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Rationale:

The purpose of this policy is to summarise the way in which Guru Nanak Sikh Academy rewards positive behaviour and the sanctions which are put in place following poor behaviour. The Behaviour for Learning Policy will apply to students during the school day, on all school trips and events, on travel to and from school and at any time the student is wearing the uniform of the school. Where the Behaviour for Learning Policy is breached at other times and impacts on the education or wellbeing of students in the Academy the Behaviour for Learning Policy may still be applied.

This is a whole school Behaviour for Learning Policy, supported and followed by the whole school community, parents, staff, students and directors, which is based on a sense of shared values:

- By following the 'SHARE' values (seva, humility, achievement, respect and equality) to create a caring atmosphere in which teaching and learning can take place in a safe, caring and harmonious environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self-discipline and to encourage students to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for students of all ages and abilities.
- To make clear to students the distinction between minor and more serious misbehaviour and the range of consequences that will follow.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. 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 students with medical conditions at school

It is also based on the **Special Educational Needs and Disability (SEND) Code of Practice**.

In addition, this policy is based on:

- Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the **Education and Inspections Act 2006**, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- **DfE Guidance** explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Guru Nanak Academy aims to give students clearly defined guidelines for acceptable behaviour, motivation to learn, and a curriculum to meet the needs of the individual within the framework of the National Curriculum. It is the aim of the Academy to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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, any person (including the student)

4. Bullying (Please also refer to GNSA Anti-Bullying Policy)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and Responsibilities

5.1 The Governing Board of Directors

The Governing Board of Directors is responsible for monitoring the Behaviour for Learning Policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving the Behaviour for Learning Policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour for Learning Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

6. Student Code of Conduct

These guidelines and rules exist to enable the Academy to be a purposeful, happy and tolerant society where each member of the community can fulfil their potential.

Any anti-social behaviour, breach of good manners or common sense will be taken as a breach of the Student Code of Conduct. Students should conduct themselves in a manner which is a credit to themselves and the Academy, and which, in the judgement of staff, causes no embarrassment to others. The Student Code of Conduct applies to all students from the time they leave home for school up to their return home. They also apply on educational visits and expeditions organised by the Academy.

Expectations in lessons: (These are reflected in the Academy's **Classroom Charter** displayed in every classroom of the Academy) (**Appendix 1**).

In the classroom students are expected to meet the following expectations:

- Arrive to class on time in an orderly manner.
- Sit according to the seating plan with planner, books and pencil case out at the start of the lesson. School bag should be placed under desk.
- Focus swiftly on learning and avoid distractions, allowing others to do their work.
- Follow the teacher's instructions the first time and speak only with the permission of the teacher
- Work hard for the whole lesson and ask for help if required.
- Fully participate in your learning by actively listening, thinking and contributing.
- Focus swiftly on learning and avoid distractions allowing others to do their work
- Refrain from sitting on tables or desks and from putting feet on chairs.
- Wear correct uniform at all times. Girls should have Chunni around their shoulders and covering hair when in the Gurdwara. Boys should have an appropriate head covering on at all times. Shirt should be buttoned up to the top with tie knotted correctly showing the Academy crest.
- Follow the correct procedure for finishing lessons and exiting the classroom.
- Ensure mobile phones are switched off and never visible to other students and staff unless requested by staff member.

Expectations around the Academy:

Students are expected to adhere to the following expectations throughout the Academy:

- Refrain from play fighting and discourage conflict between other students.
- Respect other students, their work and belongings.
- Follow established Academy routines (e.g. lining up for lunch, appropriate behaviour in the school restaurant, walking on left hand side of the corridors.)
- Only eat in the school restaurant and dedicated outdoor space.
- Treat the academy with respect and ensure usage of litter bins provided.
- Never stop to look over the balconies (it is imperative that nothing is thrown to another student at a different level).
- Be polite to fellow students, **all staff** (including canteen and premises) and any visitor to the Academy.
- Use appropriate language.

- Ensure you maintain uniform expectations at all time. Trainers may only be used for PE or outdoor play and must be changed before entering the building. Outdoor coats must also be removed before entering the building.
- Mobile phones must be switched off and never visible to other students and staff.

Expectations Outside the Academy:

Students are expected to be responsible citizens of the local community and good representatives of the Academy, particularly in the following ways:

- Show respect to others.
- Wear full uniform in correct manner on the way to and from the Academy.
- Under no circumstances do something that brings the Academy into disrepute.
- Keep the Academy free of litter – put all wrappers, paper, cans, etc. in rubbish bins.
- Exhibit good behaviour when travelling to and from the academy.
- Use appropriate language in public.
- Use appropriate manners at bus stops and on public transportation.
- Be punctual and only be absent for a genuine reason and bring a note on return to the Academy.
- Bring student planner and other essential equipment to the Academy every day.

7. Rewards and Sanctions

7.1 List of Rewards and Sanctions

The Academy adopts a positive reward system for students that provide strong motivation for individuals and groups to meet behaviour and homework expectations, demonstrate the academy values, and perform outstanding work or service. The positive reward system includes the following elements:

- Praise
- House points
- Subject specific awards.
- Regular, formal awards for achievement and demonstrating academy values.
- Individual and group rewards for regularly meeting behaviour expectations.
- Special, invitation-only activities for students who are meeting behaviour and work expectations.

7.2 Guru Nanak Sikh Academy House System:

Each student is assigned a house (Pankhurst, Harvey, Austen, Franklin, Brunel or Seacole) on their arrival at the Academy. Students compete individually and as a house to gain the most house points possible. The house point system is an individual based rewards programme and may be awarded when a teacher feels that a student has:

- Achieved something exceptional
- Made outstanding progress
- Made considerable effort
- Used her/his initiative
- Mastered a skill
- Been supportive to other students
- Been helpful to staff.

House points are awarded electronically via SIMS and on the student's individual house point card. There is no limit to the number of house points a student can receive in one

subject. When a student has completed a house point card, they are able to exchange the card for a token which can be used to purchase prizes in the school 'Triumph Trunk'. In addition, each house point milestone reached on the 'Rewards Ladder' (**Appendix 2**) will result in recognition from Form Tutors, Progress Leaders, Senior Leadership Team and Principal.

Whole classes can be awarded house points for the following:

- Assemblies
- Care of classroom/school
- Outstanding progress
- Exceptional uniform

7.3 Special Awards:

- Each term there is Year group assembly in which students/forms with outstanding effort, house points and attendance are recognised with certificates/trophies.
- Throughout the school year Forms compete in their house colours in a variety of subject areas with the overall winner in each year being presented with a House Trophy. The winning house will be invited to attend a specially organised trip at the end of the academic year.

Sanctions:

The Academy has a Sanctions Policy based on consistent, inevitable and escalating consequences for failure to meet the behaviour expectations. Sanctions will be immediate and effective.

Some behaviour will automatically warrant a sanction, while others will first elicit a staggered approach (**Ladder of Consequence – Appendix 3 & 4**). Each sanction equates to a number of specified negative behaviour points. Continued misbehaviour and negative point accumulation will result in a variety of actions and support reflected in the **Persistent Poor Behaviour Structure (Appendix 5)**.

Serious behaviour elicits another set of consequences. Repeated behaviours on the part of the same student will elicit escalating consequences, in order to provide greater incentive for the student to modify his/her behaviour.

In order to modify behaviour most effectively, it is important that the sanction occurs as soon as possible to the incident, ideally on the same day. Students who receive an after-school reflection will be expected to serve it that day.

Parents are informed of this at the beginning of the year and it is written into the Home/Academy Agreement.

Staff who issue an after-school reflection are required to call the student's parents to inform them of the reflection.

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

- Verbal warning
- Reflection time at break, lunchtime or after school which equate to negative behaviour points
- Internal exclusion for a specified period
- Subject report

- Attendance/punctuality report
- Progress Leader report
- Subject Leader report
- Vice Principal/ Principal report
- Fixed term exclusion
- Permanent exclusion

We may isolate a student (C4) in response to serious or persistent breaches of this policy. Students may be placed in isolation and will be expected to complete the same work as they would in class.

Exclusions

Further details are covered in the Academy Exclusions Policy.

All incidents will be investigated thoroughly, by a member of the Senior Leadership Team before a decision is made to exclude. All students and staff involved, including witnesses, will be asked to write a statement. They will be questioned to clarify any missing or conflicting details. Students may be isolated during the investigation. Parents will be contacted, by the person completing the investigation, at the earliest opportunity.

When all the facts have been established, the person completing the investigation will discuss the matter with the Principal who will make the decision whether to exclude.

Fixed-term exclusions are usually kept to between 1-5 days, with 5 days being used for a very serious incident or persistent poor behaviour.

If a fixed-term exclusion is necessary for more than 5 days, the Academy, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.

Parents will be expected to attend the re-integration meeting, following a fixed-term exclusion. This is an important opportunity to agree a way forward. A Behaviour Contract will be put in place for any student who has been excluded; the student may be put on report or other agencies may be brought in to help modify the student's behaviour.

Parents have the right to make representations about the decision to exclude, to the governing Board of Directors.

The following behaviour is likely to lead to a **fixed-term exclusion**:

- Behaviour which puts others at risk of danger, due to breaches of Health and Safety, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance, or any offensive or dangerous weapon.
- Physical assault on students or staff.
- Verbal abuse directed at staff.
- Persistent bullying or racism.
- Persistent disruption or defiant behaviour, which disrupts the learning of others and where students have been offered advice and support and have refused to do so.
- Damage to the school building (a charge will be made to parents/carers to contribute towards repairing the damage).
- Persistent and defiant breaches of the school rules, including non- wearing of uniform.

There are incidents for which **permanent exclusion** may be appropriate:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug
- Carrying an offensive weapon
- As a final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Internal Exclusions

Internal Exclusion serves as a serious sanction directly below a fixed-term external exclusion but above minor sanctions such as reflection. Internal Exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning.

Internal exclusions are at the discretion of the Academy and do not qualify as legal or formal exclusions: the Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions, because they do not impact on a student's education by removing them from school premises.

Internal exclusions are imposed for serious and/or persistent breaches of the Student Code of Conduct. Patterns of behaviour will also be taken into account. Decisions to internally exclude a student will depend on the individual circumstances.

GNSA students who are internally excluded are supervised at all times. The purpose is to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over.

Parents will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the Admin office or class teacher/subject leader on the day that a decision to internally exclude is made. Parents/Carers will be invited into school for a meeting to discuss the internal exclusion.

7.4 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.5 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

At Guru Nanak Sikh Academy our Ladder of Consequence is designed to minimise external exclusions and create a consistent and structured approach to managing behaviour. Parents are an essential part of the process – the effectiveness of sanctions is heightened when the student is aware that both Academy and home are working together and standing behind the systems in place. Parents must be made aware from

the moment of enrolment that the sanctions in place are designed to develop the well-being and social norms of their child and to ensure schooling and life success.

8.1 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 students to be engaged.
- Display the Classroom Charter and Ladders of Consequences in their classrooms.
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

8.2 Physical Restraint

In some circumstances, staff may need to use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- 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
- Be recorded and reported to parents.

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's **latest Guidance on Searching, Screening and Confiscation.**

8.4 Student Support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Academy's Special Educational Needs Co-ordinator will evaluate a student 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 student, 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.

9. Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with key staff.

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

10. 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.

11. Monitoring Arrangements

This Behaviour for Learning Policy will be reviewed by the Principal and Strategic Board of Directors every 2 years. At each review, the policy will be approved by the Principal.

12. Links with Other Policies

This Behaviour or Learning Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy.

Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour for Learning Policy.
- The Behaviour for Learning Policy is understood by students and staff.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and student's home life.

Guru Nanak Sikh Academy

Classroom Charter
As a student at GNSA, I will.....

1

Arrive on time and enter the classroom in an orderly manner.

2

Wear the correct uniform and always have my head covered. No trainers or outside coats

3

Sit according to the seating plan with planner, pencil case and books out at the start of the lesson. My school bag placed under desk.

4

Ensure my mobile phone is switched off and not visible unless instructed otherwise by my teacher.

5

Follow instructions the first time when they are given and speak only with the teacher's permission.

6

Focus swiftly on my learning, avoiding distractions and allowing others to do their work.

7

Work hard for whole of the lesson and ask for the help if I need it.

8

Respect the Academy's resources and work safely.

9

I will not chew, eat or drink unless it is water (with permission).

10

Set the highest goals for myself and be determined to reach them

Service

Humility

Achievement

Respect

Equality

GNSA Rewards Ladder

(Appendix 2)

How high can you climb?

16
TOKENS

160HP
GOLD

-Gold award certificate
-Phone call home from Principal

12
TOKENS

120 HP
SILVER

-Silver award certificate
-Phone call home from Assistant Principal

8
TOKENS

80 HP
BRONZE

-Bronze award certificate
-Phone call home from Progress Leader

4
TOKENS

40 HP

-Post card sent home from Form Tutor

2
TOKENS

20 HP

-Redeem a token from your Progress Leader

1
TOKEN

10 HP

-Redeem a token from your Progress Leader

In Lessons

Examples:

Truancy; violence towards others; abusive language towards staff. Failed Subject Leader reflection.

C4

C4 entered on SIMS and student removed from class by SLT/Progress Leader. Home contacted by class teacher and parent meeting arranged and taken place by end of next working day. 60min after school.

Examples:

Failure to respond to C2; gross defiance; vandalism; theft; bullying/cyber bullying; failed 30 minute reflection.

C3

C3 entered on SIMS and referred to subject Leader. Home contacted and subject report considered. Up to 60 min Subject Leader reflection. 24 hours' notice given to Parents.

Examples:

Failure to respond to C1; rudeness towards staff. Using a mobile phone without permission. Failed 15 minute reflection.

C2

C2 entered on SIMS. 30 min reflection set by class teacher

Examples:

Failure to respond to Warning; disobedience; chewing gum; use of bad language/swearing; inadequate homework.

C1

C1 entered on SIMS; 15 minute reflection set by class teacher.

Examples:

Disrupting other students learning; inadequate equipment/books. Late to lesson.

WARNING

Verbal Warning:

Late to lesson= time to be made up. Warning entered on SIMS.

This must be dealt with by the class teacher in the first instance.

All sanctions are made at the teacher's discretion

Around School

Examples:

Truancy; violence towards others; abusive language towards staff. Failed PL reflection.

C4

C4 entered on SIMS and referred to SLT/ Progress Leader. Home contacted by SLT/Progress Leader and parent meeting arranged and taken place by the end of the next working day. 60min after school.

Examples:

Failure to respond to C2; gross defiance; vandalism; theft; bullying/cyber bullying; failed 30 minute reflection.

C3

C3 entered on SIMS and referred to PL. Home contacted and Assistant Principal informed. Up to 60 min PL reflection. 24 hours' notice given to Parents.

Examples:

Failure to respond to C1; rudeness towards staff. Use of mobile device without permission. Failed 15 minute reflection.

C2

C2 entered on SIMS. 30 min reflection set by teacher who discovers issue. Tutor and PL informed.

Examples:

Failure to respond to Warning; disobedience; chewing gum; bad language/swearing.

C1

C1 entered on SIMS; 15 minute reflection set by teacher discovering issue. Tutor informed.

Examples:

Running in corridors; shouting; shirt untucked; head not covered; chunni not worn; hair untied.

WARNING

Verbal Warning:

Late to lesson= time to be made up. Warning entered on SIMS.

This must be dealt with by the teacher discovering the issue.

All sanctions are made at the teacher's discretion

Persistent Poor Behaviour Structure

Behaviour Points (BP)	School Action and Support	Notes
<p>20 Form Tutor (FT) report and mentoring</p>	<ul style="list-style-type: none"> - Student placed on Form Tutor (FT) report and mentoring (2 weeks) - Letter sent home to parents by admin team. - Parent meeting with FT 	<ul style="list-style-type: none"> - Student must report to relevant member of staff at the end of each school day. Failure to do so will result in 1-hour reflection the following day - Any student placed on 3+ subject specific reports will be moved to a FT report. - Any reports deemed unsatisfactory at the end of the cycle with move up to the next level of reporting and mentoring
<p>40 Progress Leader (PL) report and mentoring</p>	<ul style="list-style-type: none"> - Student placed on Progress Leader (PL) report and mentoring (4 weeks) - Letter sent home to parents - Parent meeting with PL & FT. - Behaviour concern folder created on student - Student to attend pastoral intervention sessions (Lunch or after school) 	<ul style="list-style-type: none"> - Review with PL, FT and Parents at 2 and 4 weeks.
<p>60 Senior Leader Team (SLT) report and mentoring</p>	<ul style="list-style-type: none"> - Student placed on Senior Leader Team (SLT) report and mentoring (4 weeks) - Pastoral intervention sessions - Letter sent home to parents - Parent meeting with SLT & PL. 	<ul style="list-style-type: none"> - Review with SLT, PL and Parents at 2 and 4 weeks.
<p>80 Vice Principal (VP) Report</p>	<ul style="list-style-type: none"> - Student placed on Vice Principal report and mentoring (4 weeks) - Student placed on Pastoral Support Plan - Student to attend Pastoral intervention sessions - Letter sent home to parents - Parent meeting with Vice Principal, SLT, PL. 	<ul style="list-style-type: none"> - Review with Vice Principal, SLT, PL and Parents at 2 and 4 weeks.
<p>90 Internal Exclusion</p>	<ul style="list-style-type: none"> - Internal Exclusion (5 days) - External agencies involved - Managed move considered. - Student to attend Pastoral intervention sessions - Letter sent home to parents. - Parent meeting with Principal, SLT, & PL. 	<ul style="list-style-type: none"> - Review with Vice Principal, SLT, PL and Parents at 2 and 4 weeks.

This appendix to the Behaviour for Learning Policy was adopted by Academy on May 2020 in response to delivering Face-to-Face sessions following Covid-19 Schools Closures.

1. Introduction

1.1 This appendix to the Academy's Behaviour for Learning Policy details adaptations made during the time delivering face-to-face sessions, rather than providing the typical school day experienced up to April 2020. (The full Behaviour for Learning Policy can be found on the school website).

1.2 To make it easy to read, this appendix talks about teachers. But when we use the word teachers, we also mean other staff with responsibility for students.

1.3 This policy appendix is guided by the Department for Education guidance released throughout May 2020 regarding the reopening of schools and other education establishments.

1.4 This policy appendix is specifically intended to:

- ensure the safety of every member of staff and student/pupil during this time
- encourage young people to take responsibility for their behaviour during this time
- tackle incidents/instances of poor behaviour effectively and fairly during this time
- allow teachers to feel safe and supported during this time
- foster an environment where all members of the school community respect and adhere to the social distancing guidance during this time.

2. What we expect students/pupils to do during this time.

2.1 Students/Pupils must only use the entrance they have been assigned to enter the school building.

2.2 Students/Pupils must sanitise their hands on entering the school building.

2.3 Students/Pupils must walk directly to the classroom they have been assigned. Students/Pupils are not permitted to move around the building freely or open any closed door.

2.4 Students/Pupils must sanitise their hands on entering the classroom.

2.5 Students/Pupils must walk directly to their assigned desk and must only sit at their assigned desk. Students/Pupils must not touch any desk assigned to another student/pupil or any equipment on a desk assigned to another student/pupil.

2.6 Students/Pupils must meet our expected behaviour in class which are set out in our '*In Class Expectations*' (ICEs) outlined in the school's '*Classroom Charter*'.

2.7 We will not permit any student/pupil to not meet any of our ICEs.

2.8 Students/Pupils must not attempt to make physical contact with any person.

2.9 Students/Pupils must not attempt to deliberately move within 2 meters of any person.

2.10 Students/Pupils must not deliberately and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing.

2.11 Students/Pupils must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm.

2.12 Due to the movement of teachers, rather than students/pupils between classrooms, there will be short periods of time where students/pupils will be unaccompanied. Students/Pupils must continue to meet the expectations that have been detailed and explained to them during these times.

2.13 Students/Pupils must stand at the start of each lesson on the arrival of the class teacher.

3. What we expect our teachers to do during this time.

3.1 We expect all our teachers to address any behaviour that is unacceptable, who breaks our school rules or who does not follow a reasonable instruction.

3.2 Teachers will address poor behaviour by employing the school's behaviour systems outlined in the Behaviour for Learning Policy.

3.3 Where the behaviour of a student/pupil makes us worried that they are suffering, or are likely to suffer, significant harm, we expect our staff to follow our Safeguarding Policy.

4. The actions we may take when a student/pupil misbehaves during this time.

4.1 Any student/pupil that cannot cooperate with our outlined expectations will be sanctioned in line with the schools Behaviour for Learning Policy.

4.2 Any student/pupil that displays behaviours that demonstrate they are not willing to cooperate with us in maintaining a safe environment will be deemed to have committed a serious breach of the Academy's Behaviour for Learning Policy and therefore an additional sanction, detailed in the Academy's Behaviour for Learning Policy may be considered.

4.3 The following are some examples of what we consider to be unacceptable behaviour (additional to the list in Section 4 of the Behaviour for Learning Policy) specific to the context of return delivery of face-to-face sessions, though the list is not exhaustive:

These behaviours will result in a C4 and students/pupils will be removed from lessons and placed in isolation. Exclusion will be considered:

- refusing to sanitise hands
- not moving directly to the allocated classroom
- deliberately making contact, or attempting to make contact, with another person
- deliberately moving within 2 meters, or attempting to move within 2 meters, of another person
- deliberately and unnecessarily performing actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing
- not attempting to cover the nose and mouth with a tissue or arm when coughing and/or sneezing
- not using the assigned toilet facilities directed to each year group
- leaving designated area of classrooms during lesson time
- leaving designated area given to each year group during break and lunchtimes

5. Behaviour outside the school during this time.

5.1 Students/Pupils must not congregate in groups with others beyond their household before or after school.

5.2 Students/Pupils must leave the school site when directed and once through the gate make their way directly to their home.

5.3 Failure to follow these instructions outside of school during this time will result in the student/pupil being directed to complete home-learning until further notice and not return for face-to-face sessions.

Mobile Phone Policy Summary

- Mobile phones/electronic devices are not permitted on the Academy grounds at any time (including before and after school hours).
- Mobile phones/electronic devices will not be permitted to be used in lessons and no teacher will grant permission for them to be used. This includes listening to music through headphones. Only in exceptional circumstances a teacher may request for phones/electronic devices to aid a specific activity. Students will be given notification in advance if their phones are required.
- If a phone is seen at **ANY** point during the school day, it will be confiscated and handed into the school office. This includes checking the time and using other functions such as calculator or Google Classroom.
- Failure to hand over the phone, when requested by an Academy staff member, will result in further sanctions. Parents will need to collect the phone from the school office at the end of the school day or when specified by the teacher.
- If a student brings a mobile phone/electronic device to school for safety reasons, it should be labelled and handed into the school office at the start of the day and collected at the end of the same day.
- Students should not bring valuable items to school and if phones/electronic devices are lost, stolen or damaged; the school will not take any responsibility if they have not been handed into the office at the start of the day.
- Sixth Form students will only be permitted to use their mobile phones in the Common Room which will still remain at their own risk of any damage/loss.