

Ormiston Academies Trust

## Sandymoor Ormiston Academy

### Behaviour policy

#### Policy version control

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## I. 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.

British values are at the heart of everything we do. The students are fully conversant with these values and we try and embed them into our everyday life. To embody democracy we have the student parliament, the senior student leadership team and regional student leader representatives. We conduct regular pupil voice, we debate and discuss SMSC issues and topical news items through our whole school oracy and we provide opportunities to have mock elections parallel with general elections. In addition to this, we partake in local democracy and national democracy with visits to the local council and parliament. The rule of law is embedded in our philosophy of non-negotiable behaviours and through our 'PRIDE' ethos. Individual liberty is promoted through the philosophy of every child having the opportunity to reach their potential by creating an environment of possibilities and cultural experiences. Within our curriculum we explore the virtues required to be a successful adult of the 21<sup>st</sup> century, exploring themes that will support long term economic and social well being. Mutual respect and tolerance are promoted through our curriculum at every level, we embrace diversity and expect nothing less than mutual respect for each other and of any individual within our Sandymoor family and wider community.

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 and that we leave no child behind.
- Celebration of diversity in gender, race, creed, ability and having respect for the dignity of ourselves and others.
- The provision of 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 Sandymoor Ormiston Academy aims to secure outstanding behaviour across the Academy. Students at Sandymoor Ormiston Academy know the expectations of behaviour. We expect learners to embrace our PRIDE ethos as highlighted below:

### Punctuality and attendance

Attendance is excellent and conducive to making high levels of progress. Arrive to class promptly.

### Respect

Respect others always, for example, during class discussions and hold our academy expectations in high regard. Actively participate in leadership opportunities and represent themselves and the Academy to an excellent standard.

### Individual Responsibility

Actively endeavour to extend their own knowledge with eagerness and ambition and take active responsibility for their own progress. Demonstrate excellent resilience, not afraid to make mistakes and is persistent in the face of difficulties. Home learning/pre-reading is fully engaged with to ensure they make every effort to *'learn more and remember more'*. Demonstrate pride in their work at all times.

### Dress to Impress

Always arrive at lessons in full, correct uniform or kit

### Excellence every lesson

Demonstrate a 'Ready to Learn' attitude through being highly organised with work, equipment and kit. Checkpoints and end points demonstrate a concerted effort to do their very best and own initiative is used to make improvements. They consistently demonstrate highly positive attitudes and show commitment to their education.

Staff at Sandymoor Ormiston Academy promote positive behaviour consistently and reward student behaviour through the use of praise each lesson and form time. Students at Sandymoor Ormiston Academy are always encouraged to live by our Sandymoor PRIDE principles and are duly rewarded with an exciting rewards programme at the end of each term.

Any unwanted disruptive behaviour is tracked, monitored and analysed through our IRIS system for behaviour management.

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 Sandymoor Ormiston 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 Assistant Principal (responsible for behaviour) 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 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 Sandymoor Ormiston Academy through their exemplary behaviour.
- ✦ Adopt and abide by the Sandymoor Ormiston Academy PRIDE principles.
- ✦ 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 the academy with the correct equipment.
- ✦ Correctly present themselves in Sandymoor Ormiston 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. For further information regarding bullying, please refer to our Anti bullying policy.

### 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 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 (epraise) and negative (IRIS), on the academy's management information system, by following the correct reporting procedure.
- ✦ Raise any concerns regarding students' behaviour with the relevant staff.
- ✦ 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 Assistant Principal for Behaviour 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 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 Sandymoor Ormiston 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 Sandymoor Ormiston Academy's decisions regarding their child's behaviour.
- ✦ Ensure that their child correctly presents themselves as a student of Sandymoor Ormiston 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.

- ✦ 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
- ✦ Laser pens
- ✦ Cigarettes, matches, lighters and vapes
- ✦ Chewing gum
- ✦ 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 steps will be taken:
  - **C1/Verbal warning** - An IRIS for low-level disruption.
  - **C2:** Continued disruption, behaviour requires improvement.
  - **C3:** 3rd warning to improve behaviour. Class teacher issues a break or lunch detention. This is the key opportunity to de-escalate and avoid resolution hour.
  - **C4:** Removed/buddied to HOF or other classroom if this is not possible. Resolution hour to be approved by a middle leader and parents informed. ***SLT to be called if a student refuses to be buddied.***
- ✦ All behaviour is recorded on the IRIS behaviour management system.
- ✦ 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.
- ✦ 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.

- Where poor behaviour presents over a period of time and intervention is necessary, a three-stage progressive intervention process will be followed:
- Wave 1 – the classroom teacher will manage behaviour strategies, sanctions and the step process outlined above.
- Wave 2 – if poor behaviour persists, pastoral staff will become involved in managing the behavioural incident.
- Wave 3 – serious breaches of conduct and persistent offenders will be dealt with by the Assistant Principal (behaviour) and the rest of the SLT.
- Interventions and the type that can be expected to be implemented are documented below

Suggested Intervention by Class Teacher Wave 1			Suggested Intervention by HOF/HOY if repeat offending Wave 2			Suggested Intervention by HOY/ SLT Wave 3		
Task	Who	✓	Task	Who	✓	Task	Who	✓
CT sanction issued and followed up	CT	<input type="checkbox"/>	Repeat offending – HOF to phone home (if one subject/ if multiple HOY)	HOF/ HOY	<input type="checkbox"/>	HOY/ AP wave 3 Panel meeting	HOY/ SLT	<input type="checkbox"/>
Restorative conversation	CT	<input type="checkbox"/>	Repeat offending – pastoral/curriculum discussion regarding behaviour with HOY/HOF/CT regarding possible strategies	HOY	<input type="checkbox"/>	AP Panel: to issue level report level 3 PSP Wave 3	HOY/ SLT	<input type="checkbox"/>
CT to inform parent if sanction was completed successfully or if it will be escalated to HOF detention/ Resolution hour	CT	<input type="checkbox"/>	Potential permanent class move	HOY	<input type="checkbox"/>	Further FTE if and where appropriate	HOY/SL T	<input type="checkbox"/>
Resolution conversation – impact of behaviour understood and Fresh start agreed – restorative conversation	CT	<input type="checkbox"/>	Repeat offending – initial parent meeting/ discussion with HOY – input from relevant CT/s	HOY	<input type="checkbox"/>	Bespoke mentoring (for example assertive mentoring programme)	HOY	<input type="checkbox"/>
Look for positive praise and celebration positives with student/home	CT	<input type="checkbox"/>	HOY to issue HOY report level 1 Rewards incentive Wave 2	HOY	<input type="checkbox"/>	Parental Contract	HOY	<input type="checkbox"/>
If behaviour persists in being a barrier look to refer to HOF	CT/ HOF	<input type="checkbox"/>	HOY to provide parents with weekly update of report progress and upon completion	HOY	<input type="checkbox"/>	Daily contact to be made with parents by HOY	HOY SLT	<input type="checkbox"/>
Subject monitoring report Wave 1	CT/ HOF	<input type="checkbox"/>	Internal (or external) exclusion/s	HOF/ HOY	<input type="checkbox"/>	HOY/ SLT to review curriculum provision if appropriate – curriculum modification with personalised curriculum	HOY	<input type="checkbox"/>
Further Engagement with parents. Provide an update	CT	<input type="checkbox"/>	Considered SEN/Outside agency/ ED psych/ mentor support if appropriate	HOY/SLT	<input type="checkbox"/>	Potential fresh start/ managed move	SLT	<input type="checkbox"/>
Potential Positive rewards incentive to support	CT	<input type="checkbox"/>	Progress review led by HOY (HOF input)	HOY/ SLT	<input type="checkbox"/>	Off-site alternative provision consideration	SLT	<input type="checkbox"/>
Consider a temporary class move liaise with HOY/HOF regarding further steps	CT/ HOF	<input type="checkbox"/>	Behaviour referral programme stage 1 to be initiated Wave 2 6 week behaviour mentor programme	HOY/ SLT	<input type="checkbox"/>	ARC referral/consideration	SLT	<input type="checkbox"/>
Form tutor report/ or positive comments to be issued 2 week – parents informed	FT	<input type="checkbox"/>						

## 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.

## 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. Please refer to our uniform policy on the school website for further details.

The standard uniform is as follows:

Girls	Boys
Navy Blazer with School Crest	Navy Blazer with School Crest
Plain White Shirt (Blazer must be worn at all times)	Plain White Shirt (Blazer must be worn at all times)
Navy and Grey Sandymoor Tartan Skirt	Charcoal Grey Trousers
Navy or Grey Socks or Tights	Navy or Grey Socks
Sandymoor Branded Tie	Sandymoor Branded Tie
Plain Black Smart Business Style Shoes	Plain Black Smart Business Style Shoes
A Black, Navy or Grey school bag for equipment	A Black, Navy or Grey school bag for equipment
Navy Religious or medical head coverings	Navy Religious or medical head coverings
Navy Hair Accessories	Navy Hair Accessories

**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 receive sanction up to and including being 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 the academy; these are appropriate for sport or as leisurewear, but are not in keeping with the smart appearance of the academy uniform.

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 will have sanctions implemented and may be sent home to change.

## 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 on the school website.

- ✦ 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.

### 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.

## 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:

<b>Sanctions</b>	<b>Examples of use</b>
Verbal/Written	This would be a C1 (consequence 1) and logged on students' IRIS behaviour record.
Detention	<ul style="list-style-type: none"> <li>★ Break and/or lunchtime resolution meetings (C3's) with subject staff, Head of Faculty, Head of Year or Senior Leadership Team.</li> <li>★ After school detentions e.g. with subject staff, Head of Faculty, Head of Year, Senior Leadership Team.</li> </ul>
Resolution Hours	<ul style="list-style-type: none"> <li>★ A <b>'Resolution hour'</b> after school (led Pastoral leads/SLT) for students who have had to be removed from lessons for persistent poor behaviour. Parents will receive either a text message or parentmail no later than 2pm to inform them their son/daughter will be kept in school until 4:00pm.</li> </ul>
Community service	<ul style="list-style-type: none"> <li>★ Community service (which is used as a constructive alternative to fixed term exclusion) e.g. litter picking during break or lunch time or lunch duty.</li> </ul>
Removal of eligibility to take part in trips/activities	<ul style="list-style-type: none"> <li>★ Behaviour that does not represent the values and ethos of the academy may put in jeopardy a student's place on a trip/club or event organised by the school</li> </ul>

Exclusions

**Exclusions, which will be considered following a serious incident, include:-**

- ✦ Internal exclusions
- ✦ Fixed term exclusions at the discretion of the Principal
- ✦ Permanent exclusions

*(Further information regarding this process is available by referring to our Exclusions and Appeals Policy)*

Students who are abusive, aggressive/violent, disruptive, who bully or who bring illegal substances or weapons into the school will be formally excluded – this may initially internal or for the most serious of cases be a fixed period. The police/PCSO and or payment for damage may also be involved. Sandymoor Ormiston Academy will endeavour to gain an accurate picture of the incident but work also work in accordance with DfE exclusions guidance

‘When establishing the facts in relation to an exclusion, the Principal must apply the civil standard of proof and not the criminal standard of “beyond reasonable doubt”. This means that if something is more likely than not to have occurred (“on the balance of probabilities”) then the standard is met’

A Governors’ committee meets to consider exclusions of more than 5 days in a term. Students who have a longer term of more than five days in one period will be educated in our ‘Academic Resilience Centre (ARC) on a reduced timetable or will be sent to an alternative provision to receive their ongoing education during the exclusion period.

The Principal will consider a permanent exclusion when there has been a serious breach of the school’s behaviour policy or when allowing a student to remain in school will seriously harm the wellbeing of other members of the school community.

Students are informed of this policy during induction and through regular assemblies and sessions.

Parents are informed of this policy through induction, information evenings, website and letters home when applicable.

*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, cigarette papers and vapes
  - ✦ 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 cigarettes/vapes confiscated in 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, and 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.

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 Sandymoor Ormiston 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 organised 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

## 16. Rewards policy

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

Purpose of rewards system:

- ✦ Sandymoor Ormiston Academy recognises that students should be rewarded for displaying consistently good behaviour.
- ✦ Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work.
- ✦ Positive behaviour will be promoted and reinforced by the academy's clear reward system.

Praise will:

- ✦ Be given in relation to a specific task or action.
- ✦ Be earned, ensuring that the recipient is clear about what they are being praised for.
- ✦ Reinforce Sandymoor Ormiston Academy's core values and ethos.
- ✦ Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- ✦ Always have a positive effect upon others as well as the recipient.
- ✦ Be used to motivate students and help them to feel valued.

Sandymoor Ormiston Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- ✦ Certificates
- ✦ Principal awards
- ✦ Verbal praise
- ✦ Written praise
- ✦ Phone call home
- ✦ Comments at parents evening
- ✦ Prizes
- ✦ Awarding epraise points
- ✦ Stickers
- ✦ Early lunch pass
- ✦ Sweets or treats
- ✦ End of term whole-class rewards
- ✦ Termly assemblies are held to praise and reward students' achievements and effort.
- ✦ Reward activities are arranged for groups of students at the end of the year.

### **Rewards / epraise**

Epraise is a points system for to reward excellent achievement, attendance, effort and extra-curricular involvement. The digital epraise system whereby pupil, parents and staff voice enables us to develop an appropriate and 'desired' set of rewards that pupils can save their points in a shop-like system. Staff can also reward students outright for agreed achievements. The Sandymoor shop will include items that can be bought, positive experiences both in and out of school and also discounts off trips; including the prom.

Our rewards offer can also be tiered into three main categories:

#### Weekly:

On a weekly basis we will recognise those students who have pushed themselves to go above and beyond over the preceding week. HOY (Head of Year) and FT (form tutor) awards are presented over a Friday lunchtime, recognising and celebrating in front of peers their stand out achievements of the week. Individual staff will also look to reward students as they see appropriate within lessons.

#### Termly

At the end of each term we open our reward shop where students spend their epraise points on a variety of reward based items. These can include items such as stationary, books, headphones and reward activities such as bake off and sporting competitions

We also organise trips at the end of each term. Examples are listed but can change dependent of student voice.

- ✦ Local cinema trips
- ✦ Bowling
- ✦ Chester zoo
- ✦ Manley Mere

#### Per academic year

##### Sandymoor Champions

Students who are outstanding throughout the year earn their Sandymoor champion status. This takes into consideration a students performance over the year regarding ATL (attitude to learning), Attendance and punctually and respect for our academy core values and ethos.