

Ormiston Academies Trust

Ormiston Chadwick Academy Behaviour policy

Policy version control

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1. Policy statement and principles

We are dedicated to ensuring that our academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where students feel included in every aspect of academy life and comfortable to voice their opinions.

Ormiston Chadwick Academy embeds British Values in all areas of school life to support high standards of student behaviour. At Ormiston Chadwick Academy students are expected to demonstrate positively the five strands of British Values:

- Mutual Respect,
- The Rule of Law,
- Individual Liberty,
- Democracy
- Tolerance of those of different faiths and beliefs

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their academy years.

We believe that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

Core Principles and Values

- The belief that the education and success of all students is of equal value.
- Celebration of diversity in gender, race, creed, ability and having respect for the dignity of ourselves and others.
- By providing high quality teaching to raise standards and enhance life choices.
- A belief that bullying in any form is completely unacceptable and will not be tolerated.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the Academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

2. Definition

Behaviour for learning at Ormiston Chadwick Academy aims to secure outstanding behaviour across the Academy. Students at Ormiston Chadwick Academy know the expectations of behaviour. We expect learners to SHINE by:

- Arriving at the Academy on time
- Wearing the correct uniform
- Bringing the correct equipment
- Giving 100% in lessons
- Displaying positive behaviour and respecting staff and other students at all times

Staff at Ormiston Chadwick Academy promote positive behaviour consistently and reward student behaviour through SIMSs each lesson using Attitude to Learning grades 1 and 2. Students at Ormiston Chadwick Academy are encouraged to SHINE (start well, high expectations, involved, never give up and end well).

This policy is consistent with all other policies adopted by OAT / Ormiston Chadwick Academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in Ormiston Chadwick Academy these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

4. Monitoring and review

This policy will be reviewed every 3 years or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Associate Vice Principal (Pastoral) in the first instance for them to determine whether a review of the policy is required in advance of the review date.

5. Roles and responsibilities

Students

The academy expects all of its students to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.

Students are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The academy asks that students carefully read and then sign the home-academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Students will:

- Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of name of Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- Correctly present themselves in name of Academy's uniform, in accordance with the Academy's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Academy

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.

The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, before and after the academy day, in-between classes, during breaks in the academy day, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.

The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with the relevant (position/job title).
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Associate Vice Principal (Pastoral) and the rest of the SLT when there has been a serious breach of the Academy's Code of Conduct.
Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.

- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, if invited, to attend a reintegration interview at the academy with their child.

Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at name of Academy with the student's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question name of Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of name of Academy, in accordance with the Academy's Uniform Policy.

6. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy and whilst at an alternative provider.

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation academy uniform at all times to and from academy
- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- Do not run through hallways and corridors
- Do not shout out during lessons, or shout to one another in hallways, or when in public places

- Be polite and respectful at all times
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or not vandalise academy property in any way
- Unauthorised absence from academy will not be tolerated
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs, including legal highs
- Cigarettes, matches, and lighters
- E-cigarettes
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

7. Classroom behaviour

- A set of the Academy rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:
 - Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the five step process outlined above.
 - Stage 2 – if poor behaviour persists, pastoral staff will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the headteacher and the rest of the SLT.
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:
 - Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three-step process outlined above.
 - Stage 2 – if poor behaviour persists, pastoral staff will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the headteacher and the rest of the SLT.

- The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.

8. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously

A register is taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late.

Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy which can be found on the academy website.

9. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons. More information can be found in the academy's uniform policy (which is available on the academy website).

The standard uniform is as follows:

Boys	Girls
<i>Shirt</i>	<i>Shirt</i>
<i>Tie</i>	<i>Tie</i>
<i>Trousers</i>	<i>Skirt/trousers</i>
<i>Blazer</i>	<i>Blazer</i>
<i>Shoes</i>	<i>Shoes</i>
<i>P.E kit</i>	<i>P.E kit</i>

In having Academy uniform it is the Academy's intention:

- to help give the students of the Academy a sense of identity and belonging;
- to help create a culture of high expectations and high achievement within the Academy;
- to ensure that the rules are clear and well understood, that students' appearance is smart and that they approach their learning with the right attitude, properly equipped and prepared

- to promote good relationships within the Academy: equality of opportunity for all students;
- social cohesion amongst students and protection from social pressure

If a student is not adhering to the uniform policy, the Academy will in the first instance discreetly try to establish whether there are good reasons for it and take measures to address the problem. If there are no good reasons and the student persistently fails to observe the Academy uniform policy he or she will be refused entry to the Academy and only allowed back when the problem has been remedied.

Hooded or Tracksuit tops

These are not allowed to be worn by students at all in the academy this includes before and after school, lunch time and breaks. Please do not send your child to school in one as these will be confiscated until the end of the school day.

Jewellery and Hair and Make Up

No jewellery is to be worn, except for a pair of small gold or silver stud earrings in the bottom ear lobe only and a watch. No other form of body piercing is allowed. Jewellery must be removed before doing P.E lessons. Hair must be worn in an appropriate style.

Heads must not be shaved, nor should there be any style which the Trustees believe would undermine the ethos or discipline of the Academy i.e. markings cut into the hair, dyed hair or any extreme fashion which would create any undue interest in the student.

The academy does not allow the wearing of any obvious make up. Nail varnish is completely banned and we will ask for it to be removed if worn. **Acrylic nails should not be worn at any time and students will be asked to remove these.** Eyelashes semi or permanent and huge drawn on eyebrows are not allowed and students will be asked to remove them or rectify the matter before they can return to lessons.

Footwear

Shoes should be of black leather; not trainer shoes. It is dangerous for students to wear shoes with platform soles or high heels in Academy, so we do not allow this. Neither do we allow students to wear trainers (except when participating in Physical Education lesson) to Academy; these are appropriate for sport or as leisurewear, but are not in keeping with the smart appearance of Academy uniform. The academy uniform should be worn by all students in Year 7 through to Year 11.

The academy uniform should be worn by all students in Year 7 through to Year 11. Students who come in not wearing the correct academy uniform may be lent items of uniform or placed in Isolation

10. Unacceptable behaviour

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy. A copy of this policy can be found on the academy website – Academy Information: Policies: Exclusions.

- Verbal abuse to staff and others
- Bullying in any form (see the Anti-Bullying Policy)
- Verbal abuse to students
- Physical abuse / attack on staff
- Physical abuse / attack on students

- Indecent behaviour
- Damage to property
- Misuse, possession or supplying illegal drugs or alcohol
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Persistent defiant behaviour
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student’s behaviour

11. Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs, including ‘legal highs’

Prescription drugs/Controlled Substances

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication they can go to the academy nurse.

Medication

We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication. Parents are required to complete an Administration of Medicine Form which is available from the Main Office/Reception.

12. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13. Disciplinary sanctions

The academy operates using the following disciplinary measures:

Very Serious Incidents	Sanction
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<p>These are the most serious incidents and as a result should be referred in the first instance to the Associate Vice Principal via the Year Leader. In the most serious cases (where external exclusions are necessary) the Associate Vice Principal will refer the matter directly to the Principal.</p>	
Failure to attend Year Detention	<p>Internal Exclusion (8.30 – 4pm)</p>
Persistent Disruptive Behaviour	
Internal truancy	
Aggressive Behaviour	
Repeated swearing in school	
Lack of respect for school buildings / environment	
Use of racist language (direct and deliberate)	
Swearing at staff (verbal abuse)	
Uniform violation	
Disrespectful to members of the public	
Assault on Student	
Truancy	
Repeated Internal Truancy	
Persistent Lesson Refusal	
Fighting	
Damage to property / vandalism	<p>Seclusion (7.30 – 1.20pm) or Fixed Period Exclusion <i>(This decision will depend on the seriousness and level of intent)</i> Parents will be charged for any damage caused to school property</p>
Persistent Bullying	
Persistent lateness / truancy	
Dangerous Behaviour	
Theft	
Serious Computer Misuse	
Persistent disruptive behaviour	
Assault on student	
Racist abuse	
Serious Bullying	
Bringing smoking paraphernalia into school with intent to use	
Refusal to accept Internal Exclusion	<p>Fixed Period Exclusion</p>
Threatening behaviour towards adult	
Persistent Racial abuse	

Assault on adult	Fixed Period Exclusion or Permanent Exclusion <i>(This decision will depend on the seriousness and level of intent)</i>
Drug / alcohol related incident	
Permanent Exclusion	<p>As an inclusive Academy Permanent Exclusion is regarded as a 'last resort'</p> <ul style="list-style-type: none"> ▪ <i>It may be used if the Principal judges that the Academy has used all available strategies to help a student improve their behaviour without success – and only if it is judged that this behaviour is having a detrimental effect on the learning of other students and the ability of staff to teach</i> ▪ <i>It will be considered for extremely serious 'isolated incidents', which compromise the safety and well-being of students and staff</i>

Searching and confiscation Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful.

This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the academy's rules say must not be brought into academy. Principals and / or members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- *Knives or weapons*
- *Alcohol or drugs*
- *Stolen items*
- *Tobacco and cigarette papers*
- *E-cigarettes*
- *Fireworks*
- *Pornographic images*
- *Articles that have been or could be used to commit an offence or cause harm*
- *Any item which the academy rules identify as an item for which a search may be made*

Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Where appropriate the items seized may be handed over to the police.

Any type of cigarettes, including e-cigarettes, confiscated in the academy will be destroyed.

Following searching and confiscation of items the academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the academy.

Use of force The academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force as every situation will have to be

judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself)
- Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the academy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour.

14. Regulating students' offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

15. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Ormiston Chadwick Academy

We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student:

- Is taking part in any activity organized by the academy
- Is travelling to or from the academy
- Is wearing academy uniform
- Is in some other way identifiable as a student at the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy
- At alternative provision

16. Rewards policy

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and hard work.

We consider it is important that praise and rewards should have a considerable emphasis within the Academy and students will thus achieve recognition for a positive contribution to Academy life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the rules of the Academy. Our attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. It is expected that good standards of behaviour will be encouraged through the consistent application of our behaviour policy supported by a balanced combination of rewards and sanctions within a constructive Academy ethos. It is important to develop and maintain consistency in the application of the reward system.

Aims

To develop a consistent pattern of rewards, which are known, understood and agreed to by all. To support the Academy's behaviour policy.

Informal Rewards

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible.
- The Principal or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
- Recognition to be given to success of differing kinds in assemblies or in E C M time.
- Verbal comments at Parents' Evenings.
- Students' work to be displayed as much as possible in order to give recognition to it.
- A phone call or letter home to parents to be used more frequently covering a wide variety of academic and non-academic achievements
- Certificates

Praise Points

Praise points can be awarded to students for exceptional work, effort and behaviour. Praise points are an electronic way for us to reward students and develop an effective and positive rewards culture. Praise points are to be given by staff to the students – each member of staff will use Show My Homework to issue praise points.

Recognition of Rewards

- Form Notice Boards
- Weekly Newsletter
- Year and House assemblies
- Termly celebration assemblies
- Reward trips
- Prefect Leadership Team