

Behaviour Management Policy

“You establish what you establish”

****Contains COVID 19 appendix
regarding consequences****

General Principles

1 Statement of Policy

- 1.1 It is the policy of the Academy to ensure that we achieve our curriculum principles as a team. Central to achieving all of our principles is a positive regard for ourselves, others and our environment. This policy sets out our expectations of conduct within the Academy and beyond the gates.
- 1.2 The two key principles which apply throughout the policy are “No limits” and “Respect”.
- 1.3 In short, we have high standards of our conduct, so that all can flourish, be safe and secure.
- 1.4 Our principles in full are:

NO LIMITS (setting challenging targets for each other)
RESPECT (for yourself, others, our environment and education)
SUPPORT (helping others when you can see they need it)
BROADENING HORIZONS (getting involved in more than just learning)
COMMUNITY (working together)

2 Other Policies

- 2.1 This policy should be read in conjunction with the following:
 - Respect Policy (Anti-bullying/prejudice)
 - Single Equality Scheme Policy
 - Restraint Policy
 - Uniform Policy
 - Exclusion Statement
 - Electronic Equipment Policy
 - Home Academy Agreement

3 Key Principles

- 3.1 The first key principle of this policy is “no limits” that students have no limits in:
 1. Academic expectations
 2. Challenges we set ourselves now and in the future
 3. Standards we hold ourselves to

Through high expectations in conduct we allow all, the best possibility to flourish
- 3.2 The second key principle applied throughout this policy is “Respect”
 1. Respect for others
 2. Respect for ourselves
 3. Respect for our environment and
 4. Respect for education

Where there is high regard for respect, a safe, secure purposeful environment is created for all.

- 3.3 Students should be encouraged to develop a no-limits approach and a respectful manner by understanding the consequences of their actions. The policy recognises that the default position of students is that they want to do well, respect others and value education. The aim of the policy is to ensure this occurs across all of the students all of the time. The policy provides a framework to create the circumstances for a culture of respect to flourish. The policy allows for structures to manage situations where actions fall below the expectations set out in this policy.
- 3.4 Staff of Sirius Academy North will aim to be guided by our curriculum principles.
1. To have **no limits** with students which ensures that we have high expectations of all students. This applies to academic achievement as well as conduct. Staff will be consistent in having high expectations for all.
 2. To model **respect** and develop respectful attitudes in all. Staff will ensure students are respectful, applying consequences in a consistent manner when this is not the case.
 3. To **support**. To ensure no limits for all but to support students in achieving this aim. Staff will not make excuses for disrespectful behaviour but will, where appropriate, support students in achieving respectful behaviour.

4 Aims

- 4.1 The aim of a whole Academy policy on behaviour and discipline is to ensure:
- That all can learn to their no-limits potential
 - That students feel respected, safe and secure
 - That all expectations are enforced with consistency and without excuse
 - To provide support for all students to not put limits on themselves or others

5 Rewards & Expert learners

- 5.1 Students should be rewarded with principle rewards for each of the following:
- Having no limits of themselves through their work or conduct.
 - Being respectful
 - Supporting others
 - Broadening their horizons
 - Supporting their community

These rewards are applied through the student planner.

The Academy supports students in assessing their own attitude to learning including key attributes and skills such as attendance, punctuality, behaviour, uniform, teamwork and enrichment.

5.2 Students self-assess their progress each term and work together with their form tutor to grade their attitude to learning.

5.3 There are four levels of attitudes to learning:

1. Expert learner
2. Advanced learner
3. Developing learner
4. Potential learner

5.4 Rewards and privileges are targeted mostly at students who reach expert learner status.

5.5 Beyond this, there are many examples of rewards through year groups, houses and subject areas. The rewards are all based upon achieving our principles.

- Expert Learner Programme
- Certificate of Excellence
- Weekly identification of Perfect Students (30+ rewards, 100% attendance and punctuality, 0 negative behavior logs) – students receive a text home and entry into the termly draw
- Subject nominations and awards (half termly)
- Hot Chocolate weekly rewards
- Respect Awards for non-academic excellence e.g. politeness, leadership (twice weekly draw)
- Year celebration assembly (termly)
- Tutor nominations in assembly (weekly)
- And any other strategies implemented by the Academy

6 Academy Consistency

6.1 All staff have direct responsibility for standards within the classroom environment and within the wider Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in student planners and should be used as a reference point.

6.2 The teachers and students have agreed the rules so that:

- That the principles of no limits and respect can be followed by all
- There is a common and agreed framework of no limits and respect
- Students are clear about Academy expectations

- Expectations are displayed in student planners as a reference point for all lessons
- That the Fair Deal allows input from students at the appropriate time

7 Specific Areas

- 7.1 In addition to the Academy rules, it will be necessary for some teachers to develop more specific rules in line with the nature of the subject; the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.
- 7.2 It is important that these specific rules are also displayed as a reminder and reference point.

8 Respect our education

Classroom Routines

- 8.1 Effective classroom routines are key in maximizing learning for all. Students are expected to engage with classroom routines.
- 8.2 Staff will provide a framework of consistent routines.
1. Professional learning environment
 2. Meet and greet
 3. Planners on the table
 4. Straight in, straight on with starter
 5. Bespoke seating plan
 6. Active listening
 7. No hands up questioning
 8. Circulate the classroom
 9. Apply academy/departmental/teacher reward systems
 10. Orderly seated dismissal

9 Classroom Processes

- 9.1 Set out below is “The Academy system for managing behaviour in the classroom”. This does not replace the need for effective routines, responses and relationships. (A flow diagram can be found in appendix 1)

- 9.2 For Staff:

- Teachers should plan to support positive discipline for learning
- Teachers should consider the seating arrangements of classes; The social dynamics of the classroom is significantly influenced by the students’ seating plan

- Teachers should celebrate no limits work and attitudes of students throughout each lesson
- A teacher will have regard for creating the “optimum environment for purposeful learning”
- All teachers should adhere to the Academy’s Discipline for Learning protocol. This protocol has the following clearly defined stages which are actioned if students infringe any of the discipline for learning expectations which are clearly displayed in student planners (see appendix 1)
- Any consequences should be applied consistently
- Staff should operate the Fair Deal, giving students the opportunity to discuss the incident at an appropriate time (the time of this can be decided by the teacher)
- Staff may wish to use aanorthstaffoncall@siriusacademynorth.org.uk for support.
- Staff should follow the MSI procedure where a more serious incident occurs
- **The end of the lesson** should be carefully planned to avoid the students leaving in a hurried or disorganised manner. Students should be seated and quiet before being dismissed at the door, by the teacher, in an orderly fashion with uniform worn appropriately

For students:

- Students will be given a friendly personal warning/reminder about classroom expectations
- A verbal warning is issued and the student has their name recorded on the board (Check 1)
- A tick is recorded next to the student’s names denoting a 10-minute call back (Check 2)
- Student is “Matrix” removed to another teacher in the faculty (Check 3)
- Full removal to the isolation room follows any further infringes of the Discipline for Learning expectations (Check 4). Both check 3 and check 4 trigger a 60 minute same-day after school detention.
- A student can be removed if a serious incident occurs without receiving warnings

9.3 Examples of more serious incidents include – verbal abuse to staff, damage, physical contact and prejudiced actions.

9.4 **Low level disruption**

Low level disruption can be extremely disruptive and prevent students from learning. Low level disruption are behaviors that have a high impact on the quality of education able to be delivered and do not show respect to education, the principles or staff.

For Students

Some examples of LLD are:

- Not active listening
- Turning around
- Talking over the teacher
- Talking across the classroom
- Shouting out
- Further examples can be found in the student planner

If a student reaches matrix remove, then they will be asked to wait directly outside the classroom for a member of staff. Failure to do so will be seen as truancy and defiance and carry both a detention and IFTE.

For staff

Checks should be used in a consistent, calm and measured manner. The student name should be added to the board after a check 1 with a tick if they reach check 2. All of the time, staff should explain to students why it has happened. If a student reaches matrix level, then the teacher should attend the same day detention to hold a short resolution.

Where a member of staff requires a matrix remove, aanorthstaffoncall@siriusacademynorth.org.uk should be used to alert a member of duty staff. Students should wait outside the classroom for the duty staff.

9.5 The Fair Deal

For students:

Where students would like to discuss any action/incident then the Fair Deal (appendix 4) outlines the appropriate ways in which to do this. This involves a sensible discussion at an appropriate time as to not cause any further disruption to learning or the Academy environment. The Fair Deal builds on the principles of respect, support and community.

For staff:

Staff should uphold the idea of the “Fair Deal” and ensure that students are fully aware of the process. The Fair Deal builds on the culture of mutual respect. Listening to students concerns is vital and supporting change as a result of this is effective. Following resolution/sanction staff should never refuse to have students back in class. Restorative conversations are critical to building strong working relationships. A restorative conversation must be held after all matrix removes.

10 Lateness to class

- 10.1 Lateness can have significant impact upon learning of the late student and the learning of others within the class. Being prompt shows respect for education, others and yourself. Punctuality is a key skill and is covered by the Expert Learner Programme.

For students:

- Lateness is defined by students arriving at the lesson significantly later than the majority of the teaching group
- Lateness to the morning tutor session is defined by students arriving after 8.50am
- Students who arrive late will receive a 30 minute same day detention.
- Students arriving after 9:05am without a valid medical note will receive a 60 minute same day detention
- Students facing 'lockout' (arriving late after lesson starts) will be issued with a 30 minute same day after school detention
- Where lateness persists, parents/carers will be required to attend a formal meeting to solve the issue

For staff:

- Staff who, for whatever reason, hold back a student beyond the start of the next lesson must always provide the student with a brief note giving time, date and signature
- Lateness/Lockout should be recorded on registers
- In the event of late arrivals, the lesson should continue as smoothly as possible. The lateness should be acknowledged at the end of the lesson and through registers
- Students on Lockout should enter the class without any additional disruption. Those recorded as "Lockout" will receive a 30 minute same day detention

11 Work not completed or of poor quality

For students:

- 11.1 Students not completing work within a lesson should follow the check system following initial support.

For staff:

Staff should ascertain whether the student is able to do the work. Depending upon the judgement, the responses could be:

- Use discretion in applying additional work
- Use the Fair Deal to discuss the no-limits expectations
- Staff may wish to use aanorthstaffoncall@siriusacademynorth.org.uk for support

- 11.2 If the student is frequently not completing work, or consistently producing work of poor quality, staff should seek the support of the Curriculum Director. If there is still no improvement the matter should be referred to the Head of Year again with a view to parents being contacted.
- 11.3 If Heads of Year sanctions fail to make an impact, the student may be referred to one of the Deputy Head of School as line management for the subject.
- 11.4 To address progress at the earliest possible opportunity, parents/carers will be expected to attend a progress panel meeting.

12 More Serious Incidents in the classroom

12.1 For students:

The check system can be by-passed in the event of a more serious incident such as verbal abuse, physical contact or damage.

12.2 For staff:

Staff are advised to adopt the following course of action as a response to challenging behaviour:

- Remain calm and attempt de-escalation techniques
- Follow MSI guidance and alert staff using aanorthstaffoncall@siriusacademynorth.org.uk
- Seek the support of colleagues immediately for most serious incidents such as physical contact.
- Be aware of Academy absolutes in exercising consistency. (Appendix 5)

13 Students leaving class

For Students:

- 13.1 During each lesson period, students may request permission to visit the toilet. This should be a rare and exceptional occurrence as students should be encouraged to use the toilets before the Academy day, at break, lunchtime and after school. Frequent time out of the classroom can cause significant gaps in learning.
- 13.2 Students with evidenced medical problems will be provided with a toilet pass and this pass should be carried by the student at all times.
- 13.3 Time missed will be recorded in planners.

- 13.4 Students will only be allowed out in a medical emergency not for minor ailments, or to fill water bottles
- 13.5 Students should never leave the classroom without consent from a member of staff. Doing so, “walkout” results in a 60 minute same day after school detention.

For Staff:

- 13.4 When faced with a student request for a toilet visit, teachers could use the following responses:
- Initial response - no, subsequently unless they have a medical pass
 - Privately ask the student if the visit is vital as the lesson is important
 - Ask whether the student could wait until the end of the lesson
 - Be more sympathetic to a repeated request
 - Grant permission, but point out that the lesson is important and that if students are allowed to go, the pass in the planner is completed
 - The same approach applies for requests for illness/injury

14 Students Out of Lessons

For students:

- 14.1 Time out of lesson leaves gaps in learning. Students should not leave a lesson without good reason and would not normally be allowed to leave a lesson.
- 14.2 Students out of lesson should always have a planner with permission inputted.
- 14.3 Students out of lesson without a planner permission will be logged as truant (60 minute same day after school detention).

For staff:

- 14.4 If a student is allowed to leave the room they should always have permission written in the planner.
- 14.5 All students out of lessons should be challenged. If they do not have the planner permission with them, they should be referred to the teacher from whose lesson they have come.
- 14.6 Students should be logged as truanting if there is no valid reason.
- 14.7 There should be no more than one student out of class at any time.

Respect around the Academy

15 Bullying – Respect Policy

15.1 This policy covers actions such as:

- Prejudice
- Bullying
- Cyber-bullying

16 Around the Academy

For students:

16.1 Students are expected to move around the Academy site courteously and with respect.

16.2 At the end of lessons, break and lunch there is inevitably going to be a degree of congestion. To ensure respect for others and the environment, we maintain a ‘courteous corridors’ policy.

Courteous corridors are ensuring respect around the Academy area.

16.3 “Courteous corridors” include:

- Sensible movement around the Academy
- Maintaining high standards of behaviour whilst outdoors
- Moving around the Academy on the left hand side
- No chewing gum on site
- Only eating / drinking in designated areas
- Clearing plates etc away after lunch
- No physical contact
- Not throwing food/items
- Using bins/trolleys provided for any litter
- Not being on the corridors following lesson start (Lockout)
- Removing outdoor clothing inside
- No ‘mobile’ use inside the Academy (seen or heard)
- Be aware of visitors trying to move and give way where possible. Be positive e.g. holding doors, saying hello
- Moving quietly and courteously without shouting, foul language or causing disruption
- Ensuring no damage is caused
- Waiting courteously for transport
- Wearing correct uniform without prompt, following the uniform policy
- Standing in the OWS seating area
- Once students are outside, they remain outside
- No use of plastic bottles
- Following the correct direction policy on stairwells

- 16.4 A courteous corridor infringement will result in an instant lunchtime/break detention. 3 infringements will result in compulsory lunchtime detention for 3 days. Each subsequent courteous corridor infringement will carry the same.
- 16.5 Students are expected to wait in an orderly fashion at bus stops. This includes waiting inside the school fence for buses directly outside the Academy. This is to allow for safety of students and pedestrians. Not doing so will be logged as a courteous corridor.

For staff:

- 16.6 A teacher's responsibility for standards of student behaviour extends beyond his/her classroom. It is the general willingness of teachers to provide consistency in situations they come across during the unstructured periods of the Academy day, which greatly enhances the standards of behaviour throughout the site.
- 16.7 In order to maintain visible consistency around the site, staff should ensure:
- Meet and Greet
 - Prompt duties
 - Challenging and logging all 'Courteous corridor infringements'
 - Praising positive respect behaviours e.g. holding doors, clearing tables
Respect merits should be placed in planners

17 Academy Uniform

For students:

- 17.1 The Academy subscribes to a policy which requires all students to wear Academy uniform. Parents and students accept this constraint when making an application for a place at Sirius Academy North.
- Key aspects of the uniform policy are: - to wear black trousers, white shirt (buttoned up to the top and tucked in), Academy tie of the appropriate year group, academy blazer and black leather school shoes with no logo. The skirt must be at least knee length
 - Students must not wear jewellery with the exception of one pair of small stud earrings
 - No other visible piercings are permitted (including retainers of any sort)
 - Only natural hair colours are permitted

For staff:

- 17.2 The tutor and the Year Team are the first and most important monitor of the dress code. During the morning registration/before school, the student will be sent home to change into correct uniform. If this is not possible, students will

be loaned items of uniform which they will be expected to change into. Failure to adhere to this will result in the student being isolated. Student's not wearing uniform appropriately should be challenged and the uniform corrected.

- 17.3 Ties should be worn from the top button to the trouser/skirt waistband.
- 17.4 Where parental contact can be made, it may be appropriate to send the student home for a temporary period of time to change their uniform.
- 17.5 Students and Year Teams will endeavor for perfect uniform using:
- Contact home – uniform bringing in/collecting
 - Stock uniform
 - Isolation for unresolved uniform issues
 - Isolation for visible piercings (whether or not removed)
- 17.6 PE Kit is expected to be worn by all students in all PE lessons with the exception of those with a valid professional medical note. The consequence for not bringing PE kit is a same day, after school, 20 minute PE detention. This maintains our responsibility to provide physical exercise.
- 17.7 All teachers should challenge inappropriate uniform in all lessons and around the Academy without disrupting the learning of others via aanorthstaffoncall@siriusacademynorth.org.uk
- 17.7 Repeated failure of students to adhere to the uniform policy will result in a formal panel meeting with parents/carers.
- 17.8 Year Teams will maintain accurate uniform logs to ensure no repeated infringement.

18 Mobiles

For students:

- 18.1 The use of electronic equipment such as mobile phones is becoming increasingly problematic in schools. The use of these often deflect from education. The management of such devices is difficult so all electronic gadgets have a seen or heard policy within the Academy building.
- 18.2 Specifically this means:
- Any electronic gadgets (phone/headphones/speakers etc.) 'seen or heard' in the Academy building and during lessons times will be confiscated until the end of that day
 - This includes in corridors and social spaces

- Any electronic equipment 'seen or heard' in any area (including outside) in lesson time or after movement bells will be confiscated
- Students are allowed to carry mobile phones if parent/carers require piece of mind. Though these should not be 'seen or heard'
- Parents are encouraged to contact the Academy to leave messages or contact in an emergency. Students are able to do the same.
- On the third time of confiscation a parent/carer will be required to meet staff and collect the phone. Subsequent breaches of this will need a parent/carer to collect

For staff:

- Staff must be vigilant and consistently carry out the 'seen or heard' policy
- Staff must hand any confiscated devices to Student Services in a timely fashion and certainly before the end of the day
- Staff will model the 'seen and heard' policy by refraining from using phones in lesson time or in social spaces

19 Student planners

19.1 Student planners are an integral part of academy practice. Use of the planner shows a no limits attitude and respect for education.

19.2 Those without a planner will receive a 30 minute after school same day detention.

For students:

- Planners should be available at all times and placed on the table in each lesson
- Planners are vital for many areas of the Academy including recording practice, recording messages, toilet pass, gaining rewards and recording attitude to learning.
- Students should ensure parents sign the planners each week
- Planners should be carried at all times for inspection

For staff:

- Like uniform, all staff should make regular checks, in particular, that planners are on the table in all lessons
- Use the planner for all key functions, recording practice, toilet pass, merits and attitude to learning work

20. Water bottles

20.1 To support respect for the environment, the Academy no longer sells single use plastic bottles. Single use plastic bottles are not allowed in the Academy. (This includes plastic bottles from external shops).

- 20.2 The reduction of large fizzy drinks will also support the health of our students (respect for ourselves).
- 20.3 The Academy has provided more water fountains to support students in staying hydrated.
- 20.4 To support the policies on planners, practice booklets, electronics and water bottles, students are required to carry a bag.

Respect for the Academy environment

21 Chewing gum

- 21.1 Students are not allowed to bring gum onto the Academy site. If students are seen to be chewing, they will be told to remove the gum and the incident recorded, which triggers a same day community payback detention.

21.2 Damage

- Damage is one of the Academy's absolutes. The Academy is for everyone including future generations. It is essential we respect this environment
- Damage reduces funds available directly for learning
- Damage – 1 day internal exclusion with parental contact. Suggested payment and community payback

More serious incidents

- 21.3 The Academy has a number of 'absolute' rules which are unacceptable in the Academy. These absolutes demonstrate a lack of respect and have no place in the Academy. (See appendix 5).
- 21.4 The "absolutes" of the Academy:
- Verbal abuse - Whatever the context, swearing/abusive language directed to staff or students, or within the hearing of staff or students is unacceptable and must result in an appropriate sanction
 - Absconding (leaving the school site) - A key aspect of the Academy is to keep students safe. Absconding is a significant safeguarding risk
 - Damage - The Academy is for everyone including future generations. It is essential we protect this environment. Damage reduces funds available directly for learning
 - Refusal - This is a basic of respect. All students must abide by the Academy's behaviour policy which includes following instructions from adults
 - Any consequence that is given as a result of poor behaviour must be completed. This is part of being a student within the academy. Where

sanctions are owed, students will be isolated until they are complete. Continued refusal will result in other strategies being found to support the student

- Smoking - A key aim of the Academy is to support the health of all students. The Academy is a non-smoking site for all. The absolute of smoking extends to travelling to and from the Academy
- Disrepute - Respect extends into the community. This includes respecting others through social media, phones and travelling to and from the Academy. Others should be treated with respect, free from bullying, harassment or prejudice
- Physical contact - Aggressive physical contact will cause harm to others. This can be both physical and mental harm

For staff:

- 21.5 Staff should ensure that they are fully aware of the MSI procedures. This is especially true for Year Teams. Staff should use aanorthstaffoncall@siriusacademynorth.org.uk

For students:

The absolutes are:

- Verbal abuse towards staff - Fixed term exclusion with parental meeting
 - Absconding from site – 2 day internal exclusion with parental contact
 - Damage - 1 day internal exclusion with parental contact. Suggested payment and community payback
 - Prolonged defiance (refusal, repeatedly walking away from staff, this includes defiance of the sanction system) – 3 day fixed term exclusion with parental meeting
 - Smoking – 1 day internal exclusion with parental contact and health referral
 - Disrepute/bullying/prejudice – 2 day internal exclusion with parental meeting and associated workshop work
 - Physical contact – 3 day Internal fixed term exclusion and parental meeting.
 - For serious instances, including planned, physical contact than an external fixed term exclusion would apply
- 21.6 For repeated breaking of absolutes/fixed term exclusions a formal panel meeting will be arranged for parents/carers.
- 21.7 For repeated or serious infringements of the “absolutes” then all Academy strategies up to and including permanent exclusion can be considered.

22 TARIFFS Sanctions and support

- 22.1 Where there are frequent actions then tariffs apply in order to quickly address any issues at an early stage.

22.2 Classroom based sanctions:

Where low level disruption exists then students may be required by the teacher to complete sanctions these may include (but not limited to), seat moves, parental contact, Academy detentions and/or faculty/year reports. Restorative conversations form an important part of the academy detention system and staff are required to meet with matrixed students at the end of the day that the detention is given.

- 22.3 Students who are guilty of persistently failing to adhere to Academy expectations and/or are frequently matrixed or removed from lessons may be required to complete sanctions such as “blitz” monitoring, workshops, isolation, Year reports, SLT reports, internal alternative strategies. This will involve the student being given clear improvement targets that are closely monitored by Tutors, Heads of Year and Year Assistants.
- 22.4 Where negative actions continue to persist and/or absolutes continue to not be met then higher order strategies will be utilised to break the negative cycle. These may include the use of panel meetings, internal alternative provision, managed moves and direction to the use of external alternative provision.
- 22.5 The Academy, in partnership with Rise Academy, may utilise the specialisms of Rise Academy, where it is deemed the most effective cause of action to address concerns.
- 22.6 Serious misconduct, such as: extreme violence, premeditated violence, sexual assault, the possession, use or supply of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the Academy and will lead to serious sanctions up to and including permanent exclusion for the individual or group involved in such actions. In the event of a permanent exclusion, the students’ record of behaviour will also be taken into consideration. (Refer to Exclusion Statement). Students who repeatedly break the absolutes despite high levels of support and parental engagement will be subject to more serious consequences up to and including permanent exclusion.

The use of detentions:

- 22.7 Lunchtime and same day after Academy detentions are compulsory. Students who fail to attend a detention will be given additional detention time. If a student persistently fails to attend detentions, they will be placed in isolation until all detentions are completed and/or parents/carers attend a formal panel meeting.
- 22.8 Where there is an issue with an after Academy detention, parent/carers should contact the Head of Year prior to the detention, under certain circumstances the detention can be re-arranged.

- 22.9 The detention process is highlighted in appendix 3.
- 22.10 Where students disrupt a detention or complete insufficient work then they will have their detention time extended, students will be placed in isolation until that time.
- 22.10 Where students are suspected of having items banned by Academy policy (chewing gum, energy/plastic bottled drinks), including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property, where it is deemed that there is an issue, force could be used to enable a search for these items. (See restraint statement).
- 22.11 The Behaviour Policy extends beyond the school gate, including behaviour to and from school, in the local shops and on public transport. Where safety or well-being is compromised, or the Academy is brought into disrepute, the Academy will follow the same more serious incidents procedures, including all relevant sanctions. In short, the Academy has the power to extend discipline beyond the school gate. *“Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006 paragraph 21).*
- 22.12 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.
- 22.13 Where appropriate, students who disrupt the learning of other students or act inappropriately to members of staff or the public, will be expected to attend restorative practice meetings. For serious offences, including physical violence and racism, restorative meetings will be attended by the Academy’s PCSO link officer. Students may also be required to write formal letters of apology.
- 22.14 Students who have broken the absolute rules will be subject to a range of sanctions as detailed in appendix 5. The use of isolation is an internal sanction and the following rules apply. Students agree to work in silence throughout the course of the day on a range of tasks set by staff. Toilet breaks will be organized throughout the day. Lunch will be available to students. Students who do not work appropriately, disrupt isolation or walkout are subject to higher consequences as described in appendix 3.

Appendix 1a Actions & Consequences Chart (after classroom strategy) - staff

ACTION	CONSEQUENCE
<p>A1 A student disrupts the quality of education for others</p>	<p>Friendly warning and C1</p> <ul style="list-style-type: none"> • A friendly warning and explanation of wrongdoing will be discussed with the student • If the behaviour persists, a first formal warning will be given and the student's name will be written on the board (check 1)
<p>A2 Further disruption and/or continuation of A1</p>	<p>C2</p> <ul style="list-style-type: none"> • A second verbal warning will be given and a tick will be placed against their name on the board • A call-back will be given (check 2)
<p>A3 Poor behaviour continues</p>	<p>C3</p> <ul style="list-style-type: none"> • The student will be matrix removed from the classroom by the on call member of staff and escorted to the matrix room (check 3). • The incident will be recorded and a same day Academy detention will be given • Parents/carers will be informed
<p>A4 A student is removed from more than one lesson within a week</p>	<p>C4</p> <ul style="list-style-type: none"> • The incident will be recorded and an Academy detention will be given • The student will be placed on a Behaviour Monitoring Report to their Form Tutor • Parents/carers will be informed
<p>A5 A student refuses to follow the Academy Code of Conduct</p>	<p>C5</p> <ul style="list-style-type: none"> • The student will be referred to their Head of Year, who will issue a sanction
<p>A6 Serious misconduct</p>	<p>C6 Could include any of the following;</p> <ul style="list-style-type: none"> • A meeting with parents/carers will be arranged • The student will be referred to the Academy Pastoral Support Unit (Internal) • A fixed term or permanent exclusion may be given • An internal exclusion may be applied • There could be PCSO involvement • Other sanctions may include formal apology, litter picking and/or payment for damage • A range of external provisions may be directed

Behaviour Policy

Friendly warning
Reminder about the basics

Check 1
Formal warning (name on board)

Check 2
2nd Formal warning (tick next to name)

Check 3
Matrix room, call back and restorative after
school detentions

Check 4
Isolation (failed matrix or serious incident)
Isolation (failed matrix or serious incident)

Poor classwork can lead to a behaviour consequence.

Eating/drinking anywhere other than the One World Space or outside and not following courteous corridors expectations will lead to lunchtime sanctions.

Persistent lateness will lead to an after school detention.

Verbal/physical assault, refusing to go or failing when in the matrix room or other serious offence can lead to immediate placement in isolation

NO LIMITS

RESPECT

SUPPORT

BROADENING HORIZONS

COMMUNITY

Appendix 2



Expectations

Respect Education

NO LIMITS

- ✓ Complete your practice booklets
- ✓ Excellent attendance and punctuality
- ✓ Aim for expert learner

RESPECT

- ✓ Follow active listening
- ✓ No hands up
- ✓ Follow courteous corridors
- ✓ No mobiles or gadgets seen or heard
- ✓ No chewing gum

SUPPORT

- ✓ Attend intervention/support sessions
- ✓ Use the Fair Deal
- ✓ Support others
- ✓ Carry your planners at all times

BROADENING HORIZONS

- ✓ Engage with the content of all subjects
- ✓ Attend enrichment clubs and events
- ✓ Read for pleasure and complete reading logs

COMMUNITY

- ✓ Participate in House team competitions
- ✓ Become a student leader
- ✓ Be part of our student voice
- ✓ Represent the Academy in the community



Appendix 3a

Sanction system – communication.

We operate a system of same day detentions.

Messages will be sent via MyEd and text messages by 2.30 based on recorded data.

Any incidents after this time (when known about) will be contact by phone by the Year team.

SJE to create the register for each consequence to be recorded on SharePoint.

All detentions to be completed in the Auditorium except for PE

Teaching staff to attend where they have had a student matrix that day (Curriculum Directors to monitor and support their conversations)

Students who have refused a detention will have immediate parental contact and expectation of completing 90 minutes the next night.

Continued refusal to attend leads to IFTE until parents attend a panel meeting (what number should be put on this?)

Appendix 3b

Report system

Report level	Administered by	Length of report	Consequence of failing
Subject	CD (single issue)	4 weeks	
Tutor	Tutor	4 weeks	Meet HOH
Year	HOH	4 weeks	Meeting with HOH and AVP – ramp up seriousness
AVP House	AVP (driven by HOH)	4 weeks	Panel meeting with next step strategies discussed
DHOS	DHOS	4 weeks	MM or AP or D

Consequences

Respect level	Specific issue	Sanction
PUNCTUALITY	AM LATES	SDD 30
	AM LATE AFTER TUTOR (OR MISSING TUTOR)	SDD 60
	LOCKOUT	SDD 30
COURTEOUS CORRIDORS	COURTEOUS CORRIDOR	STRAIGHT LUNCH ISOLATION
	3 COURTEOUS CORRIDOR INCIDENTS	LUNCH DETENTION X3
	CHEWING/LITTER/TRAYS	COMMUNITY PAYBACK
	MOBILE PHONE	CONFISCATION TO STUDENT SERVICES - PARENTS AFTER 3RD TIME (AND EVERY SUBSEQUENT)
CLASSROOM	MATRIX	RESTORATIVE CONVERSATION WITH TEACHER - CENTRALISED
	3 LLD INCIDENTS	HL REPORT (CD report if only one subject)
	WALKOUT	1 DAY IFTE PLUS SDD 60
	REMOVE	IFTE ROD SDD 60
SANCTION DEFIANCE	DISRUPT ISOLATION	EFTE 1 (information received from staff member leading isolation)
	FAILURE DETENTION	SDD 90 (removed to isolation room to complete)
	NO WORK DETENTION	SDD 90 (removed to isolation room to complete)
	WALKOUT ISOLATION	EFTE 1 (information received from staff member leading isolation)
	INCOMPLETE DETENTIONS	IFTE UNTIL PANEL
TRUANCY	TRUANCY	SDD 60 AND HL REPORT
MSI	PERSISTENT DEFIANCE	EFTE1
	PROLONGED DEFIANCE AND RUNNING FROM STAFF	EFTE3
	ABSOLUTES	IFTE
	VERBAL ABUSE STAFF	EFTE1
GENERAL	PE KIT	SDD 30 MINUTES EXERCISE
	NO PLANNER	SDD 30
	UNIFORM	ISOLATION if no alternative resolution
	JEWELLERY	ISOLATION

Sirius
ACADEMY NORTH
WHERE STARS ARE BORN

The Fair Deal

RESPECT

Respect for others, respect for education.
Following the fair deal means:

- Report issues at an appropriate time (out of lessons).
- Show respect and not disrupt learning.
- Give your opinions calmly after the lesson.
- Follow instructions.
- Always be respectful to staff, other adults and other students.

SUPPORT

The Academy Will

- Listen to you at the correct time.
- Use all of the evidence available to decide on sanctions.
- Treat you fairly and consistently.
- Use the checks, except in more serious incidents.

COMMUNITY

If you have an issue

- Talk to the teacher, house team or duty staff before school, break, lunch or after school.
- Attend the resolution session at the end of the Academy day.

NO LIMITS RESPECT SUPPORT BROADENING HORIZONS COMMUNITY

Sirius Absolutes

Absolutes are some of the serious breaches of the Academy rules which are not tolerated at all. These are serious incidents which are not acceptable in any way within the Academy.

We want everyone in our Academy community to feel safe, stay safe and be able to learn in a supportive environment.

**ABSCONDING FROM THE ACADEMY
RESPECT FOR YOURSELF**
The Academy is responsible to ensure that everyone is safe; absconding from the Academy does not allow this. This also causes damage to your education. This is a severe type of behaviour and students will have to spend time isolated to ensure that we know their whereabouts at all times.

**SMOKING
RESPECT FOR YOURSELF**
The key aim of the Academy is to support the health of all students. The Academy is a non smoking site for all. This has an internal exclusion and referral for anti smoking support.

**CAUSING DAMAGE AROUND THE ACADEMY
RESPECT YOUR ENVIRONMENT**
This type of behaviour causes great cost to the Academy. The money is lost from rewards, trips and educational equipment. This behaviour will result in a bill for the damage, parental contact and community payback

**HOMOPHOBIC OR RACIST ABUSE
RESPECT OTHERS**
Everyone has the right to not be abused in any way. Any behaviour of this type will result in a minimum of an internal exclusion, a parental meeting and PCSO involvement.

**PHYSICAL CONTACT
RESPECT OTHERS**
All students and staff have the right to feel safe within the Academy therefore there should be no physical contact. Often, issues start with just missing around. Where there has been an aggressive contact the minimum sanction will be a 3 day internal exclusion with a parental re-integration interview.

**USE OF FOUL LANGUAGE AT OR IN THE VICINITY OF OTHERS
RESPECT OTHERS, OUR ENVIRONMENT**
Staff and students have the right to come to work in a pleasant environment free from abuse and foul language. Where students have used foul or abusive language towards staff or other people, then an exclusion will be put in place with a parental meeting.

**MISSING SANCTIONS
RESPECT YOURSELF**
When basic expectations are not met then consequences occur. Where a student refuses to meet these sanctions the sanctions will increase. Completing sanctions is part of being a student within the Academy. Where sanctions are owed, students will be isolated until sanctions are complete - where refusal continues alternative strategies will be found to support the student.

**WALKING AWAY FROM STAFF—DEFIANCE
RESPECT OTHERS**
Staff will always try to support. If students continue to walk away from staff and cause disruption to the running of the Academy with their actions, then it will end up with an exclusion followed by a parental meeting. Repeated behaviour of this type will result in after care provision being considered to best support you.

**REFUSING TO FOLLOW STAFF INSTRUCTIONS
RESPECT OTHERS**
This is a basic expectation of the Academy. If students are unable to follow staff instructions then they will need to access provision suited to them, isolation will apply while this is arranged.

NO LIMITS **RESPECT** **SUPPORT** **BROADENING HORIZONS** **COMMUNITY**

UNDERSTANDING THE RETURN PROCESS:

As a result of the exceptional circumstances we find ourselves in, it is necessary to help students understand how they should conduct themselves on the Academy site for the safety of all of us and to reduce the chance of the virus spreading, creating a second peak.

STUDENTS MUST AGREE TO

- Follow direction from staff at all times and without argument
- Observe social distancing rules at all times including on the way to and from school
- Follow the one way system around SAN
- Only use the toilets available to your cohort
- Not use the equipment from any other student
- Support in clearing away after breaks/lunches to assist in cleaning areas
- Not mix with students from other groups
- Wash hands at regular intervals and certainly after break/lunch
- Not spit on the school site
- Not cough on or in the direction of others
- To behave in accordance with the Sirius Academy North behaviour policy

CONSEQUENCES OF NOT ADHERING TO THE GUIDELINES

DFE guidance

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home.

For the safety of all members of the Sirius Academy North community, students who need more than a friendly warning and further reminder about their conduct will be asked to leave the Academy for that day pending a further discussion with home about expectations from a member of SLT.