BEHAVIOUR POLICY

Draft

This policy will be kept under regular review in light of legal developments and best practice.

Next Review Date – June 2018
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SLT Responsibility – KLA – Asst. Vice Principal
Approved by the FGBs on:

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Aims

The Behaviour Policy aims to:

- Set the standards which underpin the ethos of Rye Hills Academy;
- Enable effective teaching and learning;
- Promote positive student behaviour.

Objectives

- To encourage every member of Rye Hills Academy to show care, courtesy and consideration to other members of the academy and to the wider community;
- To emphasise the importance of good behaviour and its relationship to learning;
- To emphasise the value of partnership between the parent/carer, student and the academy in the achievement of high standards of behaviour within the whole academy community;
- To provide a framework for the consistent management of all behaviour-related issues.

General principles

The academy recognises that effective teaching and learning only takes place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-academy approach to behaviour management is to be successful:

1. An understanding and acceptance of the policy by every member of the academy is important if our aims are to be achieved;
2. The Behaviour Policy is a partnership between all members of the academy;
3. A whole-academy approach is intended to be preventative wherever possible. Pro-action is more effective than re-action;
4. Self-discipline should be the ultimate aim for all members of the academy. Students are responsible for their own behaviour;
5. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently;
6. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently;
7. Sanctions must be administered fairly and be appropriate to the breach of conduct;
8. Effective behaviour management seeks to avoid escalation.

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Several other academy policies should be referred to in conjunction with the Behaviour Policy.

These include:

- Equality Duty Statement;
- Anti-Bullying Policy;
- Child protection Policy;
- Attendance Policy;
- E-safety Policy.

This Behaviour Policy is also linked to:

- Code of conduct for Students;
- Home-academy agreement;
- Attitude to learning scores.

Expectations

An orderly atmosphere and consideration and respect for others is an important element of our approach to behaviour. There is an expectation of high standards of behaviour which promotes respect and learning, of both self and others, at all times within the academy grounds, and also off site, particularly when students are travelling between Rye Hills Academy and home or on academy visits.

In the classroom

Students are expected to make a positive contribution to the working atmosphere of Rye Hills Academy. They should arrive at lessons promptly at all times and with proper equipment and ready to learn. Their behaviour should be such that maximum use can be made of the time available for learning. Work should be completed and handed in on time.

Around the site

We expect students to move around the site with concern for the safety of themselves and others. In areas where movement can be difficult, students should move briskly and keep to the one way systems in the building. Opening doors, standing back to allow others to pass and generally being courteous are important. People should be allowed to leave the building before others enter if there is a bottleneck.

Behaviour in the academy grounds

The playing of games should take place in the playground or on the grass mound area. Use of the AstroTurf during lunch times will be supervised by staff and students must wear appropriate footwear. No food is to be consumed on the AstroTurf. Students require a pass to be inside the school building for scheduled clubs and activities during break and lunch times or specific permission from staff to be inside the building for other reasons. Students should act in a courteous manner and report any incidents to staff on duty. Any damage to academy property must be reported and a charge may be made.

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Wet weather break and lunch

During poor weather conditions students must remain inside the building, where the staff duty team are in place to ensure students are safe. Each year group will have classrooms designated to them where they may enjoy their social time. They will be allowed to visit the toilet during these times, but not in large numbers. Students should not move around the school in areas which are designated to other year groups. At no point during wet break and lunch are any students permitted to be in the Science or Design and Technology corridors. Students are expected to conduct themselves in a calm, courteous manner and respond to staff requests. Failure to do so will result in sanctions being issued.

During wet break and lunch, students are permitted to use mobile phones inside their designated classrooms **ONLY**. They are not to be out in any other part of the building.

Mobile phones

Mobile phones are **not** permitted to be used inside the academy building between 8.20 am and 3.15 pm or during detentions after school. Phones should be switched off and kept out of sight when inside the building.

Exceptions to this are as follows:

For educational purposes, as directed by their teacher;

During break and lunch times in the **outside areas only (unless wet break or lunchtime – see above).**

No pictures or videos are to be taken at any time, unless directed by staff for educational purposes. This is to protect students and staff from having their image taken without formal consent.

Please refer to the Mobile Phone Policy for further details.

Individual students

High expectations and clear instructions and systems will ensure good behaviour prevails throughout Rye Hills Academy. Where behaviour meets or exceeds our expectations students will be recognised and rewarded for that positive behaviour. Where students do not meet or fall below our expectations sanctions will be applied. Our approach to discipline is constructive and positive and implemented with a view to modifying the behaviour of students so they can learn and make progress. Students are responsible for their own behaviour at all times.

In cases of persistent poor behaviour and extreme indiscipline, isolation and fixed term exclusions are applied and on exceptional circumstances permanent exclusion may be considered.

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Student support

In addition to teaching responsibilities, staff have an important role to play in supporting students. There will be times when poor behaviour is a symptom of issues faced by the student.

The academy employs College Pastoral Leaders (CPLs) and Pastoral Support Officers (PSOs) who are available to support students who are experiencing difficulties inside or outside of the academy.

Behaviour for learning – Best practice

Good behaviour will be promoted through the establishment of good relationships within the academy community built upon mutual respect.

Assemblies play an important role in promoting the ethos of the academy where courtesy, respect and good behaviour are the expected norm.

The academy curriculum also provides opportunities for consideration of behavioural issues, in particular through the PSHE programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

The academy will seek to provide a relevant curriculum for all students. The provision of high quality teaching and learning is central to achieving good behaviour.

Students who are experiencing behavioural and emotional difficulties will be supported through the academy's pastoral system, counselling and possibly the involvement of outside multi-agency teams.

Staff will deal with such matters in a professional manner and put appropriate support in place. Students may wish to discuss issues with staff but at no time is a member of staff able to promise a student confidentiality.

Student behaviours, both positive and negative, are recorded on the academy's Management Information System (MIS) referred to as Progresso. These are monitored, managed and analysed by pastoral staff.

Each member of staff has responsibility for upholding standards of behaviour in the academy, both within their classroom and around the academy site. Staff are provided with Continual Professional Development (CPD) to help them develop their behaviour management skills.

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Rewards and awards

Rewards and awards are fundamental to achieving a positive learning environment. Positive behaviour will be logged on the Progresso system with points linked to each category of positive behaviour.

Rye Hills Academy firmly believes that rewarding positive behaviour leads to greater success and raised aspirations. See Rewards Policy (from September). Our rewards system is built on the belief that intrinsic rewards, such as pride and satisfaction in doing well, builds determination, self-respect and a resilience to achieve aspirations. That is why we encourage praise throughout the academy and look for positive behaviours in class and around the building.

We also understand the importance of extrinsic rewards to recognise achievements in a tangible or visible form. This allows students to be acknowledged by peers and parents/carers and can provide some incentive to achieve goals. That is why we do such things as award certificates, write letters/postcards home, display students' work and organise reward trips. We also have a Passport to the Prom which has proven highly motivational to our Year 11 students.

Roles and Responsibilities

Class Teacher will:

- Plan and deliver engaging lessons of an appropriate level of challenge;
- Use seating plans for all classes;
- Maintain a positive, well-managed classroom environment;
- Use rewards and the hierarchy of sanctions as outlined in the whole academy Behaviour Policy;
- Record behaviours, both positive and negative, on Progresso;
- Organise class teacher detentions (up to 15 minutes).

Form Tutor will:

- Ensure registration time is used effectively and statutory duties are completed;
- Record behaviours, both positive and negative, on Progresso;
- Track behaviour of their tutees every day, both positive and negative, and discuss comments with students;
- Place students on Tutor report if there are a range of subjects where their behaviour is not meeting expectations;
- Use rewards and hierarchy of sanctions as outlined in the whole academy Behaviour Policy;
- Discuss any concerns they have about their tutees with the relevant staff;
- Contact parent to discuss behaviour and/or arrange meetings and plan actions to improve behaviour.

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Teaching Assistants and Support Staff will:

- Assist in maintaining a positive and well-managed environment;
- Refer students whose behaviour gives cause for concern to the classroom teacher, Line Manager, Subject Leader or College Pastoral Leader as appropriate.

Subject Leaders will:

- Ensure that their Department follows the agreed and adopted Behaviour Policy with regard to both rewards and sanctions and roles and responsibilities;
- Support members of their department with behavioural issues with individual students or classes;
- Contact, or meet with, parent/carer when necessary;
- Organise departmental detentions.

College Pastoral Leaders (with support of Pastoral Support Officers) and/or the SENDCo will:

- Liaise with staff and Subject Leaders with regard to concerns about the behaviour of individual students or groups of students;
- Monitor the attitude, effort and behaviour of individual students across the curriculum;
- Place students on College Pastoral Leader report;
- Contact parent by planner, email, letter or phone;
- Arrange meetings with parent/student to discuss actions to improve behaviour;
- Make referrals to other agencies;
- Provide pastoral support for students whose behaviour gives serious cause for concern including the involvement of outside multi-agency teams;
- Provide support for class teachers where necessary by 'dropping in' to lessons;
- Place students in the isolation room when there has been a serious behaviour concern or persistent poor behaviour;
- Discuss more serious incidents with the Assistant Vice Principal, Vice Principal, Head of School and/or Executive Principal to decide on appropriate action.

Senior Leadership Team will:

- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour Policy;
- Ensure there is an On Call rota to support staff;
- 'Walk the academy' calling into lessons particularly those lessons which staff have identified as a behaviour 'hot spot' or where SLT support has been requested including visiting lessons being covered;
- Authorise the withdrawal of a student from a lesson;
- Monitor SLT reports;
- Authorise the placing of students in the isolation room when there has been a serious behaviour concern or persistent poor behaviour;
- Use Progresso to monitor, analyse and manage students' behaviour;
- Discuss behaviour data, trends and action plans.

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Low level disruption

Low level disruption and inconsiderate behaviour threaten the rights of students to receive an effective education. Rye Hills Academy's Behaviour Policy encourages students to make positive choices and amend their behaviour.

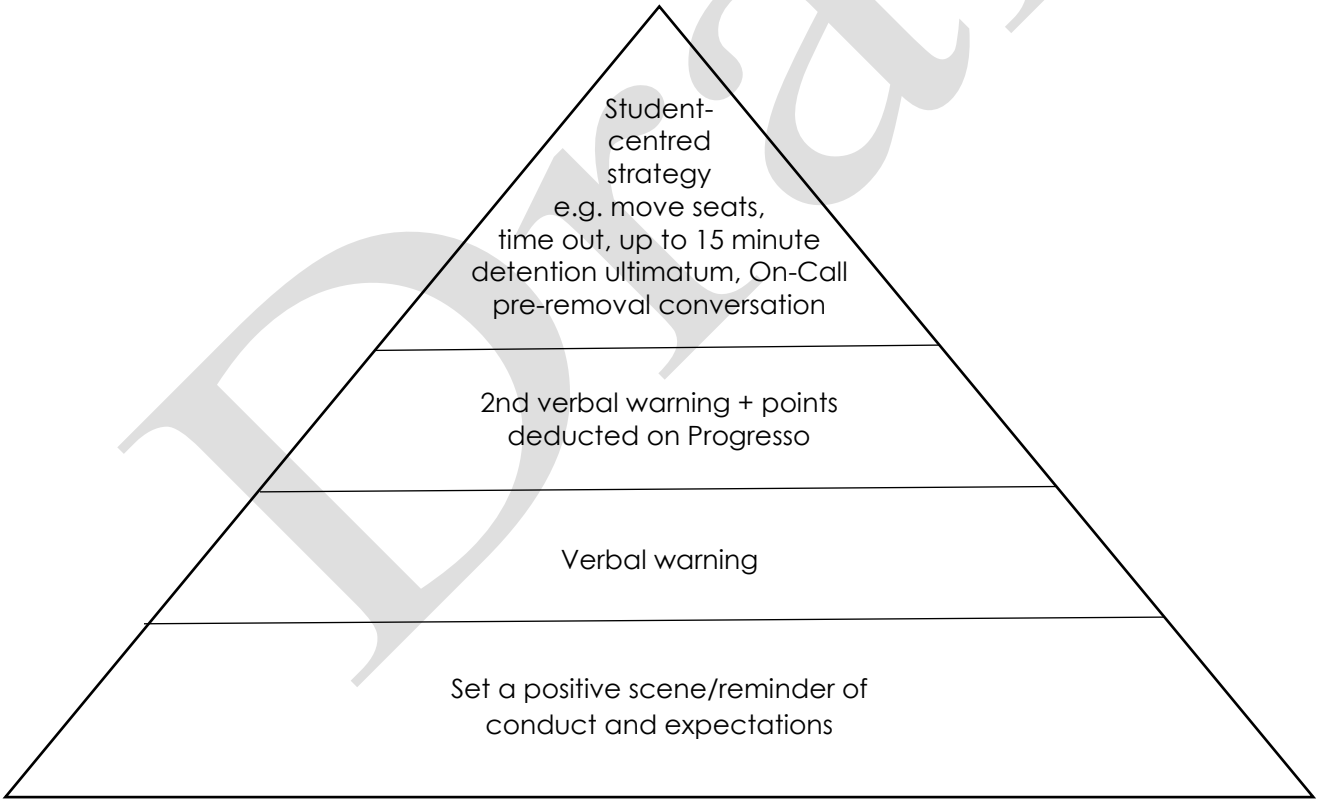
Low level disruption is any behaviour that undermines the student's own learning and/or that of others. If unchecked this sort of behaviour disturbs the flow of the lesson and undermines the teacher.

Rye Hills Academy's behaviour system is used to monitor and address low level disruption in lessons and around the academy site.

Low level disruptions fall into stage 1 and 2 of the behaviour hierarchy.

The following steps are examples of strategies that may be used by the class teacher moving up the hierarchy if the student does not amend their behaviour. These examples of strategies are by no means exhaustive.

Low level disruption: classroom sanctions



It is designed to highlight students who may require further support in the academy. The emphasis should always remain on providing the best learning environment for all students.

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Reports

The Tutor report represents an early intervention strategy to improve behaviour for learning. It should be used to address behaviour. The aim of the Tutor report is to help students amend their behaviour so it becomes more positive.

A **form tutor** may place a student on report

- When a student in their form has numerous behaviour events on Progresso;
- When it is requested by a parent/carer;
- On return to class following isolation;
- As a result of a poor report at data capture.

Action:

- Inform staff;
- Check the report daily;
- A lost or incomplete report will result in an extra day on report;
- Tutor to phone home and discuss with parent/carer;
- Student is responsible for their own report;
- If a day is failed then the student will complete an extra day on report.

The **College Pastoral Leader report** is used to target students who have shown several instances of poor behaviour whilst on Tutor report, and have not made sufficient improvement.

The report will be used for students:

- On return from a fixed term exclusion;
- Serious behaviour concern or persistent poor behaviour, at the CPL's discretion.

A student can be taken off Tutor report and placed on CPL report at any time, at the CPL's discretion.

Action:

- Inform staff;
- CPL to phone home and discuss with parent/carer;
- CPL to check report daily;
- A lost or incomplete report will result in an extra day on report;
- Student is responsible for their own report.

The **Senior Leadership Team report** is used for a variety of reasons such as:

- Students who demonstrate more serious behaviour concerns or persistent poor behaviour;
- After a behaviour panel meeting.

Action:

- Inform staff;
- Member of SLT to check the report each day;
- A lost, incomplete or failed report will result in an extra day on report;
- The students should complete an SLT detention for being on report;
- Failure to complete SLT report can lead to formal academy sanctions.

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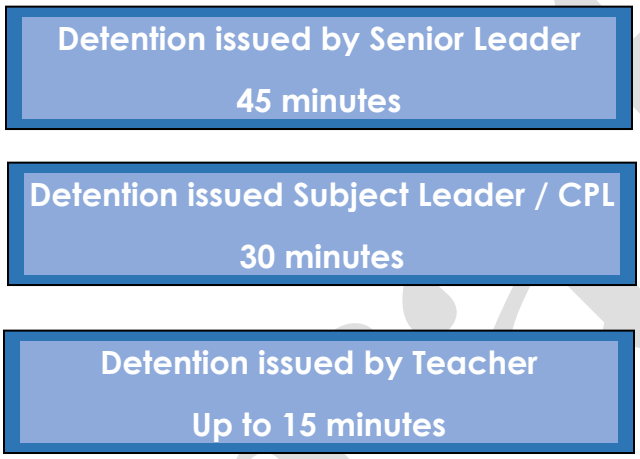
Detentions

Rye Hills Academy operates a detention system for students who fail to meet our expectations. Under the Education and Inspections Act 2006, the academy has the right to issue a detention within academy hours (e.g. at break or lunchtime), after the academy day ends, during PD days or at the weekend.

The reasons a detention may be given and likely length of that detention are outlined later in this policy. The detention system operates in a hierarchical manner depending on the behaviour that is being addressed.

The student is responsible for attending the detention.



The member of staff who is managing the detention will discuss with the student:

- **Why have you been given this detention?**
- **What are you going to do to avoid being in detention again?**

Whole class detentions will not be given

Detentions issued for lateness will be 15 minutes in duration. Arriving after 9 am will incur a 30-minute detention.

Lunch time detentions may be issued for poor behaviour around the academy site and will last up to 30 minutes, allowing students the opportunity to get lunch and visit the toilet.

Although parental consent is not required for an after school detention, we will endeavour to notify a parent/carer in advance through the student's planner.

A parent is unlikely to be informed of a detention that takes place during the academy day, although this should be recorded in the student's planner.

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Teachers and Leaders may also issue compulsory subject support sessions which may vary in length depending on the nature of the work and are not restricted by the detention timeframes above. Notice will be given to a parent/carer to ensure that students attend.

Removal from a lesson

A student may be removed from a lesson due to poor behaviour and spend the remainder of that period with another member of staff. At this stage they will be given a 30-minute departmental detention. The teacher who has sent the student out of their classroom must inform their CPL, PSO and Subject Leader, during the lesson if possible. The CPL/PSO will collate names, check for patterns and be able to address poor behaviour in a timely fashion.

Isolation

A student may be placed in isolation. CPLs and Senior Leaders can place a student in isolation. A student can be withdrawn from class for disciplinary reasons. Isolation offers an immediate, short term provision to allow the learning of others to continue uninterrupted. The period of time spent in isolation will reflect the severity of the offence. Students may be isolated from individual subject lessons, for a limited period of time, at the request of their College Pastoral Leader or Head of Department and in consultation with a Senior Leader.

Students will be provided with appropriate work when they are in isolation.

Students will be placed on report after a period in isolation.

Isolation may be used for things such as:

- Serious incidents of poor behaviour;
- Refusal to accept the instructions of an On Call member of staff;
- Refusal to accept the instructions of a member of the Leadership Team;
- As a consequence of persistently failing to meet our expectation of behaviours within lessons or around the academy site;
- When other strategies and sanctions have been exhausted;
- To help avoid a potentially explosive situation such as a fight between students.

Exclusions

- Both fixed term and permanent exclusion will only be authorised by the Head of School and/or Executive Principal;
- The decision to exclude a student must be lawful, reasonable and fair. Rye Hills Academy will give particular consideration to vulnerable students before a fixed term exclusion is given;
- A student can be excluded for up to 45 days in one academic year;
- All children have the right to an education and Rye Hills Academy will take reasonable steps to set work and mark work for the first 5 days of an exclusion period;
- Alternative provision for education must be made by day 6. (Known as 6th day provision). This will be done in consultation with the parent/carer, SLT, and the appropriate provider;
- Following an exclusion, the parent/carer will be required to attend a re-admission meeting where a plan for reducing the likelihood of further fixed term exclusion will be discussed;

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- Further guidance can be found at: https://www.gov.uk/government/publications/Academy-exclusion

The academy may look to liaise with the Local Authority's Inclusion Officer to work with other schools, academies and providers to arrange respite, managed moves and alternative provision if this may benefit the needs of the student.

Use of reasonable force

Staff at Rye Hills Academy have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline within the classroom and around the academy site.

The Head of School, and those authorised by the Head of School, may also use reasonable force when conducting a search without consent for prohibited items.

Key staff at Rye Hills Academy are trained in Team Teach – Positive handling strategies with an emphasis on verbal and non-verbal de-escalation techniques. See www.team-teach.co.uk for further details.

DfE guidance stipulates reasonable force may be used to:

- Remove disruptive students from the classroom where they have refused the instruction to do so;
- Prevent a student behaving in a way that disrupts an academy trip, visit or event;
- Prevent the student from leaving the classroom where allowing the student to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking another student or a member of staff, or to stop a fight;
- Restrain a student at risk of harming themselves through physical outburst.

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Searching students

Staff at Rye Hills Academy can search students with their consent for any item.

The Head of School and staff authorised by the Head of School can search students and/or their possessions, without consent, where they suspect a student has a **prohibited item.**

Prohibited items are:

- Knives and weapons (including items that could be used as weapons such a scissors or screwdrivers);
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers, lighters, matches and e-cigarettes;
- Fireworks and bangers;
- Laser pens;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives, drugs and extreme or child pornography may be handed over to the police.

Other banned items

A variety of toys and items become fashionable and often lead to distractions and interruptions to learning. Any item that distracts from learning may be confiscated. Items that are banned from the academy may also be confiscated such as: chewing gum and energy drinks. Items containing solvents, such as deodorant, which are used inappropriately will be confiscated and a sanction issued.

Discipline beyond the academy gates

Teacher may discipline students for:

- Misbehaviour on any academy organised or academy related activity;
- Misbehaviour while travelling to and from the academy;
- Misbehaviour when a student is identifiable as a student of the academy (e.g. wearing uniform).

Or misbehaviour:

- That could have repercussions for the orderly running of the academy;
- That poses a threat to another student or a member of the public;
- That could adversely affect the reputation of the academy.

In all cases, the teacher can only discipline the student on academy premises or elsewhere when the student is under the lawful control of a staff member.

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Equality Act 2010 in respect of SEND students

Rye Hills Academy acknowledges their legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

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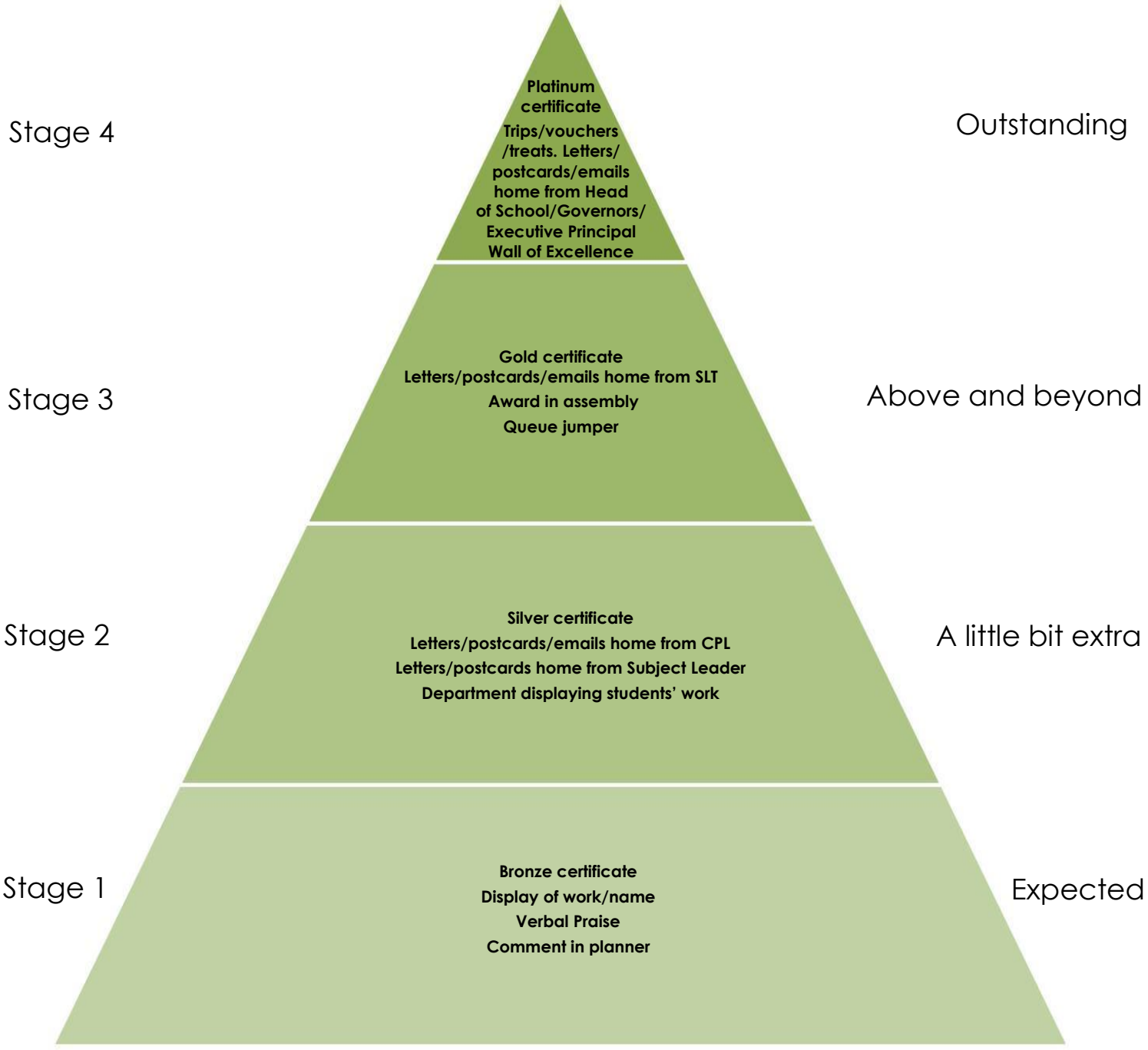
4 Stage reward system

At Rye Hills Academy we use a 4 Stage rewards system as outlined below with some examples of rewards which may awarded on a daily, termly and annual basis. In addition to awards, such as certificates, points will be awarded at each stage as follows:

Stage 1 = 1 point
Stage 2 = 2 points
Stage 3 = 5 points
Stage 4 = 10 points

Students will accumulate points throughout the year, reflecting their positive behaviour and will be linked to rewards which are valued by students. Please refer to our Rewards Policy for further details. Examples are not exhaustive.

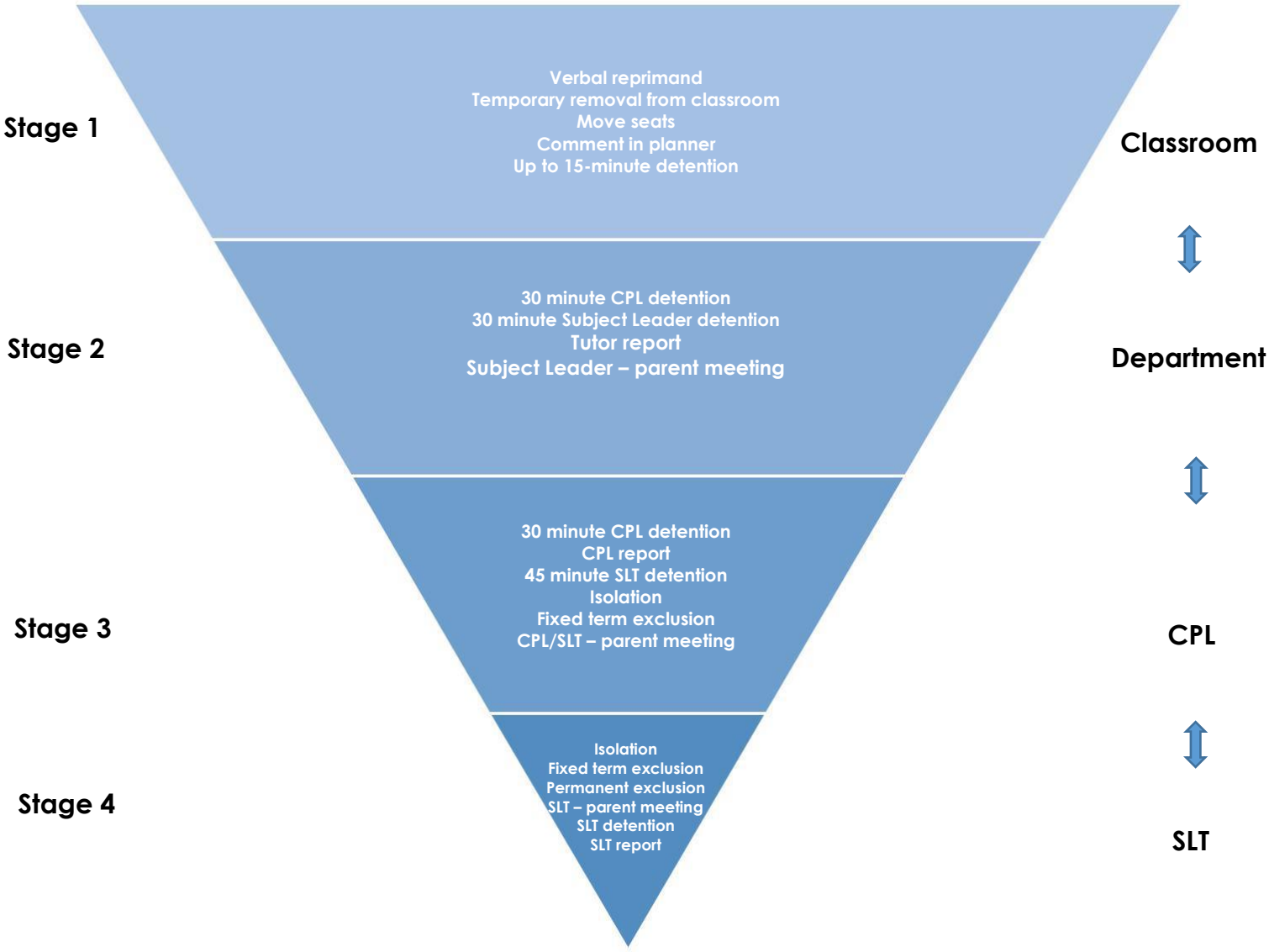


4 Stage sanctions system

At Rye Hills Academy we use a 4 Stage sanctions system as outlined below with some examples of sanctions. Please note that these examples are by no means exhaustive. Each stage indicates the seriousness of behaviour exhibited and the proportionate sanction which may be issued. Please note that in cases where a student repeats undesirable behaviour, the stage of sanction may be increased. At each stage members of staff will be responsible for managing behaviour with the support of staff at either side of them in the flow chart. In addition to sanctions, such as detentions, points will be recorded at each stage as follows:

Stage 1 = -1 point
Stage 2 = -2 points
Stage 3 = -5 points
Stage 4 = -10 points

Negative points will be recorded throughout the year and will be linked to the removal of certain opportunities, such as trips.



The tables below provide an overview of how the 4 stage model operates, the types of behaviour exhibited, the stage of sanction which can be expected and the types of sanction which are likely to be administered. This is not an exhaustive list, but simply gives an insight into the some behaviours which may be displayed by students and the outcomes which their behaviour may determine. Considerations will be given to the student's response to the sanction issued, their previous response to sanctions for similar behaviour, and any accumulation of different types of behaviours displayed at any given time e.g. a student who exhibits multiple stage 1 behaviours may be issued a higher sanction.

Stage	Examples of behaviour
1	Homework not handed in on time or to an acceptable standard Interruptions to learning Not prepared for learning
2	Homework not handed in following extension Repeated interruptions to learning Not following instructions from teachers
3	Truancy from the academy Persistent interruptions to learning Not following instructions from Leaders
4	Prohibited items brought into the academy Direct abuse towards staff Not following instructions from Senior Leadership Team

Stage	Examples of sanctions
1	Verbal reprimand, negative points on Progresso, student centred strategy, parent/carer contacted, parent/carer meeting, confiscation of item, up to 15 minutes detention, tutor report.
2	Verbal reprimand from Leaders, negative points on Progresso, parent/carer contacted, parent/carer meeting, removal from lesson, confiscation of item, 30 minutes detention, CPL report.
3	Verbal reprimand from Leaders, negative points on Progresso, parent/carer contacted, parent/carer meeting, removal from lesson, 45 minute SLT detention, SLT report, isolation, fixed term exclusion.
4	Negative points on Progresso, parent/carer contacted, parent/carer meeting, removal from lessons, 45 minute SLT detention, SLT report, isolation, fixed term exclusion, re-admission meeting, alternative education, permanent exclusion.

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The table below provides further insight into the possible sanctions which may be applied for identified types of behaviour. This table is not absolute and sanctions will relate to the seriousness of the behaviour and be fair and proportionate. The content of the table does not dictate a specific order of issue, but indicates a range of sanctions relative to the seriousness of the behaviour.

Negative behaviour	**Possible sanctions**
Incorrect uniform	Verbal reprimand, form teacher detention, CPL/PSO informed, parent/carer informed, report
Not prepared for learning (equipment)	Parent/Carer informed, CPL/PSO informed, class teacher detention
Talking over teacher	Verbal reprimand, class teacher detention
Failure to attend/behave in a class teacher detention	Parent/Carer informed, detention re-issued, Subject Leader detention
Failure to complete classwork	Class teacher detention, parent/carer informed, report
Interruptions to learning	Verbal reprimand, class teacher detention, parent/carer informed
Homework not handed in on time or to an acceptable standard	Parent/Carer informed, class teacher detention
Causing distraction to learning with personal items e.g. fidgets	Verbal reprimand, item confiscated, class teacher detention, parent/carer informed.
Other banned item e.g. chewing gum, energy drink.	Verbal reprimand, item confiscated, class teacher detention, parents/carers informed
Lateness to lessons	Verbal reprimand, class teacher detention, parent/carer informed, punctuality report
Littering	Pick up dropped litter, verbal reprimand, parent/carer informed, CPL/PSO informed, CPL detention
Not prepared for learning repeated (equipment)	Verbal reprimand, parent/carer informed, CPL/PSO informed, class teacher detention, report
Not following instructions from teachers	Verbal reprimand, class teacher detention, parent/carer informed, report, Subject Leader detention
Repeated incorrect uniform	Form teacher detention, CPL/PSO informed, parent/carer informed, report, CPL detention, sent home to collect item of uniform with consent of parent
Homework not handed in following extension	Class teacher detention, parent/carer informed, report
Mobile phone seen, heard or used at an inappropriate time/place	Phone confiscated, parent/carer contacted, parent/carer to collect phone, students can collect phone the next day with note from parent, CPL detention
Lateness to the academy	15 minute late detention, parent/carer informed, 30 minute late detention (after 9 am or for persistent offenders)
Failure to attend/behave in a Subject Leader detention	Parent/Carer informed, detention re-issued, SLT detention
Failure to attend/behave in a CPL detention	Parent/Carer informed, detention re-issued, SLT detention
Poor attitude to learning – data capture	Report, parent/carer informed, parent/carer meeting

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Play fighting	Verbal reprimand, lunchtime detention, parent/carer informed, parent/carer meeting
Indirect abuse to others e.g. spreading rumours	Parent/Carer informed, detention, report, parent/carer meeting, isolation
Swearing – overheard	Verbal reprimand, detention, isolation
Not following instructions from Leaders	CPL/Subject Leader detention, isolation, parent/carer informed, report
Persistent interruptions to learning	Removal from lesson, Subject Leader detention, CPL report, parent/carer informed, isolation, fixed term exclusion
Internal truancy	Subject Leader detention, parent/carer informed, report, parent/carer meeting, isolation
Swearing – directed at a student	Verbal reprimand, detention, isolation, fixed term exclusion
Direct abuse towards a student	Verbal reprimand, detention, isolation, fixed term exclusion
Truancy from the academy	CPL detention, parent/carer informed, parent/carer meeting
Continued display of unwanted behaviour	Report, CPL detention, parent/carer informed, isolation, fixed term exclusion, permanent exclusion (if behaviour persists)
Damage to academy property	Parent/Carer informed, CPL detention, payment, isolation, fixed term exclusion, Police informed
Fighting	Parent/Carer informed, CPL detention, isolation, fixed term exclusion, Police informed
Not following instructions from SLT	SLT detention, parent/carer informed, SLT report, isolation, fixed term exclusion
Aggressive behaviour	Detention, isolation, parent/carer informed, report, fixed term exclusion, parent/carer meeting, Police informed
Bullying (including cyber, racist, sexist and homophobic)	CPL detention, parent/carer informed, SLT detention, isolation, fixed term exclusion, permanent exclusion, Police informed
Refusal of instructions from 'On Call' staff	Parent/Carer informed, detention re-issued, isolation, fixed term exclusion
Failure to attend/behave in a SLT detention	Parent/Carer informed, detention re-issued, isolation
Direct abuse towards staff	SLT detention, parent/carer informed, isolation, fixed term exclusion
Violence	SLT detention, parent/carer informed, SLT detention, isolation, fixed term exclusion, permanent exclusion, Police informed
Unprovoked assault (student)	Isolation, fixed term exclusion, permanent exclusion, Police informed
Provoked assault (student)	SLT detention, parent/carer informed, Isolation, fixed term exclusion, permanent exclusion, Police informed
Assault (staff)	Isolation, fixed term exclusion, permanent exclusion, Police informed
Sexual assault	Parent/carer informed, fixed term exclusion, permanent exclusion, Police informed

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Possession of an offensive weapon	Fixed term exclusion, permanent exclusion, Police informed
Use/possession/supply of illegal/banned substances	Isolation, fixed term exclusion, permanent exclusion, Police informed
Malicious accusation	Isolation, fixed term exclusion, permanent exclusion
Theft	CPL detention, parent/carer informed, SLT detention, Isolation, fixed term exclusion, permanent exclusion, Police informed
Prohibited item brought into the academy (refer to 'searching students' section for prohibited items)	Isolation, fixed term exclusion, parent/carer informed, permanent exclusion, Police informed
Breach of internet (e-safety)	SLT detention, parent/carer informed, internet access stopped, fixed term exclusion
Smoking	Isolation, fixed term exclusion, permanent exclusion
Swearing – directed at staff	SLT detention, parent/carer informed, isolation, fixed term exclusion,
Racist/sexist/homophobic or other prejudice comments	SLT detention, parent/carer informed, isolation, fixed term exclusion, permanent exclusion, reporting to Local Authority in the case of racist comments
Inappropriate use of phone for video/photographs	Department/CPL detention, parent/carer informed, SLT detention isolation, fixed term exclusion, police informed

Draft

Rye Hills Academy: Code of Conduct for Students

We have a can-do attitude

- Always make an effort;
- Arrive with a positive attitude;
- Support one another;
- Focus on success.

We respect everyone's right to learn

- Always behave appropriately;
- Listen to and follow instructions;
- Help others to learn;
- Move around the academy safely and sensibly;
- Attend each day and arrive on time to the academy and lessons;
- Do our best and take pride in all class and homework;
- Make it easy for everyone to learn and for the teacher to teach.

We arrive on time, equipped, in full uniform and ready to learn

- Be well-organised;
- Take pride in ourselves;
- Demonstrate independent life skills.

Respect for the academy

- Wearing the correct uniform;
- Making sure we always give the right impression of the academy;
- Playing an active part in helping improve the academy and the local community

Draft

HOME – ACADEMY AGREEMENT

_____

(Student's name)

Rye Hills is an academy with a core purpose of raising aspiration and achievement. We have a clear commitment to high standards and the equal worth and success of every learner. We develop learning skills and personal qualities both inside and outside the classroom and promote learning as an enjoyable and challenging experience. We protect and nurture in a supportive environment that is safe and creates a sense of belonging.

Rye Hills Academy is a place where together we:

- Have the opportunity to achieve success every day;
- Build the academic and social skills that are necessary for life in the adult world;
- Show respect for everyone in our academy and the wider community;
- Follow the academy rules to ensure a safe and calm working environment.

The academy will:

- Expect regular, punctual attendance;
- Expect and require a high standard of behaviour and effort from its students;
- Contact parent if there is a problem with attendance, punctuality or behaviour;
- Discuss concerns which affect students' progress with parent/carer;
- Set, mark and monitor homework and provide facilities to enable students to complete homework at the academy;
- Arrange Parents' Evenings during which student progress will be discussed;
- Keep parent/carer informed about the academy through the website, regular newsletters, notices and letters home with regard to special events.

Signed: C. J. Waugh **Head of School** **Date**

Parent/Carer will:

- Ensure that my child attends the academy regularly, on time and properly equipped;
- Inform the academy on the first day of any absence and provide a reason;
- Let the academy know about any concerns or problems that might affect my child's work or behaviour;
- Support the academy's policies and guidelines for attendance, behaviour and homework;
- Support my child in homework and other opportunities for home learning;
- Attend Parents' Evenings and other events designed to support my child's progress;
- Speak to, and treat, staff respectfully and with courtesy.

Signed: **Parent/Carer** **Date**

Students will:

- Respect all members of the academy and the wider community;
- Take care of the academy building, its equipment and its surrounding environment;
- Act in a safe, responsible and socially acceptable manner in accordance with the Behaviour Policy;
- Work to the best of their ability, both in the academy and at home;
- Wear full academy uniform and be prepared for learning.

Signed: **Student** **Date**

Draft

Attitude to learning scores

1 **Excellent**	• The student always arrives ready and prepared to learn. • Classwork and homework are consistently completed to the best of the student's ability. • The student is engaged fully in all aspects of learning and acts on all feedback. • The student goes above and beyond what is required of them.
2 **Good**	• The student usually arrives ready and prepared to learn. • Classwork and homework are usually completed to the best of student's ability. • The student is usually engaged in all aspects of lessons and acts on feedback.
3 **Requires improvement**	• There are occasions when the student does not arrive ready and prepared to learn. • Classwork is completed, but on occasions not in line with ability. • Homework is sometimes late and on occasions not in line with ability. • Feedback is sometimes not acted upon.
4 **Poor**	• The student is often poorly equipped and late for lessons, therefore not ready to learn. • Classwork is often incomplete and not in line with ability. • Homework is often late or incomplete and not in line with ability. • Feedback is never acted upon. • The student has to be frequently reminded to remain on task.

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