be involved. The system works much in the same way as above. At this juncture outside agencies may be involved to discuss further intervention and or other provision.

**Level 6 Intervention** (Head of School or the Headteacher, Warning 1 + 2, Managed move) The Head of School and or the Headteacher will put a student on report as a result of serious breaches of the Secondary Phase Attitudes to Learning Guide or failure to meet targets of Level 5 report. Parents/Carers will be involved. The system works much in the same way as above. Continued work with outside agencies may be involved to discuss further intervention and or other provision. The student will be discussed at the Fair Access Panel and put forward for a managed move placement.

**Level 7 (Suspension or Permanent Exclusion)** Failure to make progress, in relation to the behavioural changes required, can lead to Suspension or Permanent Exclusion.

*Please note - it is not necessary for students to have gone through stages 1-5 to be issued with a managed move or permanent exclusion.*