



Behaviour for Learning Student Discipline and Rewards/Sanctions Policy

Vision and Values

Passmores Academy believes that:

Diligence, self-discipline, good manners and concern for others are values which are the foundation of all our work. Our aim is to develop highly educated, well rounded students who can make their way in the world as successful citizens. We take the greatest pride in celebrating the successes of all those in our community.
(School Prospectus)

Aims of the policy

The Behaviour Policy seeks to communicate a set of behavioural standards which is understood by all who operate within the school. These standards permeate the life of the Academy.

The policy endeavours to create an Academy environment that is safe and secure, where all members of the community can thrive and feel respected.

The policy promotes consistent approaches to the encouragement of good behaviour and consistent strategies in managing behaviour that falls below the expectations and values of the Academy.

Passmores Co-operative Relationship Charter

This charter applies equally to staff members, students, parents and visitors to the academy.

It has been written in consultation with the entire student body, the entire staff body and the Parents Co-operative Council. The local community have been given a chance to add their views also.

'As a governing body we endorse the ten cooperative principles of openness, honesty, solidarity, equality, equity, social responsibility, self-responsibility, self-help, democracy and caring for others. The function of a relationship charter is to enshrine those principles as the cornerstone of our relationships with each other, and to provide both a goal to strive for and a yardstick against which we can measure ourselves as we seek to further improve in everything we do.'

Passmores is an open and honest school

Openness, Honesty

We tell "the whole truth."

We act with integrity.

When we make mistakes we try to learn from them.

Within this, we respect others' wishes for privacy as long as these wishes do not conflict with another person's rights.

Passmores works together so we can all thrive

Solidarity, Caring for others

Passmores supports all members of its community to grow and learn and to fulfil their potential.

Passmores tries to be a stimulating, thought-provoking place, which means that we all need to work hard to make this so.

Passmores cares for others and makes respect for other human beings a core duty.

Passmores has regard for the community it serves and seeks to ensure that the aspirations of this community are met.

Passmores seeks to maintain its good name in the community.

Passmores knows that there needs to be rules that help the school to run at its best and figures of authority to implement them.

Passmores rewards those that help themselves and take responsibility for their actions

Self-help, Self-responsibility, Equity

Passmores actively seeks to provide opportunities for students to become independent learners and citizens.

Passmores expects good attendance and punctuality.

Passmores celebrates those with a “can do” attitude.
Passmores is grateful to those who “just do the right thing.”
Passmores has the right equipment and meets deadlines.
Passmores celebrates free-thought and rewards initiative.
Passmores tries hard at work.
Passmores dresses in line with the dress-code or uniform.
Passmores owns up to mistakes and seeks to learn from them.
Passmores gets it right following situations where it may have got it wrong to start with.
Passmores rewards effort and progress, as well as achievement.
Passmores loves it when people “get involved” in the good things on offer to them.

Passmores is a caring school

Social Responsibility, Caring for Others

Passmores cares for all of its members.
Passmores values safe behaviour.
Passmores shows respect for its members.
Passmores has a vested interest in making tomorrow’s world the best it can possibly be.
Passmores does not tolerate hate speech.
Passmores will always challenge the airing of extremist viewpoints.
Passmores is polite and kind.
Passmores stands against bullying and discrimination.
Passmores believes in healthy lifestyles and regular hydration.
Passmores listens when others are speaking.
Passmores is patient.

Passmores stands for equality

Democracy, Equality, Equity

Passmores promotes equal rights.
Passmores believes that all members of its community should have a say in the running of the school.
Passmores believes that you should “get out what you put in.”
Passmores accepts that not everyone starts in the same place and that some members of the community will need more support than others.

Key Points

There is a need for clear boundaries for all members of the Academy. All actions have consequences both positive and negative.
The principles of Behaviour for Learning is based on clear warnings leading to logical consequences when warnings are not heeded.

Levels of Consequence

1. Staff verbal warnings
2. Departmental subject detention - usually the next day however, a detention can be for the same day so long as parents are informed. This could be via email alert or telephone. There DOES NOT need to be 24 hours’ notice
3. Head of Department subject detention
4. Behaviour detention:
 - Students can be placed in other classrooms or removed to the zone used as a cooling down area.
 - Edzone period 3, 4 and 5 and B60 (after school sixty-minute detention)
 - Exclusion: held in the TATE (The Alternative to Exclusion) Centre at Potter Street for serious behaviour incidents.
5. Governors’ Panel with warning leading to possible move for permanent exclusion

Unacceptable Behaviours:

Chewing gum
Having mobile phones out – these are expected to be kept in lockers or bags
Being more than five minutes late to a lesson/registration/assembly
Eating food/drinking in undesignated areas
Dropping litter
Leaving classroom or school premises without permission
Truancy

Incorrect uniform/haircut/jewellery
Using ICT to play games during lessons
Severe or repeated bullying (**see Anti-bullying policy**)
Deliberate use of racist, sexist or homophobic comments (**see Equality and Diversity policy**)
Verbal violence or swearing at another student
Physical or verbal violence towards a member of staff
Fighting
Graffiti
Smoking / vaping or consorting with smokers
Vandalism/misuse of school equipment
ICT – downloading inappropriate material (**see E-Safety Policy, Acceptable Use Agreement**). Making, sending, forwarding or adding as a status an image or video of yourself or another student or students who is not fully clothed or who is behaving in a sexual way.
Bringing inappropriate items to school (knife, drink, drugs etc.).

If, in spite of the use of strategies to encourage positive behaviour in the classroom (see Staff Handbook - behaviour section), if students' behaviour falls below the expected standards, the following sanctions can be implemented (these are in no particular order):

Use of restorative justice practices (see Staff Handbook - behaviour section)
Community Service
Internal isolation
Communication with parent / carer,
Exclusion
Detention (lunchtime / after school (see Staff Handbook behaviour section)
Tutor / Head of School / Leadership Team Report
Working in an alternative classroom within the department

Student Support

To help students achieve their full potential, support is allocated through the Inclusion Panel, which meets on a weekly basis. The range of support structures includes:

Access Centre (AC) provision
Learning Mentor support
Emotional Literacy workshops
Friends Programme
Anger Management workshops
Relaxation workshops
Input from outside agencies - including Child and Family Consultation Service, (CFCS), Social Services, Community Service Volunteers (CSV), Young Concern, Counsellor
Passmores Peer Support Team
School Council/House Panels

Prefects

Head and Deputy Head Boy and Girl on the Local Governing Body representing the students
Individual Behaviour Plans – supported by the Behaviour Team
Form Tutor / Head of House | Associate Senior Leadership Team Report / Leadership Team Report
Careers advice

Rewards

As a school we would like to pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements of all our students, both inside and outside of the classroom.

Staff will consistently engage in a rewards system that provides our students with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour and attendance.

We aim to create a culture where staff believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate success, but to also inspire and motivate young people to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance.

Forms of reward include:

Passmores Points
Passmores badges for blazers and lanyards
Merits/department stickers
Work displayed
Positive contact week
Tutee of the week
Tutor group of the week
Certificates
Letter/postcard home
Golden ticket
100% Attendance
Reward for the completion of the Passport
Passmores Points certificates
Pencils
Year 11 Prom
Principals' Lunch
Principals' Challenge Trip
Principals' letter
Phone calls home
Jack Petchey Achievement Award
Students hold positions of responsibility as an acknowledgement of their good conduct

Many rewards carry a points value. Points can be redeemed for prizes by the students. A full list of prizes and privileges can be found displayed at Student Services and on tutor boards.

Trips and Visits/Privileges

All extra-curricular activities are recognised as a privilege, and promoted as such to the students. There is a clear criteria against which a student can be judged to have earned the right to participate in these activities. Students who have not behaved well enough to attend a trip will be given a target of improvement to earn the right to gain this privilege.

Students on Report

The reporting system at Passmores Academy has been created to support the whole community of the school, students, staff and parents; it is only right that all are involved in the process. Report cards are a way of giving responsibility for conduct and behaviour to students. They are often used after a serious incident to help the child quickly settle back into lessons smoothly and following a fixed term exclusion. In some cases a student may be noted to be developing bad habits or poor behaviour. Starting a student on a report gives them the opportunity to modify their behaviour.

Report: Four reports are issued and may depend on the seriousness of the poor behaviour:

Tick booklet and Tutor Report – this is when tutors or the Behaviour Team monitor how students are in lessons.

Suitable interventions are put in place to support students.

Pastoral report – student is monitored by Head of House / Deputy Head of House.

ASLT report – student is monitored by Associate Senior Leadership Team.

Leadership report – student is monitored by Senior Leadership Team.

Parent Role: To read the report and keep in contact with the member of staff overseeing the report and to attend any meetings to discuss the progress of reporting.

Isolation

Students who are continually disrupting the learning of other students or behaving in anti-social ways may be isolated for periods of time. This means that they do not attend lessons but will work under the supervision of a member of staff. They might also forfeit social time at break and lunchtime.

Exclusions

Fixed term exclusions are extremely serious and will be recorded on students' files and references. Exclusions can only be given if authorised by the Principal. Offences for which students may be excluded are:

Physical assault

Verbal abuse

Bullying

Racist, sexist or homophobic abuse

Behaviour which endangers others

ICT – downloading inappropriate material

Parents will be informed of an exclusion by telephone and by letter. Parents may be required to attend a reintegration interview with their son or daughter. At this interview all parties will agree a contact for improvement. If an exclusion is in excess of five days a meeting with Governors will be arranged and work shall be provided.

The Principal may exclude in the event of a false malicious allegation made against a member of staff. Cases will be examined on the merits of the individual incident. The Principal will also consider the pastoral needs of staff accused of misconduct.

Permanent Exclusion is an option that may be pursued in the light of particular incidents e.g. physical abuse of a member of staff, sexual abuse or the dealing of controlled drugs and bringing dangerous weapons on to the school site. The school reserves the right to consider this sanction in the light of circumstances.

Independent reviews of permanent exclusions

A review panel may uphold the original decision to permanently exclude or recommend the case be reconsidered. If it considers that the decision of the governing body was flawed when viewed in the light of the principles of judicial review it can direct the Academy to reconsider the matter, but the review panel does not have the power to order reinstatement.

Searching students

Staff may lawfully search electronic devices without consent or parental permission, if the school has a suspicion that the pupil has used the device to:

- Cause harm
- Disrupt teaching
- Break school rules
- Commit an offence
- Cause personal injury, or
- Damage property

Additionally, staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g. a controlled drug), weapon or items banned under school rules (e.g. cigarettes/tobacco)

There is NOT a no-touch policy when searching students as there may need to be contact to ensure the search is completed. There may be other occasions where contact with a student may be necessary e.g. removal of a disruptive student from a class and the member of staff needs to use reasonable force. Staff may also need to make physical contact at other times e.g. when dealing with an accident or when teaching a musical instrument / supporting in a PE lesson.

Drugs/Smoking/Alcohol

Students possessing, taking, or being under the influence of illegal drugs or solvents/other substances on the premises, or on academy business (i.e. on the way to or from the academy or on a visit); may be considered for permanent exclusion. The police will be informed of any drug related activity.

Possession of or being under the influence of alcohol while in school jurisdiction will lead to exclusion in the first instance and may lead to permanent exclusion if there are further instances; the Principal reserves the right to follow this course of action

Smoking is an offence and will incur a behaviour detention in the first instance.

Offensive weapons

Students who either are in possession or who have brought an offensive, dangerous or illegal weapon onto Academy premises may be considered for permanent exclusion. The Police will be informed immediately. The school reserves the right to conduct and search any student without their consent. If the school has a reasonable suspicion, or a concern that a student is in possession of or involved in any activity which compromises their health and safety or the health and safety of others, the school will conduct a search or involve the police in conducting a search.

Prevent Duty

The Passmores Co-operative Learning Community recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns.

Under section 26 of the Counter-Terrorism and Security Act (HMG, 2015), schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Please refer to The Safeguarding and Child Protection Policy for further information.

Truancy

Truancy is defined by the Department for Education as unauthorised absence from school; that is ‘*absence without leave from a teacher or other authorised representative of the school*’. Where truancy is detected the student could receive a sanction and will be required to make up the time missed.

Behaviour outside the academy and off the premises

The Principal reserves the right to discipline students if there is misbehaviour outside school hours and off the academy site, deemed to bring the school into disrepute. The punishment will be at the Principal’s discretion.

Uniform

Students are expected to abide by the uniform code. This code can be found on the academy website and in the planners. Short term exemptions may be made if parents contact the member of staff in charge of uniform with a medical letter.

Shoes must be leather look and black. Trainers are not allowed. Students will be expected to borrow shoes provided by the academy, if their own shoes do not meet the expected standard.

There will be a behaviour consequence for incorrect uniform and students will have a break/lunchtime detention.

Inappropriate Jewellery/Clothing

Students will be asked to remove any inappropriate jewellery or clothing. Repeat offenders will have inappropriate jewellery or clothing confiscated and it will be returned at the end of day, however persistent offenders will have inappropriate clothing or jewellery returned at a later date. Parents may collect any confiscated items at any time. Additional piercings such as eyebrow, lip, nose or tongue are not allowed and students will be requested to remove these. Students will not be allowed in circulation if the situation cannot be resolved. One stud in each ear is allowed.

Mobile phones

Phones are not allowed to be out in lessons or between lessons. These should be kept in lockers or bags. Phones will be confiscated and given to Student Services who will only return to the parent/carer.

Inappropriate Hair Styles

Students who have extreme (non-natural) hair styles may be sent home to moderate the style or have it changed so that it is in keeping with the expectations of the working environment of the Academy. An extreme style may also include, patterned colouring, less than a number 2 cut or extreme and unnatural cutting, colouring or styling of the hair. If kept in school the student will be working in isolation until the matter is resolved.

Staff Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

The senior leadership team will support staff in responding to behaviour incidents.

Pupil Transition

To ensure behaviour is continually monitored and support is in the right place, information related to student behaviour issues may be transferred to relevant staff as and when necessary. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Support for Parents / Carers

The school works closely in partnership with parents / carers. On entry to the school, parents / carers, the student and the school sign a partnership agreement.

The following strategies are available to support parents / carers:

Termly reports

Academic review meetings

Parents' evenings

Frequent staff contact to parents / carers

Parenting skills groups

Parents on the Governing Body

Parents' Forum

Principal's drop in sessions

The Local Governing Body

The Local Governing Body is responsible for monitoring this policy's effectiveness and holding the Principal to account for its implementation.

This policy was last updated in **March 2019** and will be reviewed at least every two years. At each review, the policy will be approved by the Co-Principals.