



## 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 are 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. Centralised detention
4. Other consequences for disruptive behaviour:
  - Students can be placed in an alternative classroom or removed to the Zone used as a cooling down area / SLT Zone period 1-4 with a member of staff and C60 (after school 60-minute detention)
  - Edzone period 1-4 and C60 (after school sixty-minute detention)
  - Suspension
6. 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 / not clearing tables at break and lunch  
Leaving classroom or school premises without permission  
Truancy

Incorrect uniform/haircut/jewellery  
 Using ICT to play games during lessons  
 Bullying (**see Anti-bullying policy**)  
 Deliberate use of racist, sexist or homophobic comments (**see Equality and Diversity policy, and Safeguarding / Child Protection policy for Child on Child Abuse**)  
 Verbal violence or swearing at another student  
 Physical or verbal violence towards a member of staff  
 Fighting  
 Graffiti  
 Smoking / vaping  
 Vandalism/misuse of school equipment  
 ICT – downloading inappropriate material (**see E-Safety Policy, Acceptable Use Agreement, and Harmful Sexual Behaviour and Child on Child Abuse policy**). 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, cigarettes, lighter, vapes etc.).

If, in spite of the use of strategies to encourage positive behaviour in the classroom, a student's behaviour falls below the expected standards, the following sanctions can be implemented (these are in no particular order):

Use of restorative justice practices  
 Community Service  
 Internal isolation  
 Communication with parent / carer,  
 Suspension  
 Detention (break / lunch / after school)  
 Tutor / Head of House / 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  
 School Council/House Panels  
 Prefects  
~~Head and Deputy Head Boy and Girl~~ Student leaders attending Local Governing Body meetings representing the students  
~~Individual Behaviour~~ One 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 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  
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 to earn the right to gain this privilege for the next term.

**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 student quickly settle back into lessons smoothly and following a fixed term suspension. 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.

**Suspensions**

Fixed term suspensions are extremely serious and will be recorded on students' files and references. Suspensions can only be given if authorised by the Co-Principals. Offences for which students may be suspended are:

Physical assault  
Verbal abuse / swearing at a member of staff  
Bullying  
Racist, sexist or homophobic abuse  
Behaviour which endangers others  
ICT – downloading inappropriate material

## Continued non-compliance

Parents will be informed of a suspension 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 a suspension is in excess of five days a meeting with Governors will be arranged and work shall be provided.

The Co-Principals 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 Co-Principals 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/Vaping/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 suspension in the first instance and may lead to permanent exclusion if there are further instances. The Co-Principals reserve the right to follow this course of action.

Smoking/vaping is an offence and will incur a behaviour detention or Edzone. Other sanctions may be applied, situation dependant.

## Offensive weapons

Students who either are in possession or who have bought 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.

### **Harmful Sexual Behaviour (HSB) & Child on Child Abuse**

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

### **Tuancy**

Tuancy 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 Co-Principals reserve the right to discipline students if there is misbehaviour outside school hours and off the Academy site, deemed to bring the Academy into disrepute. The punishment will be at the Co-Principals’ discretion.

### **Uniform**

Students are expected to abide by the uniform code. This code can be found on the Academy website and in the Student Handbook. 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 and could be isolated from lessons.

### **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. 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 if seen and given to Student Services who will only return them 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 pattern 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.

### **Student 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 Academy works closely in partnership with parents / carers. On entry to the Academy, parents / carers, the student and the Academy sign a partnership agreement.

The following strategies are available to support parents / carers:

Termly reports  
Academic review meetings  
Parents' evenings / parents' information evenings  
Frequent staff contact to parents / carers  
Parents on the Local Governing Body  
Parents' Forum

**The Local Governing Body**

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

This policy was last updated in **September 22** and will be reviewed at least every two years. At each review, the policy will be consulted on by the Local Governing Body and approved by the Co-Principals.