

GOSFORTH ACADEMY

BEHAVIOUR & REWARDS POLICY

General Statement

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The Trustees value the good relationships fostered by the school and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this school and will not be tolerated. The school will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the school will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

Aims of this policy

- To promote positive attitudes in students towards behaviour, learning and progress
- To define what is acceptable and what is unacceptable behaviour
- To demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated
- To explain how we celebrate the success and achievements of students
- To explain the strategies we may use to support those who struggle to achieve high standards of conduct and behaviour
- To outline the consequences of poor behaviour, including poor behaviour off-site
- To raise awareness of the statutory rights of schools in promoting good behaviour
- To promote core values, which include fundamental British values.

Responsibilities

Trustees

The Trustees will discuss, review and endorse agreed strategies. The role of the Trustees with regard to suspension is outlined in the Exclusions Policy.

The Principal

The Principal will:

- ensure that all staff have an opportunity to discuss strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Group;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents/carers and students; and
- report annually to the Trustees.

Senior Leaders/Head of Years of Gosforth Federated Academies will:

- be responsible for the day to day management of the policy and the systems;
- ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere;
- keep the Principal informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents/carers and other agencies in the solution of individual problems.

Head of Years, Associate Leaders, Assistant Heads of Year, Pastoral Managers, Sixth Form Tutors will:

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported; and
- play a key role in supporting individual students to change their behaviour.

All staff will:

- know the policy and procedures;
- be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary;
- be observant and try to create an environment where behaviour incidents do not arise
- deal with any incidents according to the policy; and
- challenge and report if necessary when students' comments or actions run counter to our policy of supporting British values and promoting mutual respect and tolerance.

Parents and carers:

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

Fundamental British Values

The school recognises its duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards system are as follows:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures; and
- encourage respect for other people.

Other Relevant Policies & Publications

This policy should be read in conjunction with the Gosforth Groups Suspension and Exclusion Policy, the school's Drugs and Alcohol policy and Anti-bullying Policy. It should also be read in conjunction with the relevant parents'/carers' handbooks, the PRAISE code guidelines for Main School and the Pyramid Code guidelines for Sixth Form. Relevant Government publications include 'Behaviour in schools: Advice for headteachers and school staff' February 2024, the Education and Inspections Act 2006 and searching, screening and confiscation, July 2022.

2013 Defamation Act can be used to protect individuals from malicious and threatening posts made on the internet.

Government Guidelines

In 'Behaviour in schools' February 2024, the following points are made:

- The Principal must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students.
- Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers' powers to discipline include the power to discipline students even when they are not in school or in the charge of a member of staff in certain circumstances.
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions.
- Teachers can confiscate students' property.

The Academy exercises these rights.

Confiscation of Inappropriate Items, screening and searching.

There are two sets of legal provisions which enable school staff to confiscate items from students and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff also have the power to search without consent for prohibited items, which include: vapes, e-cigarettes, knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including pupils) an article specified in regulations or any item banned by the school rules which has been identified in the rule as an item which may be searched for. School staff can require students to undergo screening by a hand-held metal detector even if they do not suspect them of having a weapon and without the consent of students. Any member of staff can screen students. If a student refuses to be screened, the school may refuse to have that student on the premises.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of school property, e.g. student' lockers or desks; and/or
- a search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a pupil or their possessions will be carried out in the presence of the pupil and two members of staff.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation.

When items are confiscated by school staff the following will be the result:

Mobile phones or other personal devices will be handed in to Main School or Sixth Form reception. They will usually be returned in the way outlined in the guidance for each section of the school. For Main School, students' mobile phones will be returned at the end of the week at 2.40pm. Sixth Form students phones will usually be returned at 3.30pm (2.40pm Friday) on the day of confiscation.

Jewellery will be returned at the end of a half term.

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Cigarettes, cigarette papers, lighters, vapes and e-cigarettes will be disposed of.

Other confiscated items may be returned to the student at an appropriate time at the discretion of the Principal or other members of staff.

Power to Use Reasonable Force

In line with Government advice, members of staff have the power to use reasonable force to prevent student committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm.

Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a pupil may have. Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure. A record will always be kept of any incidents requiring the use of reasonable force.

Investigating Behaviour Incidents: Advice for Investigating Staff

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed and a written statement may also be requested from those involved.
- Any written statement should be signed and dated at end of text to avoid any additions. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should still be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the school sanctions system may be applied, e.g detention, isolation, suspension.
- Sometimes parents/carers will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of suspension contact should be made with a parent/carers. Ideally this will be by phone, but if this is not possible then leaving a voicemail, sending an email or sending the student home with a copy of the suspension letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents/carers unless it is at the end of the school day. This may mean students will have to be kept isolated from other students pending parental contact.
- An official suspension letter should be sent in the post, whether or not the student has taken home a copy.

Malicious Allegations Against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where students are found to have made malicious allegations the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Behaviour outside of the school premises.

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Reported non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be investigated and appropriate sanctions, in line with the academy's policy will be actioned. Conduct outside the school premises, including online conduct, the school could sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- or that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Behaviour Incidents online

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises, however, the same high standard of behaviour is expected online as offline, in line with our core values of treating everyone with kindness and respect. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases when a member of staff or principal suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)

Gosforth Academy will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible. The DfE guidance states 'a school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation'. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being

provided. School will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism.

Removal from the classroom

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal will allow for continuation of the student's education in a supervised setting. Parents/carers will be informed on the same day if their child has been removed from the classroom. Removal from the classroom will be used for the following reasons:

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

School Rules

Gosforth Group has some essential school rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- bullying, either physical or verbal, sexual harassment, child on child abuse;
- racism;
- deliberate damage to school or personal property;
- deliberate disruption of teaching;
- smoking and vaping on the school premises or the approaches to school or being in the presence of smokers;
- use, possession of or supply of alcohol or any illegal substance.
- being under the influence of an illegal substance while in school uniform.

We always expect students to be:

- On time
- On task
- On side

Main School rules:

Around school

2. Do as you are asked – first time, every time.
3. Respect yourself, other people and your environment.
4. Move around the school calmly and purposefully at all times.
5. Carry your planner at all times.
6. Wear the correct uniform at all times.

7. Keep mobile phones and music systems switched off and out of sight whilst in the school buildings.

In the classroom

1. Attend lessons punctually.
2. Be correctly equipped and prepared for the lesson.
3. Planners should be placed on your desk or designated area at the start of the lesson. They must be opened at the correct page.
4. Listen attentively and speak only when invited.
5. Clear away only when the member of staff asks you to do so.
6. Leave in an orderly manner.

Staff decision is final.

Sixth Form rules:

Behaviour in General

As a school Sixth Form, we expect all students to behave appropriately and follow the instructions given by members of staff. We also expect Sixth Form students will be role models for students in main school, conducting themselves around school, in lessons and in the local community in a mature, polite and responsible manner. On the rare occasions where we do have behaviour issues to deal with, an appropriate sanction should be applied by the appropriate member of staff. All students need to wear their ID badge visibly at all times.

We follow the same exclusions policy as Main School. In serious cases of bad behaviour, such as racist, homophobic, bullying, sexually inappropriate, violent or drug related incidents, then the normal school procedures for suspensions and permanent exclusions will be followed.

Around school/Within school:

Our non-negotiables:

1. Phones are only to be used in designated Sixth Form only areas such as the common room or LRC. Any student who has a phone out outside of these areas will have it confiscated.
2. Students must have ID badges visible at all times. Any student without an ID badge will be asked to go home or buy a replacement. Badges must be used to swipe in and out whilst entering and exiting the school site.
3. Study periods are compulsory lessons and students must sign in and out at the LRC.
4. If students have free periods 1 & 2 they are expected to be in school working. No student should leave the site before 10.35am unless they have permission from their tutor.
5. Smoking or vaping is not permitted on or around the school site. If a student is referred by a member of staff to the Deputy Principal: Post 16 the first occasion will be a letter home and frozen frees. Continued offences may lead to a fixed term suspension.

In the classroom:

The minimum expectations:

1. Attend lessons punctually.
2. Keep well organised files/folders.

3. Be correctly equipped and prepared for the lesson.
4. Listen attentively.
5. Be fully engaged in all lessons at all times.
6. Take an active part in group work, paired work or whole class discussion.
7. Develop independent learning skills - a worker, a learner and a helper.

Staff decision is final.

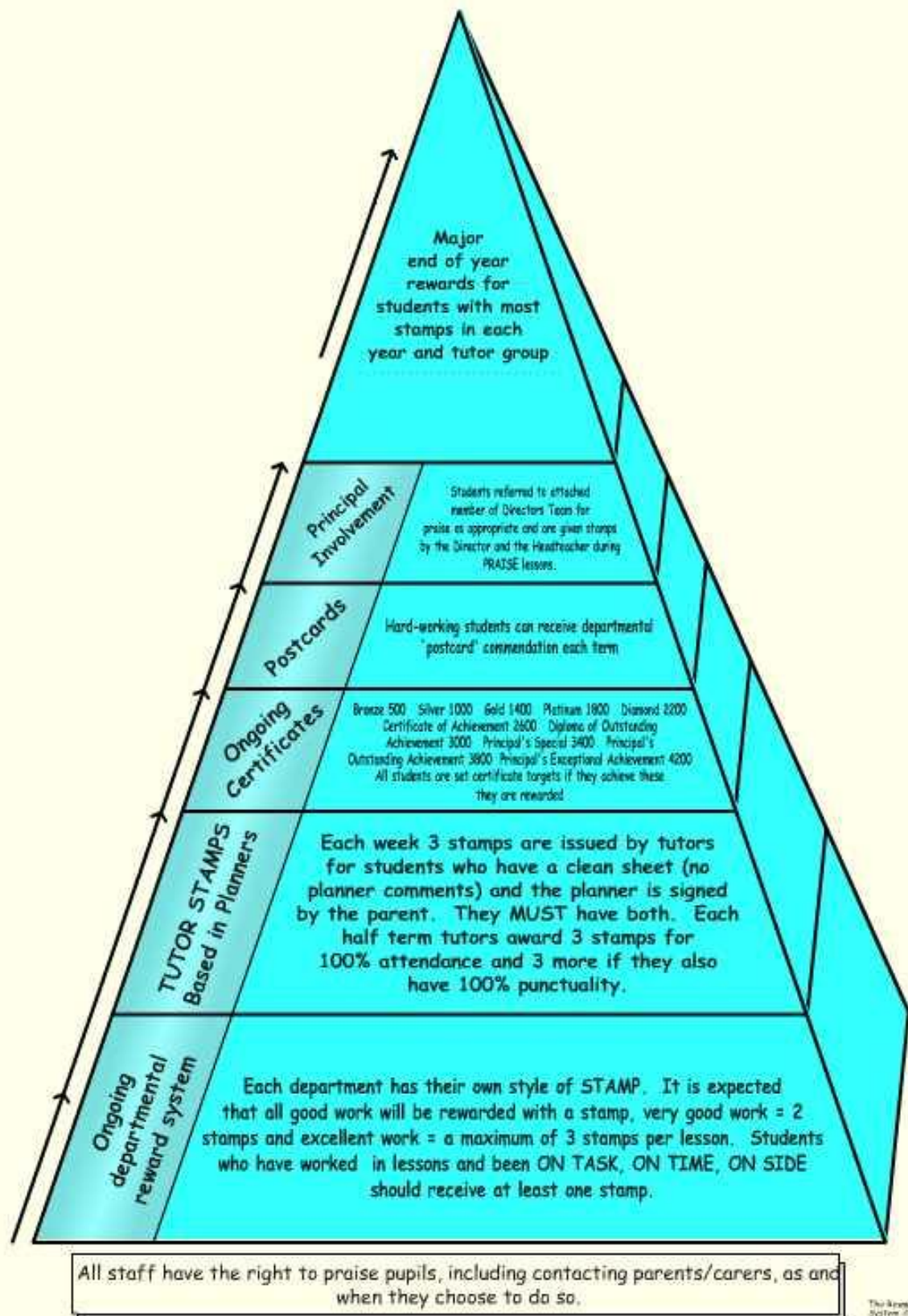
Main School

The PRAISE code is our Positive Behaviour System and is detailed both below and in a separate booklet called PRAISE code. This will be emailed home in the first week of term.

How is achievement rewarded?

Praise Code Rewards

The Rewards System



PROGRESS PYRAMID

At Gosforth Academy we recognise the importance of academic progress across the curriculum therefore we reward progress at each assessment point during the year.

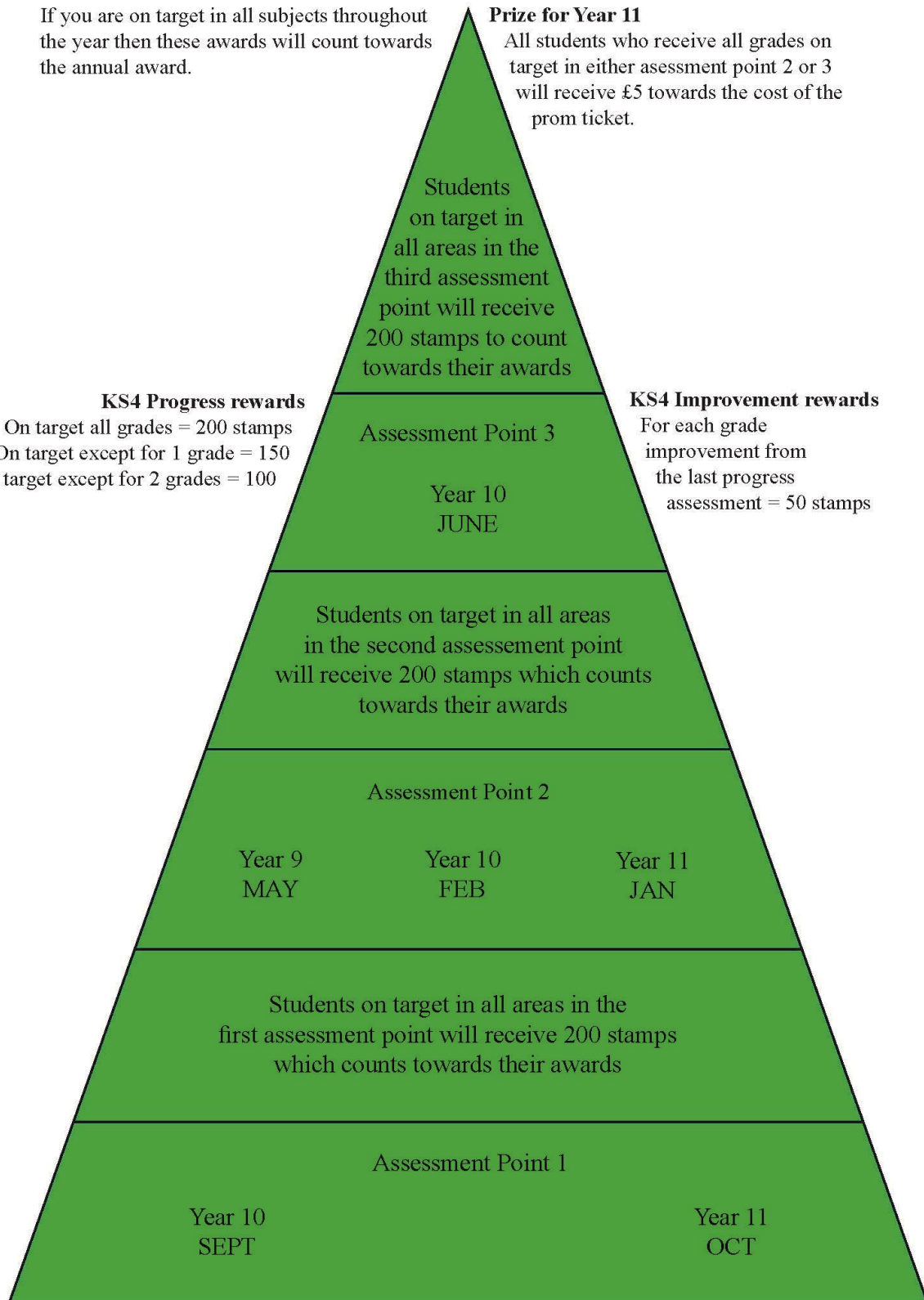
If you are on target in all subjects throughout the year then these awards will count towards the annual award.

Prize for Year 11

All students who receive all grades on target in either assessment point 2 or 3 will receive £5 towards the cost of the prom ticket.

KS4 Progress rewards
On target all grades = 200 stamps
On target except for 1 grade = 150
On target except for 2 grades = 100

KS4 Improvement rewards
For each grade improvement from the last progress assessment = 50 stamps



What are the poor behaviour and sanctions procedures?

PRAISE Code - Sanctions in class

STAFF DECISION IS FINAL
Do as you are asked
FIRST TIME – EVERY TIME

Phase 1 – Formal Verbal Warning

*You will be given a **FORMAL VERBAL WARNING** if you behave in the following way:-*

- Being off task in the lesson
- Minor disruption of the lesson
- Interrupting the teacher or another student
- Silly, but minor, poor behaviour
- Breaking school or classroom rules

Phase 2 – Planner comment

*You will be given a **PLANNER COMMENT** for the following behaviour:-*

- Failing to behave after a **FORMAL VERBAL WARNING** has been issued (code = B)
- More serious disruption in the classroom (code = B)
- Not following the one way system (code = B)
- Wearing incorrect uniform (code = U)
- Chewing (code = Ch)
- Dropping litter (code = Li)
- Eating outside of designated areas (code = F)
- Lateness (code = L)
- Lack of book or other equipment (code = E)
- Mobile phone/music device visible or in use (code = P). These are then confiscated
- No homework (code = H)
- Out of bounds (code = O)
- Disobedience (code = D)
- Truancy (code = T) - day in isolation/internal suspension
- Smoking (code = Sm) - automatic detention + if caught with a cigarette – isolation

PLANNER COMMENTS COUNT ONLY FOR THE WEEK THEY ARE ISSUED

If a planner comment has been issued by mistake students must see the teacher who issued it, they must contact the Deputy Principal Main School or the Praise Code Administrator and the student must see either of them to have it stamped “cancelled” **before the next Praise Lesson**. Students or teachers must not cross out planner comments. Any crossed out comments will count as a behaviour B comment.

Phase 3 - MOVE SEATS

You may be asked to move seats if the teacher decides that it is necessary as a Phase 2 sanction. You will be asked to move seats in class for the following behaviours:-

- Failing to behave after a **PLANNER COMMENT**
- Repeated disturbance of the other students around you

Phase 4 – DETENTIONS

*You will be **REMOVED TO ISOLATION** for the following behaviours:-*

- Failing to behave after Phase 2

*You will be given a **WHOLE SCHOOL DETENTION** for the following behaviours:-*

- Being **REMOVED TO ISOLATION**
- Repeated refusal to follow staff instructions
- Being caught smoking or vaping in school uniform or on school property or in the company of smokers
- 3 - 5 planner comments in one week
- “Losing” planner on Mondays (automatic 2 hour detention)

Detentions - Detentions vary in length depending on the number of planner comments:-

Number of Comments Length

3 – 5 = 1 hour (detention A)

6 – 8 = 1.20 hours (detention B)

9 – 11 = 1.40 hours (detention C)

or 12 or more = 2 hours (detention D)

Parents/carers can check the length of detention by counting the comments for the previous week.

Students who regularly have detention D will be placed in a compulsory behaviour modification programme in 7Up.

Parents/carers can check if detention has been attended by looking for the blue PAID stamp issued by SST when detention is attended.

Missing Detention

Students who miss a detention of any length will receive an automatic two hour detention the following week.

Phase 5 – ISOLATION/INTERNAL SUSPENSION

List of misdemeanours or other reasons that normally result in isolation:

- No planner
- Not in full uniform
- Poor behaviour after moved rooms
- Refusal to move rooms
- Misuse of planner
- Damage to planner
- Dangerous or unruly behaviour
- Smoking
- Truancy
- Pending investigation of an incident
- ICT misuse
- Insolence to staff
- Refusal to hand over planner
- Refusal to hand over phone/music device
- Persistent disobedience

List of misdemeanours that normally result in INTERNAL SUSPENSION:-

- Fighting (equal blame)
- Poor behaviour in isolation
- Failing to attend detentions

- Verbal abuse of staff
- Dangerous behaviour
- Bringing the school into disrepute
- Handling stolen goods
- Truancy (persistent)
- Poor behaviour on school trip
- Bullying
- Minor damage to school property
- Receiving 5, 2 hour detentions in one term
- Poor behaviour in detention
- Poor behaviour in exam

Phase 6 – Daily Report

*You will be placed on a **behaviour report** for the following behaviours:-*

- One off serious offences
- Accumulating large numbers of planner comments in a week
- Persistent poor behaviour
- Returning from suspension
- Persistent or frequent lateness

You will be given a phase 5 sanction if you fail to follow the procedures of behaviour report

Phase 7 – FIXED TERM SUSPENSION and PERMANENT EXCLUSION

*You will be given a **FIXED TERM SUSPENSION** for the following behaviours:-*

- Theft
- Severe defiance of staff
- Serious verbal abuse of staff
- Threat of assault on staff
- Severe assault of another student (possibly a permanent exclusion, depending on the severity of the attack) or incitement of such an assault

- Being under the influence of alcohol or controlled drugs or bringing them on site on a first occasion
- Racial or sexual harassment
- Repeated Bullying
- Serious disruption of an exam
- Repeated or serious disruptive or threatening behaviour
- Bringing the school into serious disrepute
- Breaking rules of internal suspension despite warnings
- Malicious allegation against staff (may be permanent depending on the nature and extent of the allegation)
- Any other serious incident

Fixed period suspension will be considered if a particular offence or offences are deserving of such disciplinary action. Following any suspension each student will have a re-integration meeting with a senior member of the Pastoral Team. Parents/carers will be invited to attend a meeting to discuss the suspension. Following the re-admission of the student to school appropriate strategies and interventions will be considered in order to help avoid a repeat of the behaviours which lead to the fixed period suspension.

Examples of strategies and interventions could include:

- A) School based interventions, such as: daily report, curriculum changes, behaviour support sessions or referral to the counselling service.
- And/Or
- B) External agency involvement, such as: Early Help, CYPS referrals, a managed move, referral to inclusion panel.

Department for Education Guidance on school exclusions can be found on

www.gov.uk/government/publications/school-exclusion

Suspensions

Internal	Follow up
1	
2	Daily Report: 1 week
3	Daily Report 2 weeks
Fixed Term	Follow up
1	Parental interview + Daily Report: 3 weeks
3	Parental interview + Daily Report: 4 weeks

5	Parental interview + Behaviour Support: up to 1 week
10	Parental interview + Behaviour Support: up to 2 weeks
15	Parental interview + Behaviour Support: up to 3 weeks

We decide the length based on the seriousness of the incident.

Following suspensions students are monitored by the Pastoral Team. The day following the suspension (Internal or Fixed) the student **MUST** report to their Learning or Pastoral Manager at 8.30am for interview. A reintegration meeting will be held with targeted interventions decided to improve the pupil's behaviour and support is provided to all students to help them meet the behaviour standards. Reasonable adjustments as required will be made for students with an additional need. Under government regulations for fixed term suspension of 1, 3 or 5 days it is the parents' responsibility to supervise the student away from school at school times.

On the 6th and subsequent days of a suspension the student will be accommodated at a site away from Gosforth Academy and be monitored by our staff. Students cannot remain at home whilst excluded from the 6th day onward. They must be in supervised exclusion at the alternative site. For Looked After Children this begins after the first day of suspension.

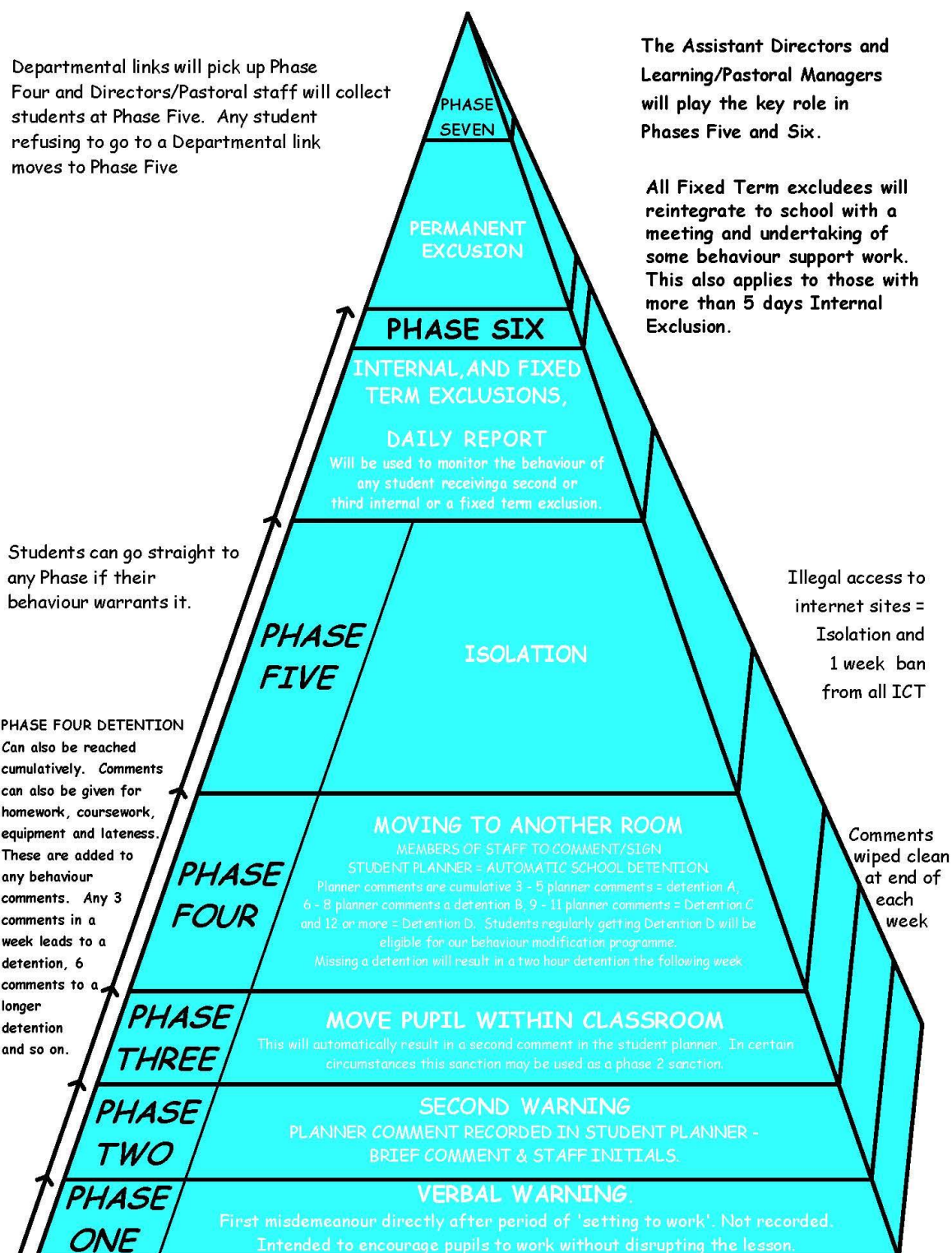
The next suspension would be a **PERMANENT EXCLUSION**

The following behaviours will result in automatic **PERMANENT EXCLUSION**:-

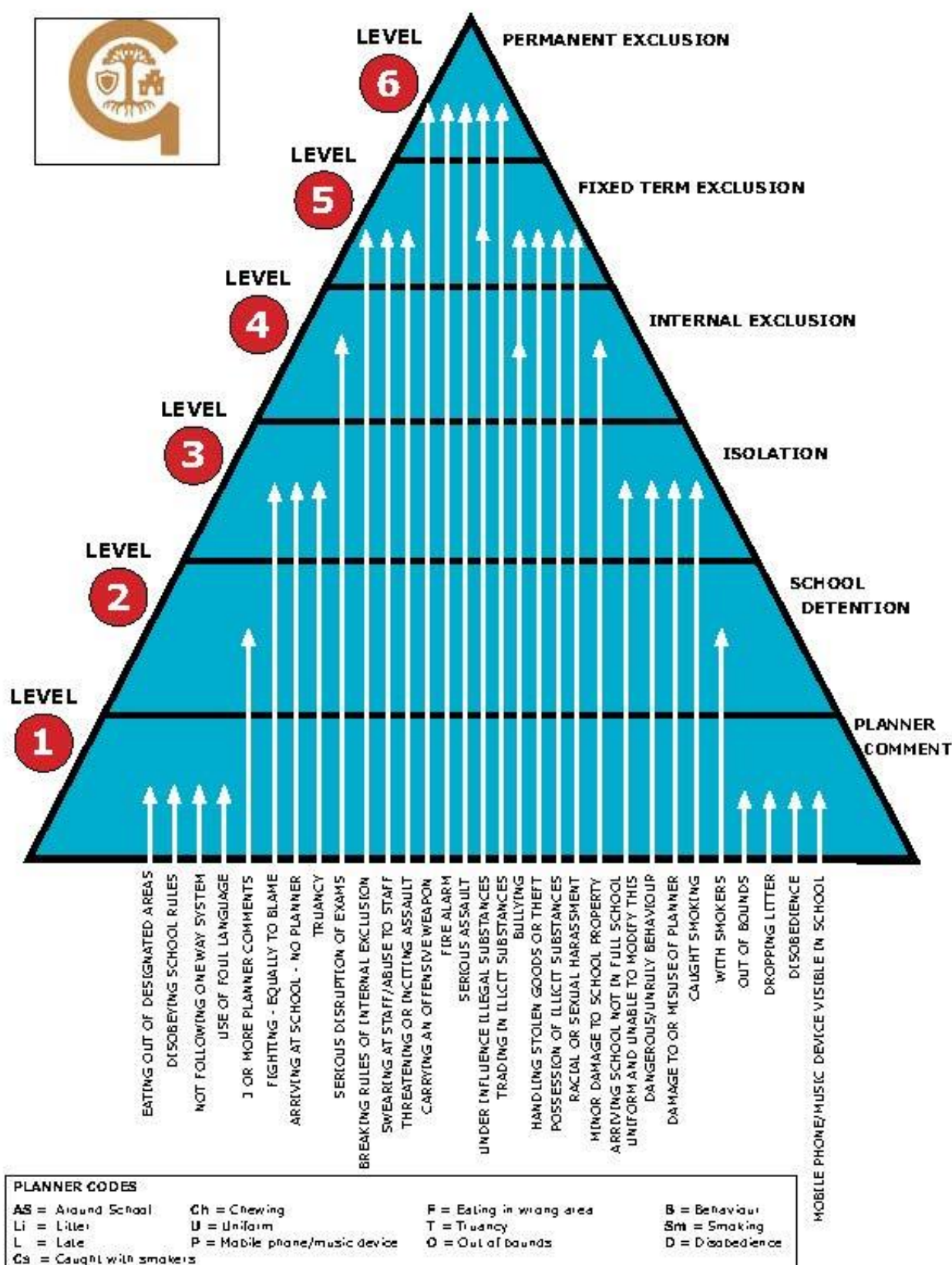
- Receiving more than 45 **FIXED TERM SUSPENSION** days in a school year
- Supplying banned substances or appearing repeatedly under the influence of them, carrying them on site for a second time
- Defiance of the Principal
- Assault or serious threat of assault on a member of staff
- Setting off the fire alarm
- Serious or persistent theft
- Carrying an offensive weapon

- Repeated racial or sexual harassment
- Repeated instances of severe bullying
- Severe assault of another student
- Serious malicious allegation against staff
- Any other serious incident

SANCTIONS FOR CLASSROOM-BASED MISDEMEANOURS



SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

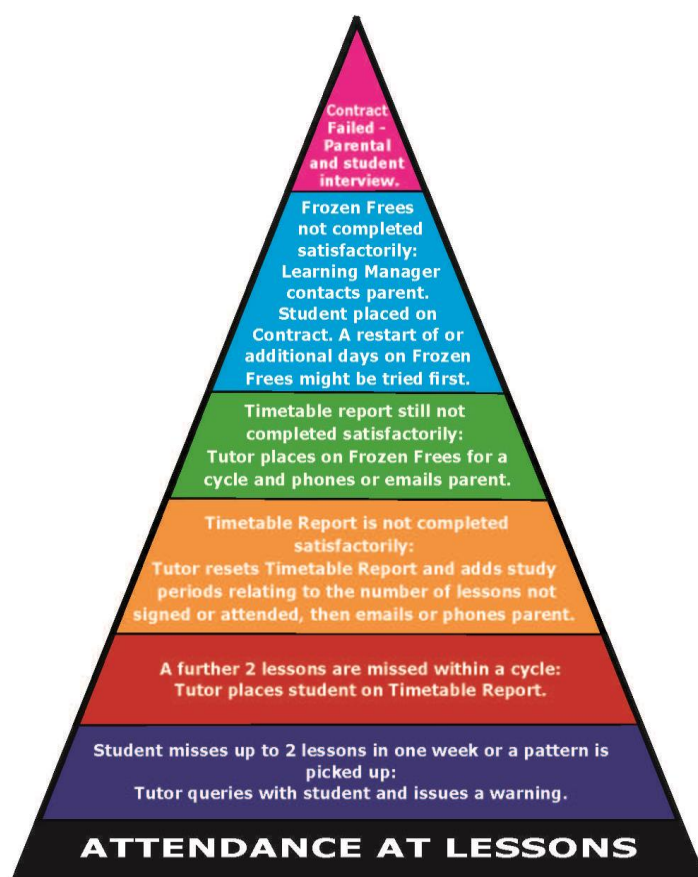


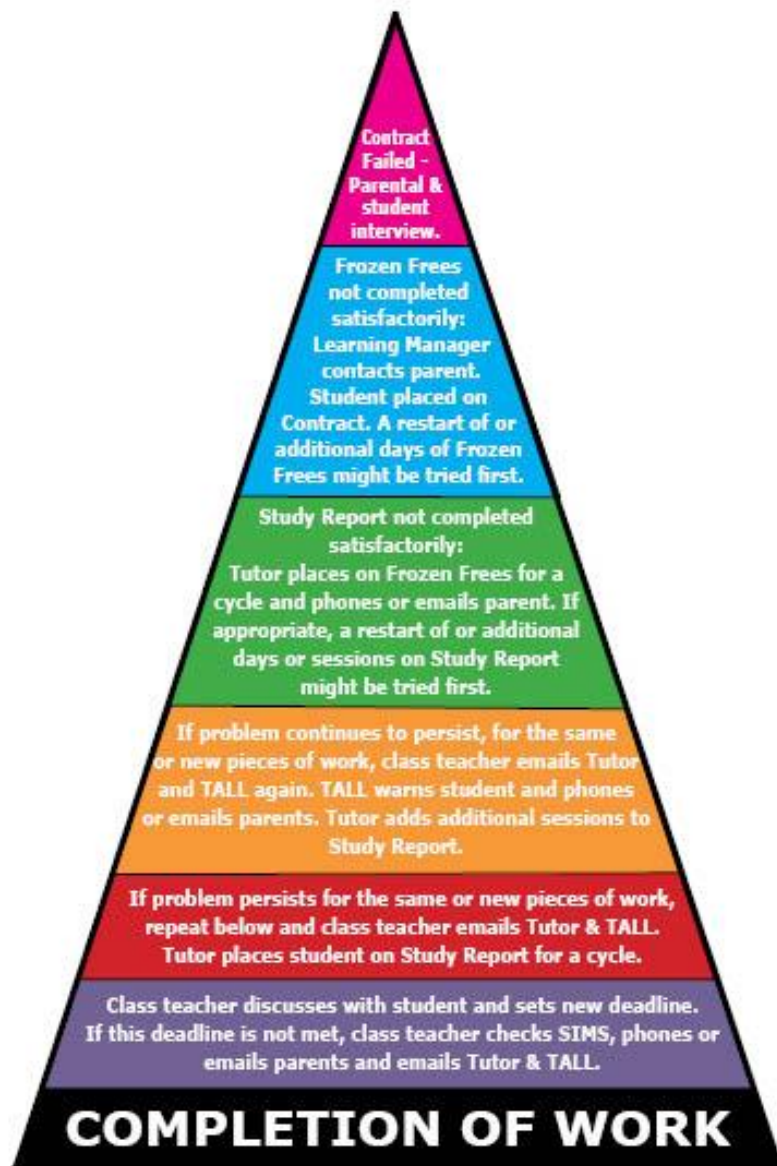
Sixth Form

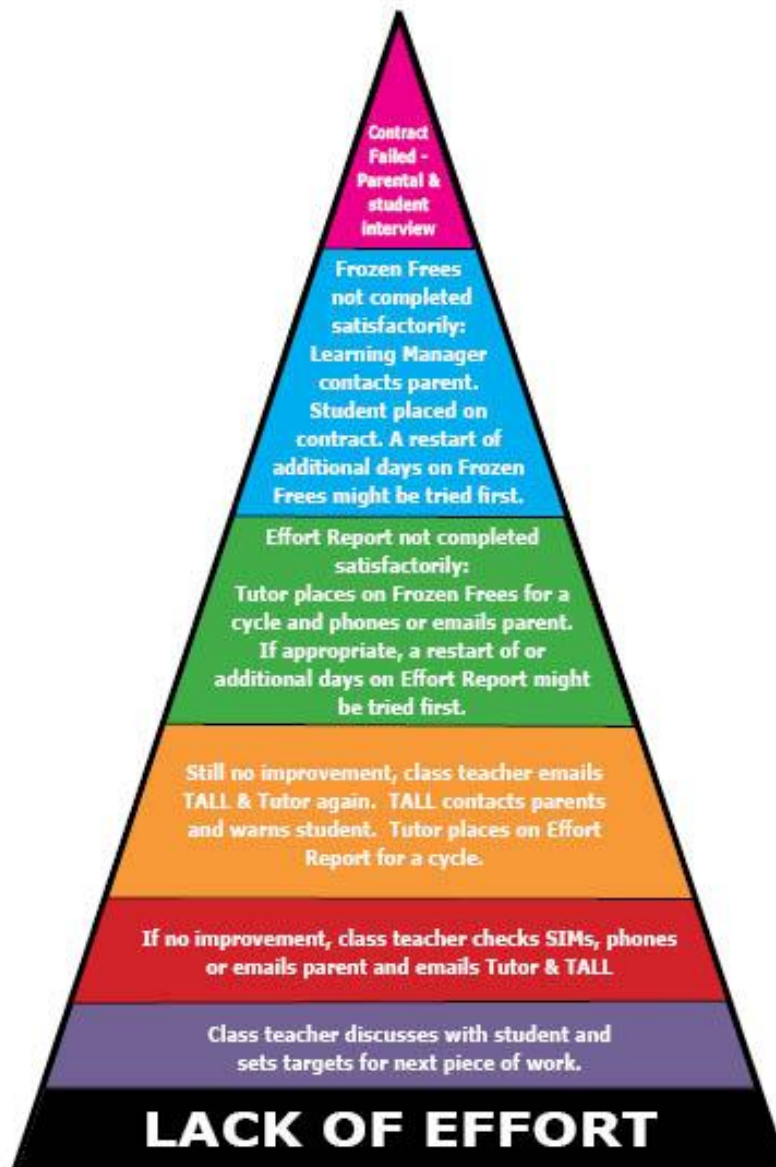
The Pyramid code is our monitoring/intervention system and is detailed below. It ensures effective communication with departments, the Sixth Form team, parents and students. The code focuses on three main strands which include attendance, work not completed and lack of effort. These pyramids are in student planners and every staff member has a pyramid in their classroom.

In cases of poor behaviour, appropriate sanctions will be applied by the sixth form tutor. This may include detention, litter picking, community services or loss of privileges. In the case of more serious incidents, Sixth Form students may receive a fixed term suspension or permanent exclusion and the guidance on suspensions for Main School students will apply.

A detention system operates for students who have poor punctuality.







SIXTH FORM REWARDS

The Independent Learner Award

Students may begin to think about applying for this award from October half term in Year 12. If they gain this award then they may nominate up to two mornings per cycle (Four in Year 13) when they do not need to register, enabling them to study at home. The criteria for this award are as follows:

- Good effort in all courses
- Good attendance (95% or higher)
- Good punctuality to registration and lessons
- Good use of personal study time.

Students have to write a short statement in support of their application and all subject teachers, the Post 16 tutor and the Deputy Principal: Post 16 must sign to agree to the award.

This award is given to a student who demonstrates the skills and personal qualities needed for independent learning.

Community Award

This award acknowledges students' participation in things that make a difference to the community and which support the wider, extra-curricular life of the school.

The community award is available at three levels. For Bronze students need to complete 10 hours, Silver is a further 20 hours and Gold is 30 hours in addition to the 20 completed for Silver. Vouchers accompany the Silver and Gold awards.

International Community Award

This is a one level award, given to students who have made a significant contribution to a community in another country. Students can achieve the award either through one trip, which involves 80 hours of community service, or through two or more trips involving shorter periods of service, as long as the cumulative total reaches 80 hours.

Y13 Leavers' Awards

Subject specific awards are presented at the leavers' assembly to students nominated by departments. In addition the Sixth Form team decides who will receive a variety of other awards.

Y12 Awards

Subject specific awards are presented at the end of Year 12. These awards aim to ensure students are rewarded for effort, improvement, dedication etc. and not simply high attainment.

Attendance & Punctuality Awards

All students with excellent attendance and punctuality will be rewarded at the end of each term. This is to recognise those students that are showing commitment to their study programme.

Monitoring and Review

Gosforth Academy has a strong and effective system for capturing data, including all components of the behaviour culture. This data is monitored and objectively analysed regularly.

Details of students in after school detentions are maintained. This enables the pastoral team to audit how well the school is managing behaviour.

Records of major incidents of poor behaviour and school detentions are maintained electronically through the school information database (SIMS). We also maintain an electronic record of rewards received for each student. Electronic records are kept of all suspensions.

The behaviour policy will be reviewed annually by the Trustees.

Approved by the Board of Trustees on [date]