



Ready to Learn

Behaviour and Rewards Policy

The Axholme Academy

September 2021

Review date: September 2024



Our Binary System - Ready to Learn

The Axholme Academy has **Disruption Free** lessons and our students are **Ready to Learn**. Our classrooms are spaces where learning can always take place because our policy is binary - students are either **Ready to Learn** or they are not. Three universal principles underpin our approach:

- 1.) Every student has the right to learn without disruption.
- 2.) Every teacher has the right to teach without disruption.
- 3.) Students are either Ready to Learn or they are not.

We don't give out multiple warnings in each lesson to each student because the classroom is a place where students are either **Ready to Learn** or they are not.

Our Philosophy - Restorative Practice

Our behaviour is our choice. We don't allow students who choose to cause disruption to remain in our classrooms. Following a single warning, students will be removed from the lesson and placed in our Reflection Room. They should be visited by their teacher in their subsequent lunchtime detention to restore the relationship and reassert boundaries - the student may only continue learning when they are again **Ready to Learn**. Seven empathetic questions underpin not only those conversations but also all of our language.

- 1.) *What happened?*
- 2.) *How did it happen?*
- 3.) *What part did you play in it?*
- 4.) *How were we affected by what you did?*
- 5.) *Who else was affected by what you did?*
- 6.) *What can you do to repair the harm?*
- 7.) *What do you need to make it right?*

Our Planning for Learning - Special Educational Needs and Pastoral Support

We recognise that our binary approach sets incredibly high standards for our learners. We recognise also that a combination of environmental factors and student needs can make these standards seem unreachable for some learners. For this reason, as an Academy, we plan fastidiously for those learners either in the form of **SEN Pen Portraits** or in the form of **Pastoral Support Plans (PSPs)**. Both are regularly reviewed. Parents can contact the SENDCo or the Head of Year to discuss the need for planning.

Please see our **Able to Learn Policy** for more detail around our preparations for students.

Our Expectations

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' Ready to Learn 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. Be kind, positive and polite
8. 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. Be in the right places at the right times
5. Not display anti-social behaviour
6. Display generous and polite positivity towards other students and staff

Our Non-Negotiables

1) Always be respectful to each other and the school environment

Expectation - Be respectful and reasonable towards other students and adults at all times. Treat others how you want to be treated. Take responsibility for keeping the school environment safe and clean.

Support - Adults demonstrate this to students and let them know when they are being disrespectful. Our language is always underpinned by our restorative philosophy and empathetic approach - we expect the same of our students.

Consequence - Instant R3 for swearing at or walking away from an adult, opening secure exits without permission, vandalism and blatant littering. Your Head of Year will issue this after speaking with staff.

2) Wear appropriate school trousers / skirt and jewellery as described on the academy website

Expectation - Trousers should be plain black and loose fitting. Skirts should be the standard Academy blue plaid and worn at knee length. Jewellery: only one small pair of gold or silver plain round stud earrings worn on the ear lobe, no more than one earring in each ear. Only Academy badges worn on blazers or bags. Make up / nails / eyelash expectations as outlined below.

Support - Clean replacement trousers /skirts are available. Expectations are made clear to all students, please ask an adult if you are unsure.

Consequence - Reflection until acceptable uniform, make-up / lashes / nails and jewellery is being worn. No fake tan. Jewellery confiscated and returned at the end of the school day once per term. Jewellery will be kept for two weeks or returned to a parent/carer if confiscated again during that term. An R2 Detention should then be issued even if Reflection is unnecessary.

3) Use mobile phones only when given permission

Expectation - The use of mobile phones is prohibited in school at all times except when directed to learning by a teacher during lessons. This applies when leaving the school site and if we discover that a phone has been used without permission e.g. via a parent contacting school.

Support - Phones can be handed in at reception in the morning and collected at the end of the school day.

Consequence - Phone confiscated and returned at the end of the school day once per term. Phones will be kept for two weeks or returned to a parent/carer if confiscated again during that term. An R2 Detention should be issued for inappropriate phone use.

4) Complete all Classwork / ILTs / ILP to an acceptable standard

Expectation - ILT / ILP completed and submitted by the deadline set.

Support - Students will complete a Study Skills Awareness Course

Consequence - Student will mandatorily use their extra-curricular time to join Study Skills Club.

5) Have correct equipment for lessons

Expectation - ILP Folder, Black / blue pen, green pen, pencil, and a ruler. PE kit when on timetable. A calculator is also expected but not as a non-negotiable. Water but not squash is permitted in a bottle - no juice, fizzy drinks or energy drinks are permitted. Chewing gum and the chewing of gum is strictly prohibited.

Support - Students can elect to inform staff that they're unready to learn as they enter school in the morning. Those who do will be issued with an R1 and a pencil case for up to five days. This must be returned in full on the following Monday or an R2 is issued. Order details for PE kit and ILP Folders are available online.

Consequence - An R2 Detention should be issued for students unready to learn.

Our Binary Classroom Pathway - Ready to Learn Consequences

Every student has the right to learn without disruption. Every teacher has the right to teach without disruption. Students are either in lessons learning or they are not. Indicators that a student is not Ready to Learn may include disruptive behaviour, non-compliance, resistance to work or anti-social choices. Our pathway applies to our classrooms but can equally be applied to the conduct of students outside of our lessons. Our expectations always apply to our students.



R1

R1: A Warning (- 2 Points)

- Sent home via the SIMS App so our parents can support us (if not escalated further)
- This is a warning that a student's behaviour suggests they are not **Ready to Learn**.

• Our Tutor Team monitors R1s and if a student accumulates these they may be placed onto Report

R2: Not Ready to Learn. Removal from Lesson to Reflection Room (- 4 Points)

- Sent home via SIMS App (if not escalated further)
- Student remains in the Reflection Room until at least their next lesson. A Restorative Conversation should take place in the lunchtime detention.
- Student has the right to ask to be supported in the Restorative Conversation by our Restorative Practitioners
- If the student is not **Ready to Learn** following this conversation they can progress back to the Reflection Room for a R3.
- An instant R2+ is given for dangerous behaviour in lessons / more serious behaviour
- If an incident is more serious, the pastoral team investigates and the HoY determines whether a student should progress to R3.
- Student will be expected for a R2+ detention in the next available lunchtime. Failure to attend will mean a R3. The student's Tutor should ring home.

R2

R3: Removal to the Reflection Room. Remain in Reflection for the rest of the lesson and for a further 5 periods (-6 points)

- Sent home via SIMS App (if not escalated further)
- An instant R3 is given for eg swearing at or walking away from an adult, defiance, prejudice, blatant littering, vandalism, lesson truancy and other high level behaviours.
- An investigation may need to take place to determine the level of the R2+ behaviour and the time needed to investigate may be additional to that determined as sanction. Wherever possible the Pastoral team are committed to expedient, accurate investigation. Senior Leaders determine whether a student should progress to R4.

R3

- The Class Teacher should visit the student in Reflection / Detention for a Restorative Conversation.

• Following the R3, the student will be expected for a R2+ detention in the next available lunchtime. Failure to attend will mean a further R3. In this detention, the student should complete the learning they missed when they were unready.

R4: Internal or External exclusion for a fixed period (-10 points)

- Contact home made by phone as soon as possible followed by a Formal Letter.
- Typically two days + as an External Exclusion is usually followed by at least a day Internally and detention to ensure the student is now **Ready to Learn**.
- A R4 Readmission meeting will take place to assess whether the student is now **Ready to Learn**. Meeting outcomes logged and held in student's file.
- Please refer to the Exclusions Policy for further details

R4

NB: If students accumulate sanctions (such as R2s) their HoY may elect to escalate these (to an R3 for example) due to the impact of continual disruption on our Academy's readiness to learn.

Our Reports - Demonstrating Readiness to Learn Beyond Expectations

Students who are persistently not Ready to Learn will be monitored and supported by a Report Card. There are three - Green to Form Tutor, Amber to Head of Year and Red to a Senior Leader. Parents should be made aware by staff that their child is on report. This should take place within 24 hours.

Each report will have between two and three targets per lesson. These are typically a mixture of behavioural and learning targets. A report is failed when they fail to comply with any single target on three occasions - this can happen in a single lesson. A tick is given for a completed target by the subject teacher. A cross for a failed target. The teacher signs these off.

All reports must be signed each night by parents / carers. Failure to do so will count as an additional cross. If parents are unable to sign for any reason they must contact the staff responsible for the report to let them know. In the case of Amber and Red Reports, it is the students responsibility to find the member of staff. Only another Head of Year can sign an Amber and only another Senior Leader can sign a Red Report.

If a student fails a Green report they are placed on Amber report to HoY for 1 week or until it is failed. Once failed, the student will progress to the higher level of report the same day. If a student fails an Amber report they are issued a R3, spend a day in Reflection then if not given the opportunity to repeat Amber this may be escalated to Red report to SLT for 1 week or until it is failed.

If a student fails to meet their Red report targets, they will be issued with a R3 or a R4. A Red report will then be re-issued for another week.

If a student is issued with a R4 for failing a report, their parents will be expected to attend prior to readmission as standard (See above). They will only begin Red report again once this has taken place. They may remain in Reflection until this takes place.

If a student passes a Red report to SLT they are then asked to move back down to Amber to HoY and then if passed onto Green to Form Tutor until off report. Each of these reports should last a further week.

Students placed on Red Report on more than one occasion may have a behaviour review meeting or be invited to Governors' Review Panel.

Our Report system works because it has, at its cornerstone, our partnership with parents. We ask parents not to be passive observers but participant in the focus on their child's Readiness for Learning. We seek, through the report process, rapid and meaningful intervention in Disruption Free Learning in our Ready to Learn Academy.

Our Reward System - The Constellations

Celebration, recognition and rewards are central to our philosophy and a pivotal element of our behaviour system - we recognise the good every lesson and day.

Reach For The Stars			
150 StARs	Crux	Verbal recognition from staff	Form tutor well done in school
250 StARs	Centaurus	FYI shout out APP message Tutor calls home	Certificate End of Year Trip
400 StARs	Pegasus	FYI shout out APP message Head of Year calls homecall	Certificate £5 reward voucher End of Year Trip
500 StARs	Auriga	FYI shout out APP message Assistant / Vice calls home	Certificate £15 reward voucher End of Year Trip
600 StARs	Hercules	FYI shout out APP message Mr Keogh calls home	Certificate £20 reward voucher End of Year Trip

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

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.

StAR	1 (Teacher)
ILT StAR	1 (Teacher)
Triple StAR	3 (Teacher)
Super StAR	10 (HoY, SLT)
Attendance StAR	10 (LA) Students with 100% attendance each half term.

StARs are logged by teachers and accumulate to earn certificates, vouchers and eligibility for our annual reward trip. We take great pride in consistently awarding StARs across departments and classrooms. 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, gained time, lucky dips and SuperStARs.

Our Approach to 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/carer 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 truanted detentions stages.
2. The student's red report, exclusions and truanted detentions stages have not escalated that academic year.

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

Our Reflection Room

The Reflection Room provides a safe environment where students complete work without disrupting the progress of other students and **Restorative** support from trained colleagues. Our Reflection Room is not an Isolation Room - it has front facing desks and is staffed by a member of the Pastoral Team. Students complete work but they do so in absolute silence.

When in the Reflection Room:

- Students eat their packed lunch or grab bag only.
- Students complete a Reflection activity as soon as possible.
- Students hand in phones throughout time here
- Breaks are taken at different times to the rest of the school.
- Students should complete work as instructed.
- R1 and R2 will be given to students failing to meet expectations whilst in Reflection. Students escalating to R2 will be internally excluded for 1 day or the remainder of their period of Reflection (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 Reflection.

The Academy reserves the right to make use of Reflection spaces in partner schools with persistently disruptive students.

Our Detentions

Our detentions have **Ready to Learn** as their guiding principle. They take place the same day ideally in the next available lunchtime session and are staffed by senior leadership. The student is usually visited by the Teacher who issued the detention for a Restorative conversation underpins by our seven empathetic questions: In the detention the student must demonstrate to staff that they are now **Ready to Learn** - a R3 will be issued if they fail to do so either by their response to the restorative conversation or by not attending.

- 1.) What happened?
- 2.) How did it happen?
- 3.) What part did you play in it?
- 4.) How were we affected by what you did?
- 5.) Who else was affected by what you did?
- 6.) What can you do to repair the harm?
- 7.) What do you need to make it right?

DfE guidance on detentions states that:

- Teachers have a legal power to put students (aged under 18) in detention.
- Schools must make clear to students 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 student 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 student. It does not matter if making these arrangements is inconvenient.

Our 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
- Consider Referral to RTL Therapy with our partner schools

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

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

Our Ready to Learn Therapy for Persistently Disruptive Students

The Academy recognises that we cannot tolerate continual disruptive behavior from students who are not **Ready to Learn**. Whilst we recognise that any student who continually disrupts our Academy life and learning despite exhaustive support and intervention may eventually find an alternative pathway through education - the Academy has a responsibility to offer a meaningful and impactful intervention at an early stage.

Following a Governors' Behaviour Review Panel decision, students at Stage 3+ of the Exclusions Stages Ladder (See TAA Exclusions Policy) can be asked to undergo our Ready to Learn Academy Therapy for the first week / two weeks of the following term. During these five to ten days, students are removed from lessons entirely to engage with a combination of:

- Silent catch up in the key subjects they have disrupted the previous term;
- A specific scheme of work surrounding Ready to Learn principles and reflecting upon their own behaviour in / outwith lessons. This is facilitated through case study work and a direct reflection on how their classes are learning that week without them;
- Some days with the Pastoral Department of one of our partner secondaries (parents may be asked to facilitate transport);
- A meeting to review their behaviour with a Senior Leader at one of our partner secondaries and to consider what further steps on an alternative pathway would look like.

The therapy is intended to reflect the seriousness of the student's impact upon the learning of themselves and the cohort. It is intended, also, to allow a student to reflect upon personal impact - to walk in the shoes of those around them who are **Ready to Learn**. Lastly, it is intended to give insight into alternative pathways if their behaviour looks likely to place them at risk of permanent exclusion from the Academy.

Students must only be referred onto the therapy once - following this intervention, our Exclusion Policy dictates that our response to continual disruptive behaviour may escalate to preserve the three universal principles of our binary approach:

- 1.) Every student has the right to learn without disruption.
- 2.) Every teacher has the right to teach without disruption.
- 3.) Students are either Ready to Learn or they are not.

Our Uniform Expectations

Girls	Boys
Black blazer embroidered with Academy Logo on pocket. Worn at all times around campus except when the whole Academy is directed by the Principal in hot weather.	
White blouse/shirt with collar (Long or short-sleeved)	White shirt with collar (long or short sleeved)
Clip on Academy tie / Alternative ties may be worn for KS4 ILP Graduates / Prefects as directed.	
Plain black, loose fitting, formal school trousers (zipped pockets are not permitted) Ankles must specifically be loose in fit. or Standard Academy blue plaid skirt worn at knee length	Plain black, loose fitting, formal school trousers (zipped pockets are not permitted).
Plain, strong, sensible black shoes (no boots or trainers)	
Black or nude plain tights, black or white ankle socks or bare legs	Black socks
Optional Items	
Only Academy Jumper or cardigan with logo and royal blue stripe to be worn under the blazer	
Plain black belt	
NO HOODIES/FASHION ITEMS TO BE WORN WITH UNIFORM	

The Axholme Academy PE Kit

Essential items:

- The Axholme Academy black T shirt
- The Axholme Academy black shorts
- The Axholme Academy 3/4 zip top or The Axholme Academy black sweatshirt (year 11 may wear a plain black sweatshirt with a logo no larger than The Axholme Academy logo)
- Non marking sports trainers (no pumps, converse/vans etc as these offer very little protection to the foot and/or ankle)
- Black football socks
- Football boots

Optional items:

- The Axholme Academy rain jacket
- Leggings/skins - must be plain black with no transparent meshing (logo no larger than The Axholme Academy logo) and **shorts must be worn on top of them at all times throughout the Academy day.**
- Tracksuit bottoms - whilst we continue to allow students to attend the Academy in their PE kit, plain black tracksuit bottoms (logo no larger than The Axholme Academy logo) may be worn throughout the Academy day; **however they must be removed for PE lessons.**

GUIDANCE ON SKIRTS AND TROUSERS



Academy Skirt should be worn no shorter than knee length

GUIDANCE ON FES. WHAT IS A HOODY AND WHAT IS A JACKET?



Hoody



Hoody



Waterproof material - Jacket



Waterproof hooded jacket

Hair, Make Up and Jewellery

Hair / Headwear

No extreme styles or colours (natural colours only) - avoid entirely: No 1 / 0 length grade shaving - 2 minimum, undercuts, shaven lines and shapes, block cut and two tone colours. Please be aware that each of these styles are deemed extreme and we politely request that students do not wear these hairstyles during term time.

Please contact the school beforehand if you are 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 colour will spend time in the Reflection room until a timeframe for resolving the matter is agreed with parents/carers. Failure to reach a resolution within a reasonable timeframe may result in a lengthy period of time spent in the Reflection room.

We don't allow hats, caps, bandanas or sweatbands except woolly, warm hats for sake of warmth on the journey on cold days. We don't allow hoods up onsite or coats worn inside except at the discretion of the Principal.

Make Up

No make up, nail varnish or false nails are allowed for Key Stage 3 students. KS4 students can wear cover-up, foundation, mascara and/or blusher but no nail varnish and no false nails. Fake tan and false eyelashes are entirely not allowed.

Jewellery

Jewellery is considered to be unsuitable for school and the school does not accept any responsibility for any such items, including watches etc. However, the following may be worn: One pair of round gold or silver plain studs, one per ear lobe; Digital, analogue or smart watches - Smart watches can be worn but must not be used to interact with a mobile device in school. All jewellery must be removed for activity lessons; Students found to be wearing any prohibited item 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 Reflection until it has been handed over.

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.

Our Behaviour Outwith Lessons

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. An R2 or R3 should be issued.

Dealing with anti-social behaviour

If a group of students persistently display anti-social behaviour outside of lessons a fixed term Reflection 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)

Every offence	<ul style="list-style-type: none">• Smoking equipment confiscated• R3• Letter sent home• Smoking cessation offered
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Lateness to school

We expect our students to demonstrate their readiness to learn by arriving at school no later than 8.25 am. Students who arrive later than this time with or without a parental excuse will be issued with a R1 in the first instance that term. In the second instance of the school term and every subsequent instance, the students will be issued with a R2 and a lunchtime detention.

Lateness to lessons

If a teacher elects that a student has arrived late to their lesson without a genuine reason they will issue a R2 and a lunchtime detention. We have a small site and lateness is unnecessary and not conducive to learning. The teacher may choose to keep the student in the lesson following lateness but the detention should still be completed.

Eating

Food / Eating is strictly banned in classrooms and corridors. It is permitted in the hall and communal outside areas though our policy on litter is also clear.

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 and an R2 detention issued. Phones will otherwise 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. 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.

Bullying

The Academy is committed to addressing all bullying in any form. Please see our Anti-bullying policy for the specifics of our approach.

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

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 students:
 - 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.
- Items listed in this policy as banned or prohibited from misuse.
- 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'.

Refusing Confiscation

When the Academy requests that something is confiscated or handed in - it is often the underlying behaviour which concerns us as much as the item itself. Students cannot simply refuse to comply. This applies to non-uniform, jewellery, phones etc. willingly brought onto or misused on our Academy site. - in such instances the Academy will insist that it is handed in the following day and may suspend the commencement of sanction in the interim whilst the student remains in the Reflection Room. It is the responsibility of students to comply with our expectations and include themselves in our culture.

The power to use reasonable force

DfE states that schools can use reasonable force to prevent students 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'. **See our Positive Behaviour Handling Policy.**

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.

Sexually Inappropriate Behaviours / Harrassment / Abuse

The Axholme Academy defines 'peer-on-peer' sexual abuse as follows::

- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
- sexting (also known as 'youth-produced sexual imagery')
- receiving unsolicited explicit photographs or videos, for example 'dick pics'
- sending, or being pressured to send, nude and semi-nude photographs or videos ('nudes')
- being sent or shown solicited or unsolicited online explicit material, such as pornographic videos
- Typical platforms for sharing material between peers tends to be WhatsApp or Snapchat.

The Academy doesn't hesitate to refer parents to the Police and Safeguarding agency partners in supporting with such incidents outside school and is fully compliant with and supportive of Officers who investigate such incidents. We don't hesitate to refer to the Police and Safeguarding partners directly and to use all of the sanctions within our Ready to Learn Behaviour Policy including Exclusion when such incidents occur upon our site or with effect within our cohort.

Please see our Safeguarding Policy for more detail.

Sexually Inappropriate Behaviours / Harrassment / Abuse - Support

The Axholme Academy completes significant work on the topic with your children within Tutor Time, CS Lessons, In-school Signposting and Pastoral Interventions but we also recognise that we cannot complete this work without the support of you - our parents. Our most valuable partners in Safeguarding.

The UK Children's Commissioner has strong resources aimed at parents and carers about online sexual harassment and how they can support children and young people to stay safe online. The guide includes a list of additional resources and sources of support and covers issues, such as sexting, peer pressure and body image.

The key message is the importance of talking early and talking often to your child. Create the culture before the crisis. Please take the time to take a look. Please don't hesitate to contact your child's Head of Year if you are concerned about this topic or wish further support.

[Talking to your child about online sexual harassment: A guide for parents | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/)

Online Learning

All students should continue to adhere to the principles outlined in the Behaviour Policy. In particular, students should be mindful of the following:

- 1. You should be respectful and kind to all and compliant for those in authority.*
- 2. You should be safe, responsible and courteous at all times.*

Therefore, when interacting with other students and staff online, students should always be kind and respectful to each other and compliant with staff, remembering at all times that they are teachers and that teachers are not 'friends' with, or peers to, students.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, will be taken very seriously and could result in a referral to the Police.

This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the Academy during this time. Students should be aware of the following:

- Students' behaviour and comments should be exemplary and necessarily formal reflecting how they would behave in a lesson.

- Students should address teachers and refer to peers as they would do in a classroom setting.
- Students are prohibited from taking screenshots, recording lessons or engaging in private chats during online learning activities.

Whenever the Academy is open, a senior member of staff will always be present on site and are still contactable via the telephone number or contact email on the website if such behaviour needs to be reported. The email address taapastoral@theaxholmeacademy.com may also be used.

If any student falls short of these expectations in their online interactions, a phonecall to their parent and / or an accompanying written correspondence to raise and address the incident will occur.

In the first instance, that contact should come from the student's Head of Year. If incidents recur or if the behaviour is adjudged to be more severe it may come from a senior member of staff. An outcome will be agreed as part of that conversation. In all cases where offence may have been caused an apology will be expected as part of the outcome.

If online behaviours are severe or continue to recur then the Academy may have no choice but to elect that a R3+ consequence should be issued or, in severe cases, to inform the Police.

Our Ready to Learn Principles for Teachers

- We criticise the behaviour, not the student. We respect the student and model the behaviour and restorative language we expect.
- We can use hand signals can be used that do not interrupt the flow of the lesson.
- A strategy of private, rather than public, reprimands is be used. It is less disruptive to the lesson and less likely to provoke an aggressive response
- We use rule statements as reprimands: 'We put up our hands before speaking.' This secures order.
- Our promise of consequence will be followed through.
- Whole-class punishment for the misdemeanours of individuals will not occur.
- Our reprimands will be clear and firm in a neutral tone. We avoid pleading or bargaining with students. The rules are the rules.

Ready to Learn in our classrooms

- We know the names and roles of any adults in class
- We meet and greet students when they come into the classroom for a smartstart
- We display consequences - and ensure that the students and staff know what they are
- We have a system in place to follow through with all consequences
- We display the tariff of rewards in class
- We have a system in place to follow through with all rewards
- We follow the Academy's Ready to Learn policy

Students

- We know the names of our children
- We know the plan for children who are likely to misbehave
- We ensure other adults in the class know the plan
- We understand students' needs through knowledge of Pen Portraits and PSPs

Quality First Teaching

- We ensure that all resources are prepared in advance
- We praise the behaviour you want to see more of
- We praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- We differentiate
- We stay calm
- We have clear routines for transitions and for stopping the class
- We teach children the class routines