Behaviour and Rewards Policy

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Version number:	Summary of change(s) since last version:
1.1	New references to mobile phone pouches throughout policy
1.0	Introduction of a Trust-wide policy • Reference to updated PRAISE code

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 values 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 ensure that our best endeavours are made to eliminate poor behaviour and to support those more vulnerable or SEND students who need help to follow the PRAISE code. 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 more vulnerable or SEND students 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.

Legislative Context

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.

Responsibilities

Role	Responsibility
Trustees will:	• The Trustees will discuss, review and endorse agreed strategies. The role of the Trustees with regard to suspension is outlined in the Exclusions Policy. • Sit on Pupil Disciplinary Committee panels to review suspensions and exclusions (as required) • Promote the good discipline approaches of the academy in the community. • Provide appropriate challenge to support the academy to effectively apply this policy
Principal / Executive Headteacher 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. • Secure staff, student and parent/carer engagement in the culture and behaviour ethos of the school • Uphold the protected characteristics to ensure equity for all. • Secure a safe, responsible and respectful environment for all
Deputy Principal Pastoral/ /Head of School will:	• Be active and involved in managing behaviour and role modelling expectations. • Take actions with regard to serious incidents and persistent disruption. • Oversee liaison with external agencies. • Identify and provide regular training on behaviour and de-escalation and wellbeing of staff and students. • Track patterns and trends in behaviour and ensure prompt action to address behaviours. • Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues
Senior Leader i/c Curriculum will:	• Lead on the pastoral provision in tutor time, ensuring it links to the needs of the year group. • Ensure that year group SLT links regularly visit their tutor teams and support them in the effective delivery of the tutor group and PRAISE programme. • Ensure a highly effective age-appropriate personal development curriculum to support personal growth, safety, responsibility and respect

Senior Leaders 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 / Executive Headteacher 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 Year, Associate Leaders, Assistant Heads of Year, Pastoral Mentors, 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. • Model and implement positive discipline for learning consistently for their year group. • Meet parents/carers to discuss concerns and provide support where needed. • Make referrals and attend regular with agencies to discuss proactive ways to support students. • Provide required document for the Pupil Disciplinary Committee panels and maintain accuracy of information
Form Tutors / Register Takers will:	• Work to create a sense of belonging to a tutor group and school community promoting this positive ethos. • Monitor and support student wellbeing and behaviour
Curriculum leaders will:	• Ensure staff follow strategies of effective classroom management. • Monitor classroom practice through regular learning walks. • Support teachers in the use of this policy. • Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful. • Teach good learning habits, attitudes and discipline through their subject delivery
SENDCO will:	• Coordinate support for all students in accordance with the SEND Code of Practice • Share relevant information with staff and regularly ask for feedback. • Work closely with the pastoral team to discuss proactive strategies to support students. • Monitor behaviour logs of SEND students to ensure reasonable adjustments are made at each stage of the behaviour process. • Liaise with relevant external agencies and feedback to the pastoral team on outcome.

All student facing 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. • Expect the highest standards of behaviour and good manners from students. • Teach and model to students how to be safe, be respectful and be responsible in the same way that a good parent/carer would do. • Praise, reward and celebrate students consistently for their achievements. • Engage with students to restore relationships wherever needed. • Communicate regularly with parents/carers and update them on areas of celebration and concern.
Parents and carers will:	• Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour. • Inform the academy of any information which may affect their child's ability to thrive and behave appropriately. • Support the academy's policy on behaviour and rewards. • Attend meetings with staff to discuss their child. • Acknowledge that their child may make mistakes and trust that the academy, like them, wants the best for their child. • Engage in support mechanisms to help their child develop their behaviour. • Ensure their child arrives at school wearing the correct uniform and wearing it properly. • Ensure that their child is fully equipped to learn with the correct stationery and PE kit when needed. • Regularly check their child's planner • Ensure their communication with the school and its staff models the polite respectful approach we promote within school for their child. • Make sure that contact details held by the school are accurate and any changes are shared with the school promptly.

All students will:	• Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside of school. • Follow academy rules, comply with academy procedures and understand why we have them. • Work positively with all adults and each other. • Have pride in yourself, work and school. • Wear the academy uniform and wear it properly at all times. • Sixth form students will wear their ID badge

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.

Equality

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty. The academy takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place (refer to section 11). The academy maintains logs and analyses behaviour data by ethnicity, gender, pupil premium and special educational need status to identify if students from any protected group are disproportionately affected by our Positive Discipline for Learning policy. Trends and patterns identified are discussed at Academy Council, Senior Leader, Executive Leader and Trust Board meetings.

Legislative References

- Equalities Act 2010
- Sections 90 & 91 of the Education and Inspections Act 2006 detailing the general power to discipline
- Section 94 of the Education and Inspections Act 2006 detailing powers of confiscation
- Education Act 2002

Statutory Guidance Documents

- Behaviour in Schools: Advice for headteachers and school staff February 2024
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England August 2024
- The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014
- Searching, Screening and Confiscation: Advice for schools, July 2022
- Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013
- 2013 Defamation Act can be used to protect individuals from malicious and threatening posts made on the internet. Defamation Act 2013

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

- The Principal / Executive Headteacher/ Executive Headteacher 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 school 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, mobile phones and electronic device turned on between 8:00am and 3:30pm or the end of detention/internal suspension/intervention, 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 and offence cause personal injury or damage to property 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.

Parents will be informed if their child has been searched on the day of the search.

Where the Principal / Executive Headteacher, or staff authorised by the Principal / Executive Headteacher, 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 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 / Executive Headteacher 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 SEND or vulnerabilities a student 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.

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.

Routines

There is a great deal of evidence that students thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To this end, academies will have routines for the following:

- Entering lessons and starting to learn promptly
- Dismissal from lessons
- Signaling for teacher attention
- Form Time
- Assembly expectations
- Break and Lunch time routines.
- Fire evacuation and assembly routines.

These routines empower learning and support safe movement of large numbers of students. They remove the cognitive load from students having to remember the different routines and expectations of the many specialist staff whose lessons they visit daily. They also support many of our SEND students who may need routine and structure. As such, our staff regularly practice, rehearse and refine these routines.

Classroom Management
The Teachers' Standard (Part 1) sets out clear expectations that teachers set high expectations

which inspire, motivate and challenge students. It is also a requirement that they adapt teaching to respond to the strengths and needs of all students and that they manage behaviour effectively to ensure a good and safe learning environment. It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing, giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, teachers will:

- Meet the class outside the room, start on time and follow the entry routine.
- Have an expertly planned lesson with the necessary resources available for all.
- Plan a lesson which captures interest and explains relevance.
- Ensure students have clarity of intended learning.
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that students can learn what good behaviour looks like
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment.
- Ensure students are made aware of how they will be assessed both formatively and summatively.
- Manage the space, monitoring all students' work and behaviour continuously.
- Be mobile, rarely sitting at their desk.
- Give feedback regularly and constructively, using the academy's Feedback and Assessment policy.
- Maintain a tidy, organised and productive classroom.
- Follow the empowering routine for lesson exit to support the calm and purposeful movement of students around the academy site.
- Remember your individual actions affect the power of our collective action.

Sanctions: Main School

Unsatisfactory behaviour at the academy will neither be ignored nor tolerated. We recognise that young people will make mistakes and on occasions may behave unsatisfactorily. We understand that not all behaviour is always choice behaviour in moments of high emotion, but all behaviour is communication. We do not serve children well if inappropriate behaviour is condoned by adults and excuses are made for poor choices. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions.

- A verbal warning (a reminder or warning)
- A visual reprimand (comment logged in the student's planner)
- Changing a student's position in class
- Removing a student from a classroom
- Withdrawal of privileges and social time with peers
- Issuing sanctions (such as tiered detentions of varying length and at different times of the day)
- Tiered report cards and behaviour contracts
- Time spent in our Supervision Room
- Time spent in internal suspension room

- Direction to a neighbouring academy
- Safety Plans
- Individual Behaviour Plans
- Pastoral Support Plans
- Managed placement
- Attending an alternative provision programme
- Suspension
- Permanent exclusion

In cases where damage to academy property has occurred, students and their families will be asked to make a full contribution to covering the cost of the damage or clean-up required. When issuing a sanction, staff will show a positive regard, focusing on teaching, modelling the expected behaviours and restoring the relationship with the student. The focus of sanctions will not purely be punitive but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students have opportunities for both self-reflection and to repair any harm caused.

Sanctions: Post 16

Unsatisfactory behaviour from Sixth From students will neither be ignored nor tolerated, although it is rare. Sanctions will be appropriate to the issue and may include:

- Close monitoring via a report
- Removing a student from a classroom or study space
- Some of the sanctions outlined above for main school students.

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 SEND or vulnerable 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 or exclusion.
- 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/carer. 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). Students with significant SEND that may not be able to recall events accurately or with clarity, the balance of probability regarding their intent will be used.

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 school'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 / Executive Headteacher 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 is an inclusive school and welcomes all students who are part of our community. 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'. Students with special educational needs or a disability (defined in the Equality Act 2010 as a 'physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities') are entitled for reasonable adjustments to be made in order to ensure that they are able to access and benefit from the full services provided by the academy.

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. In applying its behaviour policy the school starts from the viewpoint that all students have the capacity to behave positively, but recognises that some students will require personalised support to allow them to do so, and that it might take long before some students to learn how to behave in certain situations. 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. When applying sanctions, staff will consider a student's SEND status and will not sanction a student for any behaviour that follows as a direct result of a SEND need. For example, no student with Tourette's Syndrome would be sanctioned for talking in class if they made involuntary noises; no student with an autistic spectrum condition would be sanctioned for rudeness if they weren't able to hold eye contact with a staff member, nor would a student with ADHD be sanctioned for fidgeting.

Equally the academy will not make blanket assumptions of the behaviour of a student based on generic labels of a particular type of special education need or disability. For example, 'autism spectrum condition' covers a broad range of children and no two autistic children are identical.

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 near to the teacher.
- training for staff in understanding conditions such as autism.

School staff will use SEND information and the guidance and advice from the SENDCO and the staff working with these students and with input from parents/carers over time will build up an

individual knowledge of the capacity of a child. The school may however sanction misbehaviour for students with special educational needs when this is not directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the school was not reinforcing appropriate boundaries for students whilst in school. It is not in the best long-term interests of students with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school, nor support preparation for adulthood.

Regular rules and routines also form part of a students' feeling of security and safety and it is important that all students are provided with a safe and predictable environment whilst at school. The key questions staff will ask when determining sanctions for students with special educational needs or a disability are:

- Was the behaviour a direct result if their special education need or disability?
- Has the student had sufficient education and support to understand the rule they have broken?
- Does the pupil profile need reviewing to meet their needs?

Parents/carers of students with SEND are encouraged to communicate with the academy regarding their child's individual needs and this should be done openly and in advance so that the academy is informed of these views and can take them into consideration when putting in support plans for students with SEND. Students with education and health and care plans (EHCPs) may be supported differently to the processes detailed in aspects of this policy.

Alternative Curriculum Room (ACR): Main School Students

It is recognised that when a student is dysregulated in their behaviour or feeling angry about a situation that they have encountered, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions. To support this, schools have a number of designated "Safe Spaces" where a student will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

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

1. Do as you are asked – first time, every time. Some SEND and more vulnerable students might require reminder of this rule.
2. Respect yourself, other people and your environment.
3. Move around the school calmly and purposefully at all times.
4. Carry your planner at all times.
5. Wear the correct uniform at all times. Reasonable adjustments might need to be made after receipt of medical advice.
6. Mobile phones and electronic devices must be switched off and placed in a mobile phone pouch within the school buildings. Use of mobile phones is forbidden anywhere in the school building and anywhere on the school premises between the hours of 08:00 and the end of the students' school day.

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 / Executive Headteacher: Post 16 the first occasion will be a letter home and frozen frees. Continued offences may lead to a fixed term suspension. Some SEND and more vulnerable learners might have more warnings dependent on their individual needs.

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.

Permanent Exclusion

"The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school." (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024) 22 The Principal / Executive Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff.
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

A Principal / Executive Headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.
- an offence which is not listed but is, in the opinion of the Principal / Executive Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

Further legislative information with respect to the carrying of offensive weapons can be found here: https://www.gov.uk/government/publications/the-offensive-weapons-act-2019

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal / Executive Headteacher to be carried with the intention to inflict injury on another individual.

In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.

- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the PRAISE Code

When a student is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the academy is located. The Clerk to the Academy Council will liaise with parents/carers and convene a Pupil Disciplinary Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

Reintegration Meetings

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success. Following a reintegration meeting it is likely that one or more waves of interventions will be put into place immediately. Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student. We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction.

No behaviour policy can cover all eventualities. The Principal / Executive Headteacher reserves the right to use their discretion, in line with this policy, to help Gosforth Academy students make better choices and learn the right lessons.

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). Some SEND and more vulnerable learners might require more than one warning before moving to this stage.
- More serious disruption in the classroom (code = B)
- Not following the one-way system (code = B)
- Wearing incorrect uniform (code = U) - isolation, if this cannot be remedied. Any student that is unable to wear full school uniform due to medical condition, disability or sensory issue will need to provide the school with a suitable letter from a medical professional explaining how wearing the uniform would have a negative effect on their condition. For ongoing issues, a letter would need to be renewed at the start of each academic year. Students who are medically excused from PE must always bring their full kit.
- 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/smart watch/music device visible on school site 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 issues by mistake, students must see the teacher who issued it, and they must contact the Deputy Principal Pastoral or Praise Code Administrator and the student must see either of them to have it 'cancelled' **before the next PRAISE Session.** Student must not cross out planner comments. If a student or a member of staff crosses out a comment, it will still count as a comment. Any crossed out comments will count as s 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. Some SEND students and more vulnerable learners might receive a further verbal warning between planner comments.**
- Repeated disturbance of the other students around you
- Your teacher may also ask you to move seats at any time in the lesson if they feel it is appropriate, it may be inappropriate to move some students for example those who have a designated seat such as a hearing or visually impaired student.

Phase 4 - Detentions

You will be asked to MOVE ROOMS for the following behaviour: -

- Failing to behave after your second planner comment. Some SEND students and more vulnerable learners might receive a further verbal warning between planner comments.

REMOVED TO ISOLATION *for the following behaviours: -*

- Failing to behave in the moved room classroom

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)
12 or more	2 hours (Detention D)

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

Parents/carers can check if detention has been attended by looking for the blue PAID stamp issued by SST when detention is attended. For some SEND or more vulnerable learners, the administration of the detention might be adjusted. For example, a change of venue, using a movement break, being supported by a TA using a fidget toy or timer.

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

Missing Detention

Students who miss a detention of <u>any</u> length will receive an automatic two-hour detention the following week. Students who are unable to attend a detention for a medical appointment must provide proof of this in writing from a medical professional.

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, mobile phone/smart watch or music device
- Persistent disobedience
- Receiving 12 planner comments in one week.
- Selling any items to other students.

For some SEND and vulnerable learners' other steps may be followed before using isolation. For example, allowing them to check their previous lesson for their planner, ringing home, lending of school uniform etc. For some SEND or more vulnerable learners the administration of isolation might be adjusted. For example, a change of venue, using a movement break, being supported by a TA, using a fidget toy or timer, chunking the time over a series of days.

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
- Ongoing missing planner
- Ongoing uniform issue.

For some SEND or more vulnerable learners the administration of internal exclusion might be adjusted. For example, a change of venue, using a movement break, being supported by a TA, using a fidget toy or timer, chunking the time over a series of days.

Phase 6 – Daily Report

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

- One off serious offence
- 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 – Suspension & 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:

- School based interventions, such as: daily report, curriculum changes, behaviour support sessions or referral to the counselling service.

And/Or

- External agency involvement, such as: Early Help, CYPS referrals, a managed move, referral to inclusion panel.

Department for Education Guidance on school suspensions and permanent exclusions can be found on www.gov.uk/government/publications/school-exclusion

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 2 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 / Executive Headteacher
- 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

For some SEND or other vulnerable learners all other options will be considered by the Principal / Executive Headteacher before issuing a permanent exclusion.

Monitoring and Review

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. We also maintain a record of rewards received for each student.

The behaviour and rewards policy will be reviewed annually by the Trust.