



Behaviour Management Policy

Contents

	Page
1. Statement of policy	2
2. Links to other policies	2
3. Key principles	2
4. Aims	3
5. Rewards & expert learners	3
6. Academy consistency	4
7. Specific areas	5
8. Respect our education	5
9. Classroom processes	5
10. Lateness	8
11. Poor work	8
12. More serious incidents	9
13. Students leaving the class	9
14. Students out of lessons	10
15. Respect – anti bullying	11
16. Around the academy	11
17. Academy uniform	13
18. Mobiles	13
19. Planners	14
20. Water bottles	15
21. Environment	15
22. Sanctions	17
23. Appendix 1 – classroom actions	20
24. Appendix 2 – Sanctions	22
25. Appendix 3 – Absolutes	23
26. Appendix 4 – A2L	25
27. Appendix 5 – Restraint Policy	26
28. Appendix 6 – List of Support	27
29. Appendix 7 – Fair deal	28

General Principles

1 Statement of Policy

- 1.1 The mission of our Academy is to maximize the now, the time students spend in the Academy, prepare for the next – prepare students for their next steps and lay the foundations for later, the unknown steps later in life.
- 1.2 It is the policy of the Academy to ensure that we achieve this mission through our curriculum principles. Central to achieving all of our principles is a strong, consistent behavior policy. This policy sets out our expectations of conduct within the Academy and beyond the gates.
- 1.3 The two key principles which apply throughout the policy are “No limits” and “Respect”.
- 1.4 In short, we have high standards of our conduct, so that all can flourish, be safe and secure.
- 1.5 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:

- Anti-bullying Policy (Anti-bullying/prejudice)
- Single Equality Scheme Policy
- Restraint Statement
- Uniform Policy
- Exclusion Statement
- Acceptable Use Policy
- Home Academy Agreement

3 Key Principles

- 3.1 Managing over 1200 students can be a challenge. Rules and expectations are vital in providing safety and success for all.
- 3.2 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

3.3 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.

3.4 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 structures to manage situations where actions fall below the expectations set out in this policy.

3.5 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.

3.6 Working together –we can ensure the best possible environment for all, please refer to the Home Academy Agreement.

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
- That staff are able to perform their jobs, free from disruption and abuse
- That for the behaviour policy to work well and to be of benefit to all then it must be consistent and adhered to.

5 Rewards & Expert learners

5.1 Students should be rewarded with Curriculum 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. Students can also achieve rewards in other ways.

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 Lesson one teacher to grade their attitude to learning.

5.3 There are four levels of attitudes to learning (Appendix 4):

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

5.4 Rewards and privileges are aimed at excellence rather than meeting basic requirements.

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

- Expert Learner Programme
- Bronze / Silver and Gold system*
- Weekly identification of Perfect weeks (100% attendance and punctuality, 0 negative behavior logs)
- Hot Chocolate weekly rewards
- Year celebration assembly (half termly)
- Lesson 1 teacher nominations in assembly (weekly)
- And any other strategies implemented by the Academy
- Applause on the doors
- Praise boards
- Vending machine
- Awards evenings
- Proud Thursday

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 be displayed as a reminder and reference point.

8 Respect our education

Classroom Routines

- 8.1 Effective classroom routines are key in maximising 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 and equipment
 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.

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
- Teacher should create a culture of academic success
- A teacher will have regard for creating an effective learning environment
- 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 should use aanorthstaffoncall@siriusacademynorth.org.uk for support.
- Staff should follow the Absolute 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:

The check system is a classroom sanction that will be applied as a corrective reminder if a student makes a poor choice or breaks a classroom rule. Reasons for a check include:

- Poor work
- Not following the seating plan
- Not actively listening to the teacher
- Disrupting own or others learning
- Talking over the teacher
- Anything else that a student has been reminded about by a teacher

The check system will follow the routine below:

- Friendly warning – the student will be reminded of the expectations in the classroom

- Check 1 – This is a second reminder of the classroom expectations
- Check 2 – Matrix – The student will be sent to isolation for the rest of the lesson and a 60 minute same day detention.

9.3 For more serious incidents, students may need to go directly to check 2. Examples of more serious incidents include – verbal abuse to staff, damage, physical contact and prejudiced actions. This is at the discretion of the adults in the room.

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
- Not completing work

If a student reaches a matrix, student will go directly to isolation.

For staff

Checks should be used in a consistent, calm and measured manner. All of the time, staff should explain to students why it has happened.

Where a student receives a matrix, staff should email aanorthstaffoncall@siriusacademynorth.org.uk and should go directly to isolation. Failure to do so will result in a truancy note log. Year Teams will monitor disruption daily and weekly to ensure effectiveness and early parental engagement.

9.5 **The Fair Deal**

For students:

Where students would like to discuss any action/incident then the Fair Deal 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. (Not in lesson time). 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. Students complete a reflection sheet in the detention and staff use the restorative questions to discuss this with the student.

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 Lesson 1 session is defined by students arriving in the lesson 1 room after 8.35am or their specific start time
- Students who arrive late to Lesson 1 will receive a 30 minute same day 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 in the planner giving time, date and signature
- Lateness should be recorded on registers (all lessons) and a behaviour “late to lesson” recorded (lessons 2-7 only)
- 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 who are late to lesson should enter the class without any additional disruption.
- Year Leaders will monitor and intervene at an early stage for students ongoing and multiple lates.

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 the SLT link or Deputy Head of School.
- 11.4 To address progress at the earliest possible opportunity, parents/carers will be expected to attend a progress panel meeting.

12 Absolutes

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 Absolutes 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 3)
- Ensure all incidents are recorded as soon as possible.

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 note in the planner (planner must be out at the start of the lesson and the note must be signed with a date and time), the planner should be carried by the student at all times. Notes to be authorised by Assistant Head of School. Toilet passes will carry a review date and be referred to the school nurse.
- 13.3 Any reason to be out of lesson will be recorded in planners – this must be carried with the student and time stamped.
- 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 a signed planner from a member of staff.
- 13.6 All students are expected to treat the toilet area with respect for the benefit of all students. Respectful behavior extends to all toilet areas.

For Staff:

- 13.7 When faced with a student request for a toilet visit, teachers should 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. The on call team will return the student to the classroom to pick up their planner and find out why they were allowed to leave without it.
- 14.3 Any medical or time out pass that is issued must be authorised by a medical professional or, in exceptional circumstances, the senior leader responsible. Medical passes or time out passes will be time stamped and subject to passes being revoked through misuse.

For staff:

- 14.4 If a student is allowed to leave the room they should always have permission written in the planner and the planner carried with the students. These should be time stamped.
- 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.
- 14.8 Staff should always check the planner for a valid medical or time out pass.
- 14.9 Year Teams will monitor truancy on a daily basis (daily check in) to intervene in truancy at an early stage.

Respect around the Academy

15 Bullying – Respect Policy

- 15.1 The second Academy principal is Respect. We believe that all students should attend the Academy free from harm and this extends beyond all Academy goals. This means that verbal, physical and cyber bullying or any type of prejudice will not be tolerated.
- 15.2 This policy covers actions such as:
 - Prejudice
 - Bullying
 - Cyber-bullying
 - Sexual harassment

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 using the one way system
- 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, (not on the corridor or outside)
- Eating when seated
- Clearing plates etc. away after lunch
- No physical contact (playing or otherwise)
- Not throwing food/items
- Using bins/trolleys provided for any litter
- Not being on the corridors following lesson start
- Removing outdoor clothing inside
- 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 in line for the buses
- Not riding bikes across the bus stop area
- Wearing correct uniform without prompt, following the uniform policy
- Standing in the OWS seating area
- Not bringing in large fizzy drinks (above 500ml), energy drinks or fast food
- Being courteous to others using Sirius Academy North manners
- Following the one way system

Some courteous corridors are regarded as absolutes:

- Throwing a food item
- Going the wrong way on the stairs
- Misuse of toilets

These may result in internal/external suspension.

- 16.4 Where students 'bring the Academy into disrepute' whilst traveling on the service buses, then the Academy will apply a daily 15 minute hold back to minimize the impact of poor behavior on the buses.
- 16.5 Where students travel on the Academy minibus, this privilege can be removed in cases of poor behavior related to travel on the minibus.
- 16.6 Students will be monitored on a weekly basis for levels of courteous corridors. The sanction will be discussed with the student and parents and lunch time isolation maybe applied.
- 16.7 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. Riding bicycles across the bus stop area poses a serious health and safety hazard.

Students are expected to behave in a respectful, courteous manner whenever they are wearing their school uniform. This includes on the way to and from school.

For staff:

- 16.8 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.
- 16.9 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 stickers should be placed in planners
 - Modelling respect/manners across the Academy

17 Academy Uniform – See Academy Uniform Policy

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. Full details of this policy can be found on the website.

- 17.2 Students are expected to bring and wear full Academy PE kit on PE days.
- 17.3 Students are expected to follow the appearance/jewellery policy at all times.

For staff:

- 17.4 The Lesson 1 teacher 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. Students' not wearing uniform appropriately should be challenged and the uniform corrected. The student can be sent home to get the correct uniform and return back to school.
- 17.5 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.
- 17.6 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
- 17.7 Academy PE Kit only 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, 30 minute detention.
- 17.8 All teachers should challenge inappropriate uniform in all lessons and around the Academy without disrupting the learning of others via aanorthstaffoncall@siriusacademynorth.org.uk
- 17.9 Repeated failure of students to adhere to the uniform policy will result in a formal meeting with parents/carers.
- 17.10 Year Teams will maintain accurate uniform logs to ensure no repeated infringement.

18 Mobiles/Electronics

For students:

- 18.1 The use of electronic equipment such as mobile phones is becoming increasingly problematic in schools and beyond. 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. The use of mobile phones is a key driver of cyber bullying.

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
- Visible mobile phones in pockets are 'seen' and will be confiscated. This includes phones obviously seen in pockets. Phones should be placed in bags and turned off.
- 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 peace of mind. Though these should not be 'seen or heard' and placed in their bag
- 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
- Students who refuse to hand over their phone will be isolated from their peers and contact made with home to resolve the issue. This could lead to suspension for defiance.
- When in isolation, mobile phones will be handed in at the start of the day.
- If a student is suspected to be using a mobile phone in their pocket, this will be confiscated.
- Students showing persistent defiance related to mobile phones will be suspended.
- If a student is suspected of using a smart watch for messaging, accessing the internet, using social media, then the same rules on using mobile phones will be applied.
- For multiple offences, students will be expected to hand their phone in on entry to the Academy.

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 Students are expected to have the planner and full equipment each day on their entry to the academy. Any missing items of equipment will be bought and a charge applied to Parentmail. Equipment such as the planner/pens/whiteboard etc. should be resolved by contact being made with home and the issue being resolved by either parents bringing it in or students going to pick up. Students will not attend lessons until these are resolved.

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
- Planners should be carried at all times for inspection
- Essential equipment includes:
 - Red, green, black and pink pen
 - Pencil
 - Whiteboard marker
 - Highlighter
 - Eraser
 - Reading ruler
 - Glue

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, rewards 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. Students should bring their own clear water bottle.
- 20.2 The reduction of large (500ml plus) fizzy drinks and energy drinks will also support the health of our students (respect for ourselves).
- 20.3 The Academy has provided more contactless water fountains to support students in staying hydrated.
- 20.4 To support the policies on planners, 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 as a courteous corridor.

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 directly available for learning
- Damage – parental contact. Suggested payment and possible community payback and/or suspension.

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.

- 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/defiance - This is a basic of respect. All students must abide by the Academy's behaviour policy which includes following instructions from adults. For the Academy to run effectively and for the benefit of all students.
- 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 and vaping - 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/vaping 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.
- Students must follow the instruction from adults. Punishment for severe defiance will result in a 3 or 5 day suspension. Where severe defiance continues, all Academy strategies will be explored up to and including permanent exclusion.
- Absolutes on the corridor includes going the wrong way on the stairs (due to health & safety) and throwing food or water (respect for others and the environment).
- Those who are disrespectful in the toilet area will receive internal/external suspension depending on severity.
- For incidents involving serious physical assault, all actions up to and including permanent exclusion apply. All students should be free from physical harm. Example of severe assault include premeditated, group or repeated assault. Assaults beyond the school gates and assaults premeditated through social media apply.
- Those who record an incident will face absolute sanction.

For staff:

- 21.5 Staff should ensure that they are fully aware of the Absolute procedures. This is especially true for Year Teams. Staff should use aanorthstaffoncall@siriusacademynorth.org.uk
Absolutes will be monitored every day to find an immediate solution.

For students:

The absolutes are:

- Verbal abuse towards staff - 1 day fixed term suspension with parental meeting
- Absconding from site – 3 day internal suspension with parental contact
- Damage - 1 day internal suspension with parental contact. Suggested payment and community payback or suspension.
- Prolonged defiance (refusal, repeatedly walking away from staff, this includes defiance of the sanction system) – 3 or 5 day fixed term suspension with parental meeting
- Smoking and vaping – 1 day internal suspension with parental contact and possible health referral and removal of vape in school
- Disrepute/bullying/prejudice – 2 day internal suspension with parental meeting and associated workshop work. Dependant on severity can also include external suspension.
- Physical contact – Minimum 3 day internal suspension and parental meeting. Possible external suspension.
- For serious instances and any absolutes, including planned, physical contact then an external fixed term suspension or permanent exclusion would apply

- Wrong way on the one way stairs – 1 day internal suspension.
- Throwing food or drink – 1 day internal suspension.
- Those who are disrespectful in the toilet area will receive internal/external suspension depending on severity.

21.6 For repeated breaking of absolutes/fixed term suspension a formal 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 will be used.

22 Character and Manners

22.1 As part of our principles, No Limits and Respect, we encourage our students to develop exemplary manors and a strong character. This is practised through our Character Education Programme but also in every day interaction.

Students:

- Students are expected to show good manners and respect at all times.
- This means that basic courtesy is demonstrated at all times including:
 - sir/miss,
 - please/thankyou
 - pardon,
 - excuse me,
 - good morning/good afternoon,
 - after you,
 - effective conversation
 - welfare checks (How are you?/How was your evening?)

Staff:

- Staff are expected to model the above character and manners at all times especially on entry to the Academy, classes or assemblies.
- Staff will model the expectations between students, visitors and staff.
- Meet and greet

23 TARIFFs, Sanctions and support

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

23.2 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.

- 23.3 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 Lesson 1 teachers, Heads of Year and Year Assistants.
- 23.4 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.
- 23.5 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. This is in addition to internal processes such as Diamond Pathway and Sapphire Pathway.
- 23.6 Serious misconduct, such as: extreme violence, premeditated violence, bullying, 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.
- 23.7 The persistent breach of Academy rules and the exhaustion of relevant Academy strategies can also result in permanent exclusion.
- 23.8 For Sapphire support where the policies of Sapphire are not followed, this will result in suspension as a final action, as Sapphire is an ultimate support strategy. Re-integration will involve adapting individual plans

The use of detentions:

- 23.9 Same day after Academy detentions are compulsory. Students who fail to attend a detention will be given additional isolation 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 meeting. The same applies to break/lunch isolation.

- 23.10 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.
- 23.11 The detention process is highlighted in appendix 2.
- 23.12 Where students disrupt a detention or complete insufficient work, Students will be placed in isolation until the detention is completed effectively.

Banned Items

- 23.13 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, vapes, 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 a safety issue, force could be used to enable a search for these items. (See restraint statement). Students will face sanctions for smoking/vaping in school uniform and/or in the vicinity of the Academy.
- 23.14 Where banned items are deemed a threat to students' safety, they will be confiscated. Where there is suspicion of possession of vapes/cigarettes there will be confiscated. Students will be placed in isolation until the vape is handed in. Defiance could lead to a suspension.
- 23.15 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).*
- 23.16 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.
- 23.17 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.
- 23.18 Students who have broken the absolute rules will be subject to a range of sanctions. The use of internal suspension and 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 organised throughout the day.
- Limited lunch will be available to students.
- Students who do not work appropriately, disrupt isolation or walkout are subject to higher consequences.

23.19 Loss of privileges – Where students break absolutes, truant or are suspended. This is likely to result on a loss of privileges. This could include reward days/events, trips, prom, sporting fixtures. Where loss of privileges occur then notification will be by letter with a clear review date.

23.20 The Academy provides a range of support strategies both internal and external in order to prevent escalation of behavior. Support strategies will be applied at the discretion of the Academy staff or through triage systems based upon need. Examples of support can be seen in appendix 6.

Appendix

Appendix 1 – Classroom Actions

Friendly Warning

A warning that is given when a student does not meet the classroom expectation

Check 1

A second warning that is given when the student does not meet the classroom expectation for a second time

Check 2

A final warning – the student is removed from the room and sent to Isolation. A same day 60 minute detention will be issued

Appendix 2

Sanctions Review and Escalations

Sanctions

Isolation	Until issue is resolved	Uniform/Jewellery issue
Isolation	Half Days – 11.30 (after break) to 4pm to include detention missed the previous day. Detention completed in isolation room	Failed to attend detention (lates and Matrix)
Internal suspension	Full day, L2-6	Absolutes Persistent Truancy/Matrix/CC

Proposal 1	Reason for isolation
60min Detention	Matrix
30min Detention	Late to school / PE Kit

Appendix 3 – Absolutes

Action	Consequence
Verbal abuse towards staff	1 day fixed term suspension with parental meeting
Absconding from site	3 day internal suspension with parental contact
Damage	1 day internal suspension with parental contact. Suggested payment and community payback or suspension.
Prolonged defiance (refusal, repeatedly walking away from staff, this includes defiance of the sanction system)	3 or 5 day fixed term suspension with parental meeting
Smoking and vaping	1 day internal suspension with parental contact and possible health referral and removal of vape in school
Disrepute/bullying/prejudice	2 day internal suspension with parental meeting and associated workshop work. Dependant on severity can also include external suspension.
Physical contact	Minimum 3 day Internal suspension and parental meeting. Possible external suspension.
Wrong way on the one way stairs	1 day internal suspension.
Throwing food or drink	1 day internal suspension.
Those who are disrespectful in the toilet area	Internal or external suspension dependent upon severity

Appendix 4 – A2L

	Expert Learner	Advanced Learner	Developing Learner	Potential Learner
Attendance (Medical exemptions applied)	I have at least 98% attendance as I RESPECT my future.	My attendance is above 95%	My attendance is between 90% - 95%	My attendance is currently below 90%
Punctuality	I am always punctual to all lessons as I RESPECT mine and others education. (100%)	It is very rare for me to be late to any lessons (98% or above)	I am sometimes late to lessons (Between 92% - 98%)	I am often late to lessons which shows a lack of RESPECT for mine and others learning (Below 92%)
Behaviour	I never cause any disruption to lessons as I RESPECT mine and others education	I meet the expectations in the majority of my lessons	I often do not meet expectations in my lessons	I frequently disrupt my learning and that of others, which shows a lack of RESPECT for myself and others
Academy Principles	I always demonstrate being part of the SAN COMMUNITY by upholding our principles and gaining regular principle reward stamps	I demonstrate the principles most of the time through gaining principle reward stamps	I am infrequently awarded principle reward stamps, due to only sometimes demonstrating the principles of the academy	I must improve my RESPECT for the academy principles, in order to gain regular principle reward stamps
Planner	NO LIMITS is shown as my planner is present daily and checked weekly, including parental signatures	It is very rare for my planner not to be completed correctly	I sometimes do not complete my planner correctly	I do not use my planner to benefit my education on a regular basis, which shows a lack of RESPECT for the Academy expectation
Preparation for Learning	I always have my equipment including planner, stationary and correct uniform as I RESPECT my education	I turn up fully equipped most of the time	I sometimes do not come equipped, which hinders my learning	I frequently forget essential items, which are my responsibility to possess, showing a lack of RESPECT for my education
Practice Booklet	I complete all home practice, and these are logged in my planner as I RESPECT my education	It is very rare for me to not complete my home practice	I sometimes do not complete my home practice	I often do not complete my home practice, which shows a lack of RESPECT for my education.
Personal Development	I am BROADENING my HORIZONS by being involved in a variety of extra-curricular activities which are logged in my planner. I always take part in debates whilst understanding other points of view and respect those of different faiths. In addition, I RESPECT and uphold the values of the academy	I attend a small selection of extra-curricular activities and these are logged in my planner. I nearly always take part in debates, whilst respecting those of different faiths. Most of the time I respect and uphold the values of the academy	I sometimes attend extra-curricular activities. Sometimes take part in debates, although I don't always respect and uphold the values of the academy	I rarely attend extra curricular-activities or take part in debates and do not often RESPECT other points of view or the values of the academy
Reading Engagement	I always complete my weekly reading and log this in my planner, as I RESPECT my education	It is very rare for my weekly reading log to not be updated in my planner	I sometimes do not complete my weekly reading task or log completion in my planner	I do not complete my weekly reading task, which shows a lack of RESPECT for my education
Respect	I am thoughtful, caring and understand why we learn about ourselves. I understand the difference between right and wrong and can make decisions that help to improve myself and SUPPORT others	I am sometimes thoughtful and caring. I understand why we learn about ourselves. I am also aware of the differences between right and wrong	I need to improve the way that I think and care about others and myself. I also need to learn how to make the correct decisions in a given situation	I do not take time to think about myself or others. I am unsure why we learn about ourselves. I also need to take time to learn about the difference between right and wrong

Appendix 5 – Restraint Policy

Restraint and control statement.

OUR STATEMENT

This statement is designed to clarify the Academy's position on the use of force. The staff of the Academy expect to never use force or be put in a position where the use of force is necessary. However, following DfE guidance the Academy should not have a policy of no contact to ensure a duty of care can be met, that the safety of students, staff and property can be met as well as the smooth running of the Academy is maintained.

IN PRACTICE

Any use of force should be reasonable, for example to guide away from a situation or break up a fight.

In extreme cases restraint may be necessary. In these cases every effort will be made to avoid causing injury but this may be unavoidable.

All staff have the power to use reasonable force (including volunteers and those accompanying a school trip).

Reasonable force may be used for both control and / or restraint. Some examples of when reasonable force may be applied are as follows (not exhaustive):

- ⇒ Preventing students from hurting themselves or others, from damaging property or from causing disorder.
- ⇒ Removing disruptive students from a classroom, preventing students from disrupting school events or trips.
- ⇒ To prevent a student from leaving a room if it is possible that the safety of themselves or others may be compromised or that it would lead to behaviour that would disrupt the behaviour of others.
- ⇒ To prevent an attack or to stop a fight.
- ⇒ To restrain a student at risk of harming themselves through an outburst.

In addition reasonable force may be used in order to search for: 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.

There is no requirement to seek parent's permission for the use of force.

Force would not be used as a punishment or to search for items banned by school policy (except from those highlighted above). Reasonable considerations would be made with those with SEND.

WHERE STARS ARE BORN

SUPPORT:

- Deputy Head of School (Pastoral)
- AHT (Behaviour)
- AHT (Inclusion)
- Safeguarding officer

RESEARCH:

DfE guidance - "The use of reasonable force. Advice for head teachers, staff and governing bodies" July 2013.

Safeguards:

Staff, where doing so wouldn't compromise safety, always request support from the senior team especially in the case of the use of "control".

The use of reasonable force should be reported and logged with the safeguarding lead as a double lock to ensure correct procedure. Parental contact will be made with serious incidents as per MSI procedures.

This procedure will not apply for other examples of contact highlighted through DfE guidance.

Restraint and control | Sirius Academy North

Appendix 6 – List of support

The following gives an outline of some of the support mechanisms within the Academy.

The list is not exhaustive and is applied against the professional judgement of academy staff.

- Diamond Pathway
- Sapphire pathway
- Circuit Breaker
- The Zones
- Reflections
- Emerald Pathway
- Quartz Pathway
- ELSA Support
- Reading Support
- SEND Pathway
- School Nurse
- Advotalk
- School Counsellor
- Rise Partnership
- Refresh

The Fair Deal



Appendix 7 – 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, year team or duty staff before school, break, lunch or after school.
- Attend the resolution session at the end of the Academy day.