AC05 The Academy Behaviour Management Procedure

Change Control

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Revision History

Version	Date	Type of Amendment	Amendment Details
V1.0	24.02.2024	New	New

Introduction

Procedure Statement

The Academy Grimsby is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour Management Process guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the procedure is to:

- Create a culture of exceptionally good behaviour: for learning, for community for life
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Refuse to give learners attention and importance for poor conduct
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.

Purpose of the procedure is to:

- Provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self- esteem and self - discipline
- Teach appropriate behaviour through positive interventions

Importantly, we believe that it is important that learners are able to accept responsibility for their own actions and are aware that all behaviour has consequences, whether it is intended or not. Our main aim of our behaviour management process is to promote all good and improved behaviour with a thorough reward system that recognises and compensates all those learners who meet our Academy expectations. Unfortunately, there are occasions when some learners will choose not to meet these expectations, in these cases the staged system of sanctions is used to encourage and support our learners in making better choices rather than to escalate their behaviour.

Behaviours and Approach

The Academy defines unacceptable behaviour as:

- Anything which causes others to feel threatened, e.g.: name-calling; verbal abuse; threatening language or behaviour; theft or damage to property; intimidation; physical abuse; bullying; harassment including racist, sexist and homophobic abuse;
- Disruption to learning within a lesson or learning environment; inappropriate talking/noise making or calling out; failure to pay attention to the lesson; lack of effort; not following instructions; throwing things in class or corridors.
- Being poorly equipped for lessons, e.g. not handing in Homework
- Possession or use of drugs including cigarettes, tobacco, vapes, alcohol or any other criminal or drug paraphernalia such as knives etc;
- truancy, lateness or persistent absence from the Academy.
- Disrespect and lack of care for The Academy environment and its surroundings.
- Disrespecting others values and opinions
- Failure to wear the supplied, chosen and logo specific Academy Uniform. Trainers, vans, converse type shoes, jeans, leggings, skirts and sportswear are not deemed The Academy Uniform.
- Not promoting a positive image of the Academy and being polite and considerate to visitors.
- Failure to complete any classwork or homework set to the best of their ability and ensuring all work is submitted punctually and by any hand in date set by staff

Serious incidents

If a learner is involved in any of the following, they may result in suspension or exclusion from the Academy:

- Aggressive or dangerous behaviour towards a member of staff or other learners
- Abusive or inappropriate language directed at a member of staff
- Damage to school property
- Serious misuse of social media
- Failure to Improve behaviour following a Final Written Warning

If a Learner commits an act which causes serious harassment, alarm or distress to another learner or member of staff this may result in suspension pending investigation. In this instance The academy will implement the Tec Partnership Learner Behaviour Support and Academic Concerns Policy which has powers of suspension and exclusion.

The TEC Partnership policy can be found here – Note Link to be replaced with weblink when published.

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Smoking/Vaping

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Smoking or vaping are strictly prohibited on and immediately outside The Academy site. If any learner is seen smoking/vaping or seen to be carrying smoking/vaping paraphernalia, the following protocol will apply.

- In the first instance, parents will be informed, and learners will be given a warning
- If the learner again breaches smoking/vaping rules they will be referred under Tec Partnership Learner Behaviour Support and Academic Concerns Policy.
- All members of staff are responsible for reporting smoking/vaping and recording as a Cause for Concern on Pro Monitor under 'Meetings'.

Wearing of Lanyards and Identification badges at The Academy

- All Learners **MUST** wear their ID badges whilst on campus. It is the responsibility of all staff to challenge any learners not wearing their ID badge. Where a learner has forgotten or lost their ID badge they must ensure that this is rectified for the following day. Form tutors to carry out a sweep for ID badges within Form and keep a record of non-compliance. Any future non-compliance of bringing ID badge will lead to disciplinary action.

Searches & Items forbidden on Academy premises

The Academy Principal and staff to whom they give delegated authority have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item, and will take guidance from the TEC Partnership behaviour policy.

Prohibited items include:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to Academy property
- Or any other article that is proscribed by the Academy rules

The following protocol will apply:

- A record will be made of all search on the learner's Pro-monitor
- Two members of staff should be involved in all searching generally security and a duty manager.
- Searches will only be conducted by staff members of the same gender as the student being searched.
- Searches should be conducted with a view to maintaining the student's right to privacy and dignity as far as possible.
- Where possible searches will not be conducted in the presence of other students although there may be occasions where this is not possible.

Approaches to Improving Behaviour

Recognition of efforts and rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach.

Academy level

- Awards evenings
- Learner of the week board
- Certificates
- Representing The Academy at a special event
- Principals Award
- Brilliance Award

Classroom Level

- Verbal praise either privately or publicly
- Written praise on pro monitor
- Telephone calls home
- Displaying work
- Letters or postcards home

Three is the magic number

Staff Behaviour

- By treating learners fairly at all times
- Show respect to learners at all times.
- Promote good relationships.

Learner Guidance

- Student Code of conduct [Academy Level]
- Conduct and Etiquette [Classroom Level]
- Mobile phone policy

All staff, every day

- Meet and greet learners everyday upon arrival
- Support guide and model consistency
- Be a visible presence around the site

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3 ways to recognise conduct that is over and above.

- By giving regular praise.
- Cards and awards certificates
- Develop positive relationships.

Support beyond classroom

- Re-engagement meeting
- Support from senior leaders
- Support from pastoral team

Alternatives to Exclusion

- Payback for time missed due to behaviour
- Re- engagement meetings
- Mediation

Physical Restraint

The Education and Inspections Act 2006 confirmed the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from:
- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline.

Further guidance can be found below:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Consistency in practice

Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules: agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

Consistent respect from the adults: Even in the face of disrespectful learners!

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Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

Consistently reinforced routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of a good school with consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

Consistent approach to The Academy day

All staff to:

1. Meet and greet at the door.
2. Refer to [name learner prefers to be called]
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the site
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support teachers in managing learners with more complex or entrenched negative behaviours
6. Use behavioural data to target and assess college wide behaviour policy and practice.
7. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
8. Take time to welcome learners at the start of the day

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

· Staff will use appropriate behaviour management strategies within their own sessions to keep learners engaged. These should include multiple chances for learners to modify their behaviours and at least 2 'time outs'.
· During a time out, the learner speaks to the teacher away from others – preferably outside the room so not to disrupt learning – about their behaviour and how it can be appropriately modified for them to reengage in learning. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation.

- If the learner successfully re-engages in the learning and follows instructions, then staff should log behaviour on ProMonitor under 'Comments' and no further action need be taken.
- If the learner still refuses to re-engage with the learning or follow instructions, then the learner will be asked to leave the session. Teachers must ensure at this stage that they have given the learner ample opportunity to modify their behaviour and be sure that the appropriate steps have been adhered to before moving forward.
- The teacher will call reception and ask for available members of staff who are free to support (FTS) to remove the learner from the situation. They may also send an email to staff requesting (FTS) particularly if there is no answer from reception.
- The (FTS) member of staff (as detailed on the timetables will be contacted by reception and will attend the room and take the learner away. If appropriate and timely, (FTS) may decide to place the learner in another class with some work to do, or a room where there is no class but a staff member, or keep the learner with them for the remainder of the lesson.
- It is the teacher's responsibility to log the behaviour as a Cause for Concern on ProMonitor under 'Meetings'.
- Whilst logging the Cause for Concern, the teacher must also set a SMART target for the learner related to their behaviour. Two weeks should usually be an appropriate length for the learner to meet this target.
- The teacher must contact home the same day to inform parents/guardians of the learner's unacceptable behaviour leading to removal from the classroom, and also of the SMART target that has been set. In the first instance, a phone call should be made, followed by email if unsuccessful.
- The form tutor will then follow up with a conversation with the learner during tutor time the next day, highlighting what went wrong, how to move forward, and the SMART target.

The time-out

1. The learner is asked to speak to the teacher or Free to Support [FTS] away from others – preferably outside the room so not to disrupt learning
2. Boundaries are reset
3. The learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
4. The learner is given a final opportunity to re-engage with the learning / follow instructions Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
5. If the step above is unsuccessful, or if a learner refuses to re-engage positively then the learner will be asked to leave the session. If appropriate, a member of the pastoral team or (FTS) will escort the learner to a workspace outside the teaching room.
6. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.
7. Re engagement meetings at The Academy are a core part of repairing damage to trust between staff and learners.

The Academy's Re- engagement meetings are structured in 6 steps:

- What happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?

- What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Form Tutors and Heads of year (HOY) will take responsibility for leading learner meetings, Senior leaders will support when requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At The Academy Grimsby we make sure that this is done discreetly.

We do not use coloured cards, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Target Examples

In order for my attendance to improve I must be on time for Form every day which starts at 8.45am, set my alarm on my phone before going to bed for 7am and get at least 7 hours sleep so I can get to the bus stop on time, any absence must be called into The Academy by 8.15am - my attendance will be reviewed in 2 weeks on 16th September at 2pm in tutorial time using registers and pro-monitor

In order for me to achieve at my GCSE History I must complete all homework set by both my history teachers, Mr X and Mr Y, I hand the homework in before or by the deadline set. This will be reviewed in 3 weeks' time at my next group tutorial 21st September at 3pm

1. More than one C4C in a day or a week can be collaborated together [if this is the case for example a learner receives 3 C4C in 1 day] and targets set for each one at one meeting however this will not be the case for the other stages [there cannot be more than 1 verbal warning, written warning or final written warning – if a learner fails to adhere whether attendance, commitment or behavioural it will automatically go forward to the next stage in the disciplinary]
2. Complete the Review section following the logging of the C4C – this will include the discussion with the learners and the summary of the concern

Review

Date of Concern:
dd/mm/yyyy

Type of Concern:
--Select--

Category:
--Select--

Summary of Concern:

Save

3. Set SMART targets following this discussion and ensure the learner is aware of these [encourage to write these down in exercise books if it relates to a certain Subject]
4. Make a judgement on the severity of the concern or misconduct (if founded) and decide, in line with guidance, on the action to take, considering also the following options:

- Arranging for parents/carers or guardians to collect the learner(s)
- Offering support from The Pastoral Team
- 1-1/group activities or workshops
- Attendance monitoring process/Behaviour Contracts
- Bespoke actions (such as mediation)
- Formal disciplinary process

5. Not all C4Cs will lead to disciplinary action and there is no set number of C4Cs that lead to disciplinary action. However, all logged C4Cs must have agreed targets set against each one to improve which are recorded on ProMonitor. Multiple C4Cs i.e. attendance, punctuality and behaviour can be grouped together in one action plan but must contain a target for each if they differ.
6. If during the review time the learner does not meet the targets set, then a new meeting will be set to discuss the next stage of the disciplinary – Form tutors do not wait until the review date to do this and must react timely.
7. If the learner has made some improvement, their targets should be extended and a further review scheduled but not set as achieved on Pro-monitor
8. If the learner has achieved the targets at the review and has shown improvement the SMART target must be set as achieved

Collaborative Support

Collaborative Support will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Pastoral support who will work alongside the Form tutor to:

- Support and if necessary facilitate the re- engagement meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by form tutor.

Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning. All of these matters will be confirmed in writing and recorded on our pro monitor system

A meeting that takes a 360-degree view of the learner will be convened. This meeting will include the Teacher, Learner, Learner advocate (if requested), Parent/Guardian and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.

Always do something – non action is not an option

Formal Stages

Disciplinary process

Detentions at the End of The Academy Day
If a learner has failed to meet the expectations of the Academy, either in the classroom or during break or lunchtime, they may be issued a 30 minute detention, which will take place at the end of the next Academy day. Detentions will only be issued if there has been no positive response to the use of 'Time out', leading to a learner being moved to a different room or for incidents outside the classroom which merit a sanction but not to the extent of being given a Cause for Concern.
Parents / carers will be informed that the learner has received a detention, giving them a minimum of 24 hours notice so that alternative transport can be arranged if required.

If a learner receives more than 3 detentions in a subject during a half term, the subject teacher will arrange to hold a meeting with parents to address the issues which have caused the detentions to be given. During the meeting the subject teacher may be supported by the Form Tutor or a member of the Senior Leadership Team if required. The meeting should be an opportunity to discuss both the reasons behind the sanctions as well as strategies to allow the student to avoid further detentions in the subject.

Should the behaviour of the learner not improve through support and actions set then the disciplinary process will begin as per the steps below:

Step 1: Informal Stage - Cause for Concern

Poor attendance, behaviour, attitude or progress or any incidents of misconduct should be raised as a cause for concern to the Learner's Form Tutor. They can be notified by:

- Cause for Concern [C4C] on ProMonitor
- Date such as attendance, punctuality or assessment grades
- Teachers and Form tutor subscribe to a behaviour report so all parties are kept informed.
- Conversation with the staff member

It is the responsibility of the class teacher to log all concerns they have had in their session on pro monitor.

9. Ensure the C4C is logged on ProMonitor (electronic Individual Learning Plan) on the day it took place. This way the Form tutor is aware in a timely manner and can be dealt with as so. This can be either by themselves or by the teacher who has raised this – this can be a professional conversation between the 2 parties as to who is to do this
10. Investigate the concern thoroughly and establish potential reasons for behaviour or misconduct by meeting with: witnesses, other appropriate staff member(s) or learner(s), stakeholders such as work placement providers and the learner who has had a C4C raised against them.
11. Organise a meeting with the learner in question within 48 hours of the concern being raised – this can be within the group tutorial if this takes place within 48 hours or within FTS time of the Form tutor [the learners can and will be removed from lessons if the C4C deems serious enough] Arranging for parents/carers or guardians to collect the learner(s) to cool off – 24 hours
12. Conduct the meeting with the learner with clear and SMART Action Plan and follow this up with a review to ensure compliance with the set targets. If improvement is not seen, progress the learner through the formal disciplinary stages as appropriate. [See Smart target examples below]

Verbal, First Written and Final Written Warning

If the misconduct is sufficiently serious, or a learner does not demonstrate improvement from the informal stages the Learner Disciplinary Procedure may start at any stage and these disciplinary sanctions are held on a learner's record for 12 calendar months

Formal warnings can be issued by the following managers:

- **Verbal Warning** – form tutor – A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. We resist endless discussions around behaviour and spend our energy returning learners to their learning. This warning will take place also if a learner has not met targets from a C4C previously raised that has SMART targets set.
- **First Written Warning or below** – Deputy Principal
- **Final Written Warning** - Principal

The relevant manager should hold the disciplinary meeting with the learner and their Pastoral support and confirm the concern as soon as possible and in any case no later than five (5) working days after the identification of the cause(s) for concern. Where possible, the meeting should be confirmed in writing.

A parent, carer or guardian may be invited to support the learner at the meeting. If a Final Written Warning is being issued, the learner's parents, carers or guardians must be invited unless an act of serious misconduct has occurred that requires immediate attention.

Each learner should be taken as an individual and managers should assess the impact of their decision to place the student on a disciplinary stage. Where justifiable underlying reasons can be identified, informal C4C actions should be considered and support offered. Where appropriate, all relevant documents, including copies of records from ProMonitor (EILP) and the learner's disciplinary file should also be reviewed as part of the meeting.

The manager chairing the meeting should make it clear to the learner which stage of the Learner Disciplinary Procedure they are being placed onto and the implications of being issued that level of warning. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.

The meeting should include the completion of an Action Plan designed to set clear targets and outlining boundaries of behaviour with the agreement of the learner. The Action Plan should be SMART (specific, measurable, achievable, realistic and time-related) and support the learner to succeed and achieve their end goal. The manager and the learner must sign and date the Action Plan. However, if the learner refuses to sign, it still applies. There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to this next stage. Every effort will be made to encourage and support a change in the learner's behaviour

As soon as possible after any Verbal, first written or Final written meeting, and in any case no later than 48 hours, Pastoral must:

- Record the meeting on ProMonitor under the relevant level of disciplinary meeting
- Record the SMART targets set on ProMonitor
- Upload the Action Plan to the meeting record
- Where a final written warning has been issued, flag the learner as RED until a review has taken place and the learner has been satisfactorily meeting their targets.
- All related documentation should also be kept in the learner's files.
- Where a verbal warning is issued, contact parents/guardians to inform them. There will be no written confirmation of a verbal warning.
- Where a first written or final written warning has been issued, the Academy Administration Team will provide written confirmation to the learner and ensure further copies are provided to the parent, carer or guardian.

A further meeting should be arranged with the learner, nominated manager and Pastoral support to review the learner's progress against the targets set in the Action Plan. The review period should be agreed with the learner (this would usually be 1 or 2 weeks but can be set at the discretion of the issuing manager)

- If there has been no improvement or an additional C4C has been raised, the disciplinary will progress to the next appropriate stage by referring the case to the next level of manager or a disciplinary panel.
- If the learner has made some improvement, their targets should be extended and a further review scheduled
- Where a learner has met their targets and made significant improvement, the learner will no longer require any further reviews and should no longer be flagged as RED for the purpose of disciplinary

A review form should be completed and uploaded to the relevant meeting record. (This is the original meeting record from when the warning was issued).

Please note that the above is for guidance only and discretion should be used depending on the learner's individual circumstances.

A minimum of two reviews are expected to take place and should only be brought forward in extenuating circumstances

Delivering high quality education for high quality behaviour

High quality behaviour for learning is underpinned by relationships, lesson planning, positive recognition and a consistent approach

All Teachers/Form Tutors

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan and deliver lessons that engage, challenge and meet the needs of all learners.
- A mechanism for positive recognition is used in each classroom throughout the lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly

The process.

Teacher responsibility [with support from FTS if possible]

1. Redirection - Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Reminder - A reminder of the expectations but delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Time out - A clear verbal conversation delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Time Out - Gives the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

Pastoral responsibility

1. Internal referral – If a learner refuses to comply at this point the learner will be referred internally to another room in the department for the remainder of the lesson supervised by available members of staff. All internal referrals must be recorded on pro monitor. Subject teachers can lean on the support of the FTS staff and at this time to remove the learner from the room. If a teacher does not have an FTS assigned in the room at this time, they can call student reception who will send either an FTS, Pastoral to support.
2. Re engagement meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from middle leaders who will support the re engagement process.
3. Formal Meetings - A meeting with the teacher, learner and senior management team, recorded on pro monitor with agreed targets that will be monitored over the course of two weeks. Update Pro-monitor and risk base learners.
4. A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include payback for work missed.

Suspensions and Exclusions

If a learner is involved in any of the following, they may result in suspension or exclusion from the Academy:

- Aggressive or dangerous behaviour towards a member of staff or other learners
- Abusive or inappropriate language directed at a member of staff
- Damage to school property
- Serious misuse of social media
- Failure to Improve behaviour following a Final Written Warning

If a Learner commits an act which causes serious harassment, alarm or distress to another learner or member of staff this may result in suspension pending investigation. In this instance The academy will implement the Tec Partnership Learner Behaviour Support and Academic Concerns Policy which has powers of suspension and exclusion.

The TEC Partnership policy can be found here – Note Link to be replaced with weblink when published.

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Following Suspension from The Academy

A Suspended Learner Support Team will be established whilst the learner is suspended consisting of their form tutor, an Academy senior manager and a representative of the safeguarding team.

- The support team should ensure work is provided for the length of the suspension
- Ensure a support or teaching team member makes regular welfare checks with the learner to ensure they are safe. This should be at least weekly but should be as often as needed

Following exclusion from The Academy

The Principal should ensure that all relevant details are sent to the local Authority in the timeframes expected.

The Principal should ensure that work is provided to the excluded pupil in line with Local Authority guidelines.

The Academy Grimsby
YOUR FUTURE, FOCUSED

Student Code of Conduct 2023/2024

Behaviour at The Academy

Name…………………………………………………………………….   Form Group………………………………………………….

I will:

Safety

- Keep myself safe and not behave in a way which may threaten the safety of others.
- Not bring forbidden items onto The Academy premises. [listed in The Academy Behaviour management process]
- Respect and take care of The Academy environment and its surroundings. Keep the corridors and grounds clean and tidy by using bins provided, move around in an orderly and quiet manner and avoid all areas that are deemed out of bounds.
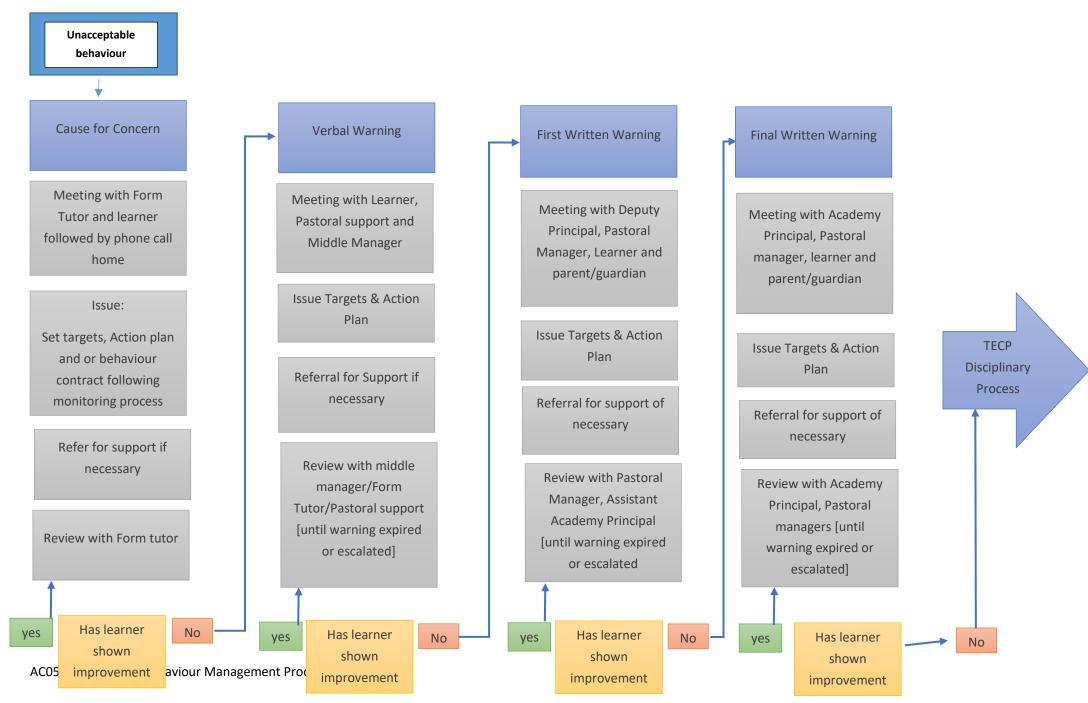
Values

- Be respectful and helpful to everybody at The Academy by being polite and courteous to each other and refraining from bullying, fighting and name-calling. Being polite, courteous and honest with staff and listening to and carrying out instructions
- Be respectful of others irrespective of their race, gender, sexuality, disability, age or religion.
- Listen to others and respect their opinions and values.

Behaviour

- Behave sensibly in and around The Academy and behave in a sensible manner on my journey to and from The Academy
- Follow instructions given to me by **all** members of staff.
- Take responsibility for my own behaviour and actions.
- Resolve any problems in a non-confrontational manner.
- Promote a positive image of The Academy by taking pride in my appearance, being smartly and correctly dressed for any Academy activity and be polite and considerate to visitors to The Academy.

Attendance

- Ensure the best possible attendance and be on time both to The Academy and lessons.
- Wear the correct Academy uniform every day I am expected to be on the premises. This does not include trainers, Vans, Converse type shoes, jeans or sportswear [unless required for leisure activity].

Work at The Academy

- Be properly equipped, ready to learn and take part in activities.
- Do all of my classwork and homework set to the best of my ability and ensure all work is submitted punctually and by any hand in date set by my teachers.

Failure to meet these standards will result in sanctions being applied

By signing this document you are agreeing to the above Code of Conduct

Signed…………………………………………………………………………   Date…………………………………………………………..

Appendix 2 Disciplinary Process

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┌─────────────────────┐
│ Unacceptable        │
│ behaviour           │
└─────────────────────┘
          │
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Cause for Concern	Verbal Warning	First Written Warning	Final Written Warning
Meeting with Form Tutor and learner followed by phone call home	Meeting with Learner, Pastoral support and Middle Manager	Meeting with Deputy Principal, Pastoral Manager, Learner and parent/guardian	Meeting with Academy Principal, Pastoral manager, learner and parent/guardian
Issue: Set targets, Action plan and or behaviour contract following monitoring process	Issue Targets & Action Plan	Issue Targets & Action Plan	Issue Targets & Action Plan
Refer for support if necessary	Referral for Support if necessary	Referral for support of necessary	Referral for support of necessary
Review with Form tutor	Review with middle manager/Form Tutor/Pastoral support [until warning expired or escalated]	Review with Pastoral Manager, Assistant Academy Principal [until warning expired or escalated	Review with Academy Principal, Pastoral managers [until warning expired or escalated]

TECP Disciplinary Process

| yes | Has learner shown improvement | No | yes | Has learner shown improvement | No | yes | Has learner shown improvement | No | yes | Has learner shown improvement | No |

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Mobile Phone usage at The Academy

Misuse of mobile phones will not be tolerated.

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Senior Management Team:

- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- learners posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other learners
- general disruption to learning caused by learners accessing phones in lessons
- learners phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- publishing photographs of vulnerable learners, who may be on a child protection plan, where this may put them at additional risk.

Dealing with breaches

Misuse of the mobile phone will be dealt with using the same principles set out in the Academy behaviour management process, with the response being proportionate to the severity of the misuse.

Learners are aware that serious misuse may lead to the confiscation of their mobile phone, communication with parents and the imposition of other sanctions up to and including exclusion from The Academy. If the offence is serious it will be reported to the Police.

The correct procedure will be followed where a mobile phone has been confiscated and is not returned to the learner at the end of a lesson. This will ensure that the confiscation is correctly recorded and that the phone is kept securely.

 Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of staff, generally a member of the leadership team.

The action will be properly recorded in case it later becomes evidence of criminal activity. The record will include the time, who was present and what is found.

Rules for the Acceptable Use of a mobile phone in the Academy

Learners are allowed to bring mobile phones into The Academy. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off in all classes during teaching time. It is not acceptable for phones merely to be put on silent or pager mode.
- Mobile phones are not to be charged in the classroom for personal use, this includes using computers as well as electric wall sockets. Learners are to take responsibility and prepare their device for the day at home.

- The phone **can** be placed within a secure box in the classroom at the beginning of each lesson dependant on the class teachers preference and only used if this is deemed appropriate by the teacher or has been instructed by the teacher and is for learning purposes only.
- Learners are not to use another learners phone without clear permission from that learner and then this must not be mis-used in anyway.
- No learners may take a mobile phone into a room or other area where examinations are being held.
- The security of phones will remain the learner's responsibility in all lessons including Leisure activity sessions or when they may be off Academy premises [Pathway, trips or travelling to and from The Academy]
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher, Form tutor, Pastoral, Heads of year or a member of the Senior Leadership team

Unacceptable use

The Academy will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the Academy behaviour management process resulting in sanctions being taken.

- Photographing, filming or recording of staff or other learners without their knowledge or permission
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or learners by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside Academy hours to intimidate or upset staff and/or learners will be considered a breach of these guidelines in the same way as unacceptable use which takes place in Academy time
- Using a mobile phone outside Academy hours in such a way that it undermines the stability of the Academy and compromises its ability to fulfil the stated aim of providing 'a clear moral and ethical lead'.

Confiscation procedure

If a mobile phone is confiscated, then:

- at the discretion of the teacher the mobile phone will be returned at the end of the lesson
- or the learner will be informed that the phone can be collected at the end of school day from the Deputy Principal or nominated senior member of staff.
- the confiscation will be recorded on the learners Electronic Individual Learning Plan [EILP] for monitoring purposes
- The Academy will ensure that confiscated equipment is stored in such a way that it is returned to the correct person
- in the case of repeated or serious misuse the phone will only be returned to a parent/carer who will be required to visit The Academy by appointment to collect the phone. This may be at the end of a week, a half term or longer. At the discretion of the Deputy Principal the phone may be returned to the learner at the end of the confiscation period.
- where a learner persistently breaches the expectations, following a clear warning, the Deputy Principal may impose an outright ban from bringing a mobile phone to The Academy. This may be a fixed period or permanent ban.

Where the phone has been used for an unacceptable purpose

The Academy Principal/ Deputy Principal or a designated Senior staff member will have the right to view files stored in confiscated equipment and if necessary seek the cooperation of parents in deleting any files which are in clear breach of these guidelines unless they are being preserved as evidence.

- If required evidence of the offence or suspected offence will be preserved, preferably by confiscation of the device and keeping it secure or by taking photographs of the screen
- The Academy will consider whether an incident should be reported to the safeguarding team.

The designated staff member should monitor repeat offences to see if there is any pattern in the perpetrator or the victim which needs further investigation.

Sanctions

Learners and parents are notified that appropriate action will be taken against those who are in breach of the acceptable use guidelines.   In addition:

Learners and their parents should be very clear that the Academy is within its rights to confiscate the phone where the guidelines have been breached.

Using the mobile phone outside Academy hours to intimidate or upset staff and learners or undermine the stability of the Academy in any way will be considered a breach of these guidelines in the same way as unacceptable use which takes place in Academy time.

 If a phone is confiscated, The Academy will make it clear for how long this will be and the procedure to be followed for its return.

Learners should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected

If a Learner commits an act which causes serious harassment, alarm or distress to another learner or member of staff this may result in suspension pending investigation. In this instance The academy will implement the Tec Partnership Disciplinary process (Section 7.4) If a learner commits an act that results in a police investigation, they will be stood down and provided work to do at home, until such a time that all relevant and necessary external investigations have been conducted to a level that enables the incident to be risk assessed in terms of a return to site.

The Tec Partnership policy can be found here -

https://gig.sharepoint.com/:b:/r/Learner%20Services/Learner%20Services%20Policies/LS03%20Learner%20Behaviour%20Support%20and%20Academic%20Concerns%20Policy%20v7.1.pdf?csf=1&web=1