



Rewards and Behaviour Policy

The Axholme Academy

September 2018

Review date: September 2020

Rewards & Behaviour Policy

Introduction

At The Axholme Academy, all members of the school community are expected to behave respectfully towards one another at all times. To this end, the following sections outline the consequences and rewards that will be applied in a range of circumstances.

Rights and responsibilities

At The Axholme Academy, we believe that all teachers have the right to teach and all students have the right to learn. Students' right to learn can be infringed through their own unacceptable behaviour and the unacceptable behaviour of others. During lessons we expect all students to:

1. Arrive on time and with the correct equipment
2. Arrive ready to learn with a 'can do' attitude
3. Listen to others and follow instructions at all times
4. Take responsibility for yourself and cooperate with others
5. Learn to the best of your ability
6. Respect others, resources and the environment
7. Use strategies to move your learning forward

At all other times we expect students to:

1. Stay safe
2. Follow school dress code & wear uniform correctly
3. Use appropriate language
4. Eat & drink in the diner only
5. Be in the right places at the right times
6. Not display anti-social behaviour

Non-negotiables

In addition to this policy document, the academy has a published list of behaviours are expected of all students at all times. This list is reviewed annually and outlines what support and consequences apply if any behaviour is not maintained.

Student Rewards

Students are rewarded using Student Achievement Rewards (StARs) as outlined below:

1. StAR points – these are awarded to students for going beyond our expectations and for students going out of their comfort zone. StARs are also awarded for making a positive contribution towards the academy.
2. Triple, Super & Mega StARs – these are worth 3, 10 and 20 StARs respectively and are awarded to students for significant achievements.

StARs are logged by teachers and accumulate to earn certificates, badges and vouchers. See our rewards ladder for how these are awarded (appendix 1).

Student and tutor group achievements are recognised and celebrated during assemblies on weekly, ½ termly, termly and annual bases. These achievements are recognised with tutor group trophies, activity afternoons, lucky dips and Super & Mega StARs.

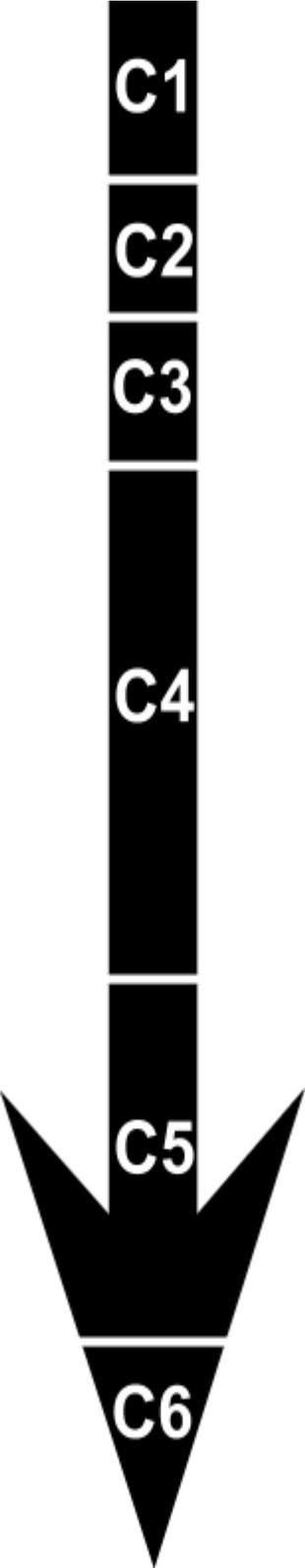
E1 Stars & E4 Watch Lists

The E1 stars / E4 watch lists are used by departments to provide ongoing feedback to students regarding their behaviour and engagement during lessons using the published effort grade criteria.

The lists ensure that parents/carers are kept up to date with their child's effort throughout the term either via text to praise students (in the case of the E1 stars) or give a more formal written warning via letter (in the case of the E4 watchlist).

CONSEQUENCES PATHWAY

If a student misbehaves the following consequences are applied:



C1

Initial warning (0 points)

- Recorded in SIMS (if not escalated further)
- Behaviours not disrupting others begin at C1
- Max one per lesson for disrupting the learning of other students
- Subsequent disruptions to learning by any student begin at C2

C2

Further warning (-1 point)

- Recorded in SIMS (if not escalated further)

C3

Final warning (-2 points)

- Recorded in SIMS (if not escalated further)

C4

Removal to Department Cool Spot Room (-4 points)

- Removal recorded in SIMS (if not escalated further)
- 30 minutes lunchtime detention in the Isolation Room. Failure to attend will result in a 30 minute after school detention.
- Students go straight to the nominated Cool Spot teacher in all circumstances.
- Meeting during the school day with the class teacher to discuss poor behaviour and reinforce expectations.
- Students being sent to a cool spot are responsible for getting to the cool spot teacher promptly. Failure to do so will result in a C5.
- An instant C4 is given for dangerous behaviour in lessons.
- If an incident is serious, the Cool Spot teacher should notify the pastoral team to investigate and determine whether a student should progress to C5.

C5

Removal to the Isolation Room and in isolation for the rest of the lesson and for a further 6 periods (-5 points)

- To be used if a student continues to be disruptive at their Cool Spot location.
- Removal recorded in SIMS (if not escalated further)
- Pastoral team informed by Cool Spot teacher and the student is escorted to the Isolation room.
- An instant C5 is given for swearing at or walking away from an adult, opening secure exits without permission, blatant littering, vandalism and truancy.

C6

Internal or external exclusion for a fixed period (SIMS -10 points)

- Contact home made as soon as possible followed by a formal letter.
- A readmission meeting will take place to assess whether the student is ready to return to lessons. Meeting outcomes logged and held in student's file.
- Please refer to the Exclusions Policy for further details.

Reports

- If a student gets 7 or more negative points in a week they are put on a green report for 1 week. Parents are contacted to share targets.
- If a student fails a green report they are placed on amber report for 2 weeks, a 30 minute after school detention is given and parents are contacted to share targets.
- If a student fails an amber report they are placed on red report for 3 weeks, a 1 hour after school detention is given and parents are contacted to share targets.
- Report cycles last for a term. Once a student has been on a green report during the term they will progress onto amber. The same applies from amber to red. If a student passes a red report they automatically begin a new report cycle.
- If a student consistently fails to meet their red report targets, they will be moved up a red report stage (as below) and remain on red report for a further 3 weeks.
- Students on report go to the isolation room at the beginning of lunch to have their report checked. Failure to attend on one occasion will result in a 90 minute after school detention. Students failing to attend on a further occasion during the same week will be escalated up a reporting stage or receive a 1 day internal exclusion if on red report.
- Students placed on red report will be placed on the following red report stages:
 - Stage 1: 1st occasion = red report letter to parents.
 - Stage 2: 2nd occasion = Head of Year (HoY) meeting with SENDCO, student and parents/carers to identify additional or early help needs.
 - Stage 3: 3rd occasion = Senior Leader meeting with HoY, student and parents/carers to identify any outreach needs.
 - Stage 4: 4th occasion = Governors Behaviour Review Panel meeting with child, parent/carers and academy staff to identify alternative needs or provision.

Persistent Unacceptable Behaviour

Students accumulating significant numbers of behaviour points in an academic year will be placed on the following negative behaviour points stages:

- Stage 1: 50 negative points = letter to parents/carers
- Stage 2: 100 negative points = Form Tutor meeting and letter to parents/carers
- Stage 3: 150 negative points = HoY and SENDCO meeting with student and parents/carers
- Stage 4: 200 negative points = Senior Leader meeting with HoY, student and parents/carers
- Stage 5: 250 negative points = Governors Behaviour Review Panel meeting with child, parent/carers and academy staff

Behaviour point stage interventions are triggered when either of the following apply:

1. The behaviour points stage exceeds the student's red report, exclusions and truanting detentions stages.
2. The student's red report, exclusions and truanting detentions stages have not escalated that academic year.

When interventions are not triggered a letter is sent to parents/carers instead.

Isolation Room

The Isolation Room provides a safe environment where students complete work without disrupting the progress of other students. When in the Isolation Room:

- Students eat their packed lunch or grab bag only.
- Students complete a reflection activity as soon as possible.
- Breaks are taken at different times to the rest of the school.
- Students should complete work as instructed.
- C1 to C4 will be given to students failing to meet expectations whilst in isolation. Students escalating to C4 will be internally excluded for 1 day or the remainder of their period of isolation (whichever is the greater) and will not return to lessons until a readmission meeting has taken place. Consequences do not reset each lesson when in isolation.

Independent Learning Task Consequences

The following consequences relate to Independent Learning Tasks (ILTs):

- No ILT:
 - Given when work is not submitted by the deadline date.
 - There's no requirement to complete an ILT once a consequence has been given.
 - Students are not expected to complete an ILT if they were absent when it was set and they had no prior knowledge of the task or access to resources.
 - Students are expected to complete all ILTs from an ILT menu or when resources can be viewed or submitted online, even if absent when the task was set.
 - Students are not expected to submit an ILT if absent on the deadline date. Tasks should be submitted at the next possible opportunity.
- Inadequate ILT:
 - Given when work is below the expected standard and no attempt has been made to seek help.
 - There's no requirement to redo an ILT once a consequence has been given.

Detentions

DfE guidance on detentions states that:

- Teachers have a legal power to put pupils (aged under 18) in detention.
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they must give parents 24 hours notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the pupil does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break;
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The head teacher can decide which members of staff can put students in detention.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

After School Detentions

After school detentions are held in school between 3pm and 4.30pm every Friday as below:

- Students are issued with a detention slip with at least 24 hours' notice.
- Parents are notified via text message with at least 24 hours' notice.
- An email is sent to parent/carer academy email accounts containing additional information about the detention.
- Detentions are given for:
 - 2 or more C4s in one week
 - Being put on amber or red report
 - Failing to attend G2 punctually if late to school or out of uniform
 - Missing or inadequate ILTs
 - Persistent makeup issues
 - Persistently failing to have the correct equipment for lessons
 - Persistently failing to get a report signed during lessons
 - Persistently failing to get a report checked at the beginning of lunch
 - Smoking on the school site
 - Bus incidents
- Students are detained for 30 minutes per missing or inadequate ILT per week (capped at 90 minutes). Teachers can give a discretionary ILT warning for the first missing or inadequate ILT per term per subject.
- Students are detained for 30 minutes for failing to have the correct equipment on 2 separate days per week. 30 minutes will be added for each additional day per week where a missing equipment consequence is recorded (capped at 90 minutes).
- It is a student's responsibility to be punctual and well behaved in the detention room.
- Failing to attend an after school detention is treated as truancy and an instant C5 will be recorded. The student will not return to lessons until an after school detention is served.
- C1 to C4 will be given to students failing to meet expectations during a detention. If C4 is reached the detention will be failed and the student will not return to lessons until a further after school detention is served.
- The academy does not provide transport for students after serving an after school detention, it is the parents' / carers' responsibility to make any necessary transport arrangements.
- Authorised absence on the day of a detention result in a rollover to the following Friday.

Persistent failure to attend after school detentions

Students who persistently fail to attend an after school detention will escalate through the following stages:

- Stage 1: 2 after school detentions truanted = Form Tutor meeting and letter to parents/carers
- Stage 2: 4 after school detentions truanted = HoY meeting with student and parents/carers
- Stage 3: 6 after school detentions truanted = Senior Leader meeting with student and parents/carers
- Stage 4: 8 after school detentions truanted = Governors Behaviour Review Panel meeting with child, parent/carer and academy staff

Governors Behaviour Review Panel

The structure of these meetings is as below:

- Clarify the reason why the student has been referred to the panel
- Provide an overview of the behaviour concerns using examples
- Explain why this type of behaviour is not acceptable at the academy
- Seek the student's view
- Seek the parent's view
- Reinforce academy expectations
- Explore and agree next steps
- Clarify the next stage in the process if the student's behaviour does not improve

Governors Behaviour Review Panel meetings take place whether or not parents/carers or student attend.

All meeting outcomes are recorded, distributed to all in attendance and held on the student's file.

Cool Spot Arrangements

Department	Cool Spot Teacher
English	J. Kilmore
Maths	D. Robinson
Science	M. Miriello
Tech & ICT	E. Winter
Humanities	R. Thorpe
MFL/CS	J. Spencer-Hall
CS	E. Winter
Creative Arts	H. Childs
PE	L. Beesley

Consequences for poor behaviour out of lessons

The consequences pathway also applies to poor behaviour out of lessons. Teaching and other duty staff challenge poor behaviour outside of lessons and issue C1 to C4 accordingly.

Students can be placed in the Isolation Room during break and lunch by members of the Pastoral Team or staff on duty.

In the red zones – out of bounds areas

Students are directed to where they should be at break and lunchtimes. Staff should notify the pastoral team about students who refuse or are persistently where they should not be at break and lunch times.

Dealing with anti-social behaviour

If a group of students persistently display anti-social behaviour outside of lessons a fixed term isolation schedule will be used to prevent anti-social behaviour from continuing.

Dealing with social media incidents

Social media incidents are consequenced by the academy if they take place:

- on school premises
- whilst on a school trip or visit
- whilst students involved are representing the academy
- whilst students involved are being transported to or from the academy

Social media incidents taking place outside of school are addressed as below:

- Parents and/or carers are advised about agencies they can report an incident to
- Mediation between students will be offered if appropriate
- Students will be educated about the risks associated with their use of social media
- Students will be advised about how to prevent the issue from becoming a school matter

Smoking (including e-cigarettes)

First offence	<ul style="list-style-type: none">● Smoking equipment confiscated● 30 minute after school detention● Letter sent home● Smoking cessation offered
Further offences	<ul style="list-style-type: none">● As above except detention is extended to a maximum of 1 hour 30 minutes.

Uniform

Inappropriate footwear	<ul style="list-style-type: none">● Must be replaced with shoes provided by the academy.● Notes from parents / carers are not accepted (only exception is for medical reasons approved in advance by SENDCO).● Student to complete 'out of uniform' form in G2 at break (failure to attend G2 within the first 5 minutes of break will result in a 30 minute after school detention on each occasion).● Student isolated if they refuse replacement footwear.
Blazers	<ul style="list-style-type: none">● Blazers are loaned out on a day to day basis.● Student to complete 'out of uniform' form in G2 at break (failure to attend G2 within the first 5 minutes of break will result in an after school detention).
Ties (including defaced ties)	<ul style="list-style-type: none">● Ties are loaned out on a day to day basis or can be purchased from the front office or via ParentPay.

	<ul style="list-style-type: none"> ● If a tie is loaned out, student to complete 'out of uniform' form in G2 at break (failure to attend G2 within the first 5 minutes of break will result in a 30 minute after school detention on each occasion).
Trousers, skirts and shirts	<ul style="list-style-type: none"> ● Trousers should be plain black and loose fitting on the legs and at the heel. Skinny trousers, jeggings, pantaloons, riding britches, jeans style, jersey trousers and zipped pockets are not permitted. ● Skirts should be plain black, loose fitting and worn at knee length. ● Shirts should be tucked in. ● If unacceptable trousers or skirts are worn, clean replacement trousers will be loaned by the academy. ● Student to complete 'out of uniform' form in G2 at break (failure to attend G2 within the first 5 minutes of break will result in a 30 minute after school detention on each occasion). ● Student isolated if they refuse replacement clothing.
Outside clothing	<ul style="list-style-type: none"> ● Outside clothing such as coats, jackets, hoodies, tracksuit tops, scarves and hats should not be worn within the school building. ● Student to complete 'out of uniform' form in G2 at break (failure to attend G2 within the first 5 minutes of break will result in a 30 minute after school detention on each occasion). ● Student isolated if they refuse to remove item of clothing.

Note - members of the pastoral or senior leadership teams can give a discretionary school day to resolve a uniform issue before consequences apply. This will not apply if an item of uniform is listed as a non-negotiable.

Hair cut & colour

Students are not permitted to have extreme hairstyles or unnatural hair colours. Parents and carers should contact the school beforehand if in any doubt as to whether a particular hairstyle is deemed extreme or hair colour is deemed unnatural.

Students found to have an extreme hairstyle or unnatural hair colour will be placed in isolation until a timeframe for resolving the matter is agreed with parents / carers.

Other items

Students are not permitted to wear the following items in school:

- Makeup (KS4 students can wear cover-up, foundation, mascara and/or blusher)
- Jewellery (with the exception of 1 small pair of gold or silver plain round stud earrings worn on the ear lobe, no more than 1 earring in each ear)
- Nail varnish
- False nails
- False eyelashes

Students found to be wearing any of the above will be requested to remove the item(s). Jewellery will be confiscated and returned at the end of the school day once per term. Jewellery will be kept for 2 weeks or returned to a parent/carer if any item is confiscated again during that term. Students refusing to hand over an item of jewellery will be placed in isolation until it has been handed over.

Lateness to school

If a student is late to school, a red slip is issued by the front office notifying them to attend G2 at break to complete a Late to School Form. Failure to attend G2 within the first 5 minutes of break will result in a 30 minute after school detention on each occasion.

Lateness to lessons

If a teacher decides that a student has arrived late to their lesson without a genuine reason noted in their planner, the number of minutes late is recorded. When a student accumulates 15 minutes of lateness (and multiples of 15 minutes thereafter) they will be given a 30 minute after school detention and put on a punctuality report to their form tutor. The punctuality report will continue until a full week of 100% punctuality has been recorded.

Mobile phones and other electronic devices

Teachers can allow mobile phones to be used in lessons by students for an appropriate learning activity. Teachers may display the mobile phone logo below (fig. 1) when phones can be used during a lesson. The use of mobile phones is prohibited in school at all other times.



Fig. 1

If a student's phone is seen or used during prohibited times it will be confiscated and returned at the end of the school day once per term. Phones will be kept for 2 weeks or returned to a parent/carer if confiscated again during that term.

Although smart watches can be worn in school they must not be used to interact with a mobile device.

Misuse of ICT

The academy has a clear Acceptable Use Policy and eSafety Rules contained within student planners (appendix 2). Students are not allowed unsupervised use of mobile technology in school. This serves to restrict students' access to the internet via 3G and 4G only when permission is given and supervised by an adult.

When our monitoring and filtering identify that a student has not adhered to our Acceptable Use Policy and eSafety rules, consequences will be applied proportionate to the level of risk posed or amount of damage caused.

Confiscating items

DfE guidance on confiscating inappropriate items states that:

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent "prohibited items"** knives and weapons alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the academy rules which has been identified in the rules as an item which may be searched for.
- All items listed or implied above are banned from any school site, trip or visit.
- Weapons and knives will be confiscated and reported to the police.
- Items that could cause physical harm (such as scissors and laser pens) will be confiscated. The consequence for bringing banned items into school is proportionate to the potential danger posed.
- More detailed advice on confiscation is provided in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

The power to use reasonable force

DfE states that schools can use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies'.

The power to discipline beyond the academy gates

Staff will investigate and discipline students as appropriate for non-criminal bad behaviour and bullying which occurs anywhere off the academy premises: When the child is:

- Taking part in any school-organised or academy-related activity or
- Travelling to and from the academy or
- Wearing the school uniform or
- Partaking in or creating problems via social media

Or misbehaviour at anytime that:

- Poses a threat to another student
- Could have repercussions for the orderly running of the academy or
- Affect learning of students at the academy or
- Could adversely affect the reputation of the academy.

Reasonable Adjustments for students with Special Educational Needs

A reasonable adjustment does not mean that we lower our expectations of a student's behaviour. It means that some students need additional support to ensure that they meet our high expectations. The Axholme Academy may, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate. Any reasonable adjustment will be documented within a student's SEN Pen Portrait.

See appendix 3 for a flow chart illustrating the adjustments in place when giving consequences to students with SEMH needs.

Reasonable Adjustments for Year 7 Students

During September of Year 7, consequences referred to throughout this policy are logged, but sanctions are not applied (except for incidents escalating beyond C3). Students accumulating several consequences in their behaviour log during this time will be advised about how to change their behaviour and offered relevant support. After this transition period, sanctions will be applied in accordance with this policy document.



THE AXHOLME ACADEMY	
STAR REWARDS LADDER	
DIAMOND CERTIFICATE	225 STARS REWARD VOUCHER & TEXT MESSAGE
PLATINUM CERTIFICATE	175 STARS REWARD VOUCHER & TEXT MESSAGE
GOLD CERTIFICATE & BADGE	125 STARS REWARD VOUCHER & TEXT MESSAGE
SILVER CERTIFICATE	75 STARS TEXT MESSAGE
BRONZE CERTIFICATE	25 STARS TEXT MESSAGE



Appendix 2

Acceptable Use Policy and eSafety Rules

As a student, I will:

- ✓ Only use ICT systems in school, including the internet, email, digital video, mobile technologies etc, for school purposes.
- ✓ Treat all school technologies with the utmost respect and will report any damage or acts of vandalism to a teacher immediately.
- ✓ Ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring them into disrepute.
- ✓ Only log on to the school network/learning platform with my own user name and password.
- ✓ Follow the school's ICT security procedures and not reveal my passwords to anyone and change them regularly.
- ✓ Be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- ✓ Only capture, store or use images of students or staff for school purposes in line with school policy and not print or distribute them outside the school network without permission from a teacher.
- ✓ Respect the privacy and ownership of others' work online at all times.
- ✓ Report any incident that breaches the Acceptable Use Policy rules immediately to a teacher or a member of the ICT technical support staff.

I will not:

- ✓ Use any communications device, whether school provided or personally owned, for the bullying or harassment of others.
- ✓ Download or install software on school technologies.
- ✓ Deliberately browse, download, upload or forward material that could be considered inappropriate, offensive or illegal.
- ✓ Give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family, my friends or other students, unless my teacher has given permission.
- ✓ Arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent/carer or teacher has given me permission and I take a responsible adult with me.
- ✓ Print documents unnecessarily or wastefully.
- ✓ Store any unnecessary images, videos or other media files in my user area or elsewhere on the school network.
- ✓ Attempt to bypass the internet filtering system or network monitoring software.

I understand that:

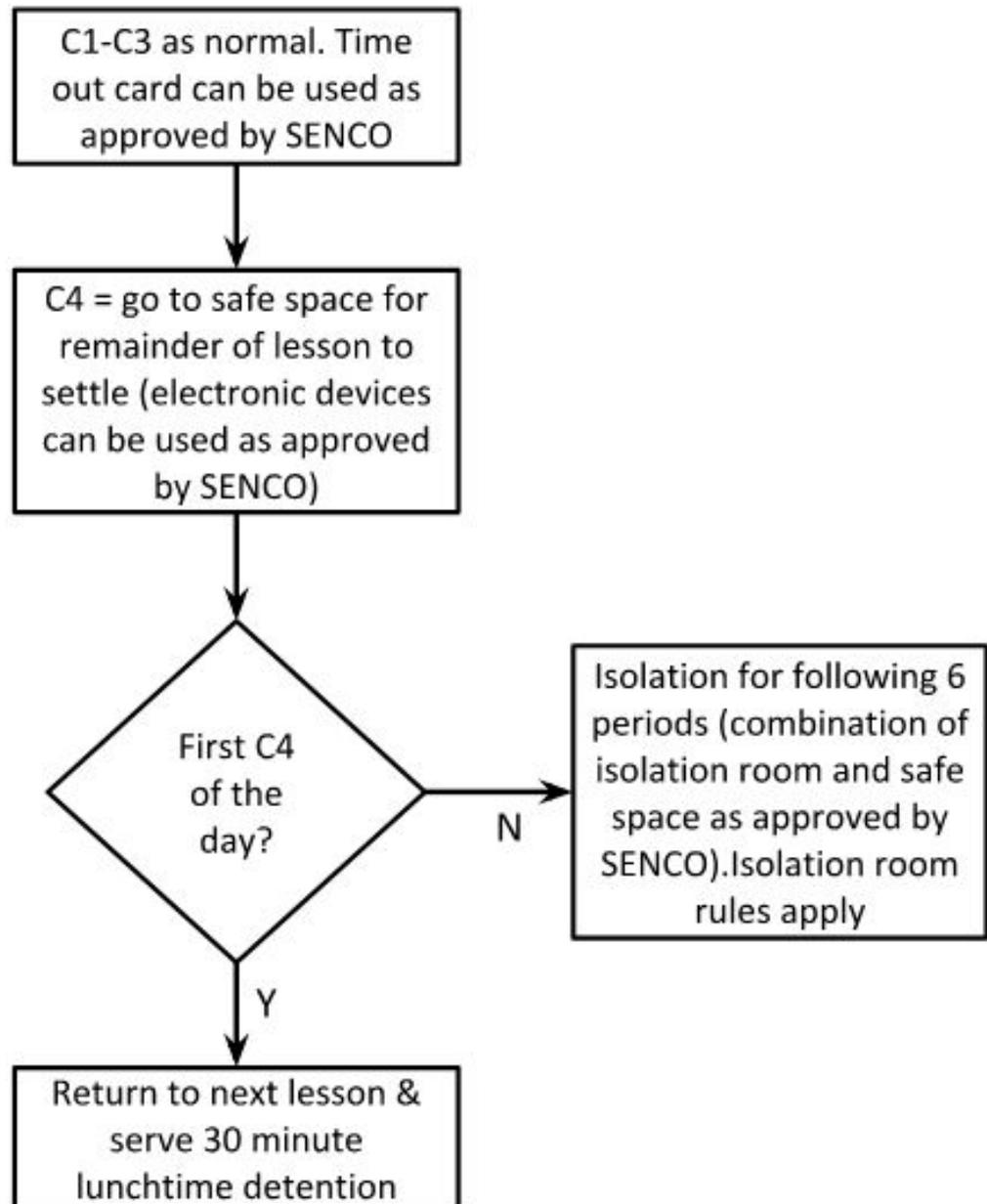
- ✓ Printing is a privilege and that if I am wasteful, my print credits may be reduced or withdrawn.
- ✓ My use of the Internet and other related technologies are continuously monitored and logged and can be made available to my teachers and parents/carers at any time.
- ✓ I can go to www.thinkuknow.co.uk to find help about eSafety related issues.
- ✓ These rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/carer may be contacted.

Updated February 2015

Appendix 3

Reasonable adjustments for students with SEMH

(to be used in conjunction with the Consequences Pathway)



Appendix 4

The government's former adviser on behaviour, Charlie Taylor, produced a checklist on the basics of classroom management. The checklist is a reminder to teachers to get the basics right.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class - and ensure that the pupils and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

Students

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

Appendix 5 - Rewards Ladder & Consequence Stages Framework

