

Behaviour for Success policy

1. Statement of purpose

The purpose of this policy is to ensure that students, staff and parents at The St Leonards Academy feel supported in creating constructive learning environments and that our community develops a strong and consistent approach to rewarding and incentivising positive behaviours through a transparent and robust system of behaviour management.

2. Aims

We aim to ensure that at all times students feel happy, safe and able to maximise the learning experiences offered to them without distraction or interference.

3. The language of Behaviour for Success

When talking with students about behaviour choices staff and parents will refer explicitly to our shared 'PRIDE' agenda. We will clearly explain the impact of their actions and always give students a chance to make a positive choice; we commit to understanding that each student is unique and have their own perspective but that as members of a community we have a code that we all abide by. That code is our 'PRIDE' agenda and underpins everything that we do – it is outlined below.

- ✓ We take PRIDE in our learning and support each other in being the best that we can be
- ✓ We take PRIDE in our environment and positively contribute to making it a space that all can enjoy
- ✓ We take PRIDE in ourselves and hold each other to the highest expectations of conduct and integrity in all that we do

4. Rewards

At St Leonards Academy we reward positive behaviours and choices. Students work hard and are rewarded with 'PRIDE pounds' that can be used to purchase reward experiences such as trips and community events. Rewards are given for attainment, achievement, social conduct, completion of homework and attendance.

'PRIDE pounds' are also removed when students incur sanctions for not meeting our expectations.

Our Academy culture is dominated by the giving and celebrating of rewards by all staff with all students.

5. Sanctions

Where students display behaviours not in line with our high expectations we will all work to quickly realign them to our values and support them in making more positive choices. The following sanctions are in place for staff to use as part of that process. In signing our home

school agreement parents make a commitment to support these sanctions, any act of not doing so will be a direct breach of this agreement and result in a reconsideration of the student's place at our Academy.

C1 – This represents a verbal warning, this is a chance to signal clearly to a student that the behaviour that they are displaying needs to stop. Students will be given a brief explanation as to the cause of the warning and a chance to move forward framed in the following way:

'(Students name) please refrain from x as this is your C1 warning. I'd really like to see you x in order to turn this around.'

C2 – This represents a second verbal warning and a final chance for a student to address the choices that they are making. Students will need reminding of the behaviour stage that they are at in the following way:

'(Students name) this is now your second warning and a C2 for x and the last opportunity to think about the way that you are behaving. I know that you can still turn this around and I would really like to see you x.'

C3 – This represents the administration of an after school detention. Students will need a verbal explanation before they exit the lesson that they have been given a C3 and the reasons for it. This will then be logged on class charts and a detention will be set the following day. Parents will also be informed of their child's detention and be expected to support their attendance.

At this stage it is appropriate for staff to use 'BFS on call' to come and speak with the student outside of the classroom and resettle them in the lesson if appropriate.

C4 – This represents a removal from the lesson and a day in internal exclusion (isolation) this sanction is used for serious persistent disruption to the learning of others or for an isolated incident that puts at risk the wellbeing of themselves or the others in our community.

At this stage a member of the senior team will come and remove the student from the learning environment and place them in internal exclusion for the remainder of the day until 4pm. They will complete the following day. Parents will also be informed of their child's internal exclusion and be expected to support their attendance and contrition. During the period of isolation the student will be expected to write a letter of apology to the staff member that gave the sanction.

All sanctions are cumulative and students must be given two verbal warnings (as outlined) except in the following circumstances where students will be issued with a direct C3:

- ✘ Smoking
- ✘ Failure to attend lessons
- ✘ Anti-social behaviour around school site

Failure to comply with the sanctions outlined above will result in an escalation of the following kind:

1. Failure to attend the first 30 min after school detention will result in a 1hr detention being sat after school the following evening.
2. Repeated failure to complete after school detention will result in parents being called in for a meeting and the students will be given one final chance to complete their detention after school
3. A second failure to complete after school detention will result in isolation or time in the behaviour unit depending on how many detentions have accumulated in the interim
4. Failure or refusal to complete isolation will similarly result in an FTE.
5. Any student that receives an FTE will spend a period of time in the behaviour unit on a realignment programme (please see appendix)
6. Any fixed term exclusions or time in the THRIVE centre can result in the decision to remove the student from the Academy permanently

6. Mobile Phone Code

We recognise that mobile technologies such as phones and iPads are part of everyday life but that such technologies need to be used appropriately. It is also the academy's responsibility to ensure that students feel safe and engage in their learning as responsible, caring young persons. To this end we have defined unacceptable use of these devices below. While we would prefer mobiles not to be brought into school at all we will only issue sanctions for incidents that fall under our definition of unacceptable use.

Unacceptable uses of mobile devices

- a. Mobile phones and similar electronic devices must not be seen or heard during learning time (lessons, tutor time, assembly, trips/visits etc). It must be out of sight in the bottom of the student's bag. Normal classroom sanctions will follow for any student whose mobile phone is seen or heard during a lesson
- b. Using mobile phones to bully or threaten other students is totally unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence, it is unacceptable regardless of whether 'consent' was given.
- c. It is forbidden for students to join together to target any student, individual or member of staff; to use their mobile phone to take videos/images in order to denigrate and humiliate an individual. Sharing, sending or uploading images/videos to other students or individuals, or making them publicly available is strictly prohibited.
This also includes using mobile phones to photograph or film any student, individual or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.
- d. It is unacceptable to take a picture of a member of staff without their permission. In the event that this happens the student will be asked and expected to delete those images. Examples might include at a school function or going home.

- e. Mobile phones are banned from all exams. Any student found in possession of a mobile phone during an exam will be reported to the exam board and may have their paper disqualified. Such an incident may result in all other exam papers being disqualified.
- f. Any student who uses vulgar, derogatory, or obscene language transmitted through a mobile phone will face disciplinary action.

Any student who breaches these rules will receive a mobile phone sanction as well as having the incident dealt with appropriately, for example under the anti-bullying policy. Repeated infringements of the Mobile Phone Code may result in extended confiscation of the mobile device, a ban on school trips or entitlement to certain school activities.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones or devices if they are bought into school.

Parents/carers are reminded that in cases of emergency, the school office is the first point of contact and office staff can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons inadvertently. This also applies for clubs and activities that take place after school hours.

7. Necessity for Exclusion

If there is a need for a pupil to be excluded on a fixed term basis from The St Leonards Academy due to extreme behaviour:

- Violence towards another pupil or member of staff, deemed to be excessive or dangerous
- Verbal abuse,
- Drug and alcohol possession and/or abuse
- Persistent disruptive behaviour
- Failure to follow instructions as issued by a member of the *Leadership Team*

The Principal will issue a fixed term exclusion. A pupils' first fixed term exclusion will be for one day and be followed up with a week in the academy's Behaviour Unit. During that week, a programme of support aimed at equipping pupils with the skills needed to better modify and change their behaviour. The week will see the pupils gradually reintegrated into the academy, a process that will follow opportunities for reconciliation, which will lead to a fresh start. This will be on the part of both the teaching staff and the pupil. If there has been an issue involving two pupils the Student Support Manager will facilitate reconciliation between them.

The issuance of subsequent fixed term exclusions through a single academic year will see the number of days escalate with each exclusion as per the table below. Each fixed term exclusion will be followed up a week in the academy's Behaviour Unit as outlined above. It is rare for a pupil to be excluded for as many as five separate fixed term exclusions in a single

academic year as efforts will be made to provide a more bespoke curriculum and/or an alternative educational provision.

Permanent Exclusion

The Principal reserves the right to permanently exclude a pupil from The St Leonards Academy due to:

- The unlawful possession of a controlled Class A, B or C drug, as well as those drugs subject to a UK government temporary class and banning order¹
- The supply of cannabis and/or psychoactive substances
- The possession of an offensive weapon or sharply pointed blade² with or without aggravating factors
- The possession of acid or other corrosive substances³ with or without aggravating factors
- Bringing the Academy into disrepute

Appendix

* This policy should also be read in conjunction with the following DFE guidance documents that we adhere to

- [Searching, Screening and confiscation advice for schools](#)
- [Use of reasonable force in schools](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)

* The Academy acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN) and always considers and takes account of the individual needs of the student when administering sanctions and rewards.

* Any student found to have made malicious allegations against a member of staff will be at risk of being removed from the Academy.

¹ Please refer to <https://www.gov.uk/>

² Please refer to <https://www.gov.uk/government/publications/>

³ Please refer to <https://www.cps.gov.uk/legal-guidance>

Exclusions matrix

Students may repeat a level if school supporting action has not yet had time to be organised before a further offence occurs

Incident	No. Days FTE	Reintegration Process
Refusal of Isolation	0.5	Parent brings pupil in for meeting and then placed into isolation to complete the following day
First Offence	1	1 week in behaviour unit, phased return, behaviour modification support
Additional Needs Plan Created and Updated After Each FTE		
Second Offence	2	1 week in behaviour unit, phased return, behaviour modification support
Third Offence	3	2 weeks in behaviour unit, phased return, behaviour modification support
S2S Placement, referral to BIY Teens, Alternative provision, assessment from SEND &/or DJA		
Fourth Offence	4	2 weeks in behaviour unit, phased return, behaviour modification support
S2S Placement, ESBAS, Alternative provision, assessment from SEND &/or DJA		
Fifth Offence	5	2 weeks in behaviour unit, phased return, behaviour modification support
Sixth Offence	Permanent Exclusion or APEX	