

## **CALLERTON ACADEMY BEHAVIOUR & REWARDS POLICY**

### **General Statement**

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The Trustees values the good relationships fostered by the school and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this school and will not be tolerated. The school will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the school will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

### **Aims of this policy**

- To promote positive attitudes in pupils towards behaviour, learning and progress
- To define what is acceptable and what is unacceptable behaviour
- To demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated
- To explain how we celebrate the success and achievements of students
- To explain the strategies we may use to support those who struggle to achieve high standards of conduct and behaviour
- To outline the consequences of poor behaviour, including poor behaviour off- site
- To raise awareness of the statutory rights of schools in promoting good behaviour
- To promote core values, which include fundamental British values.

### **Responsibilities**

#### **Trustees and Local Advisory Groups**

The Trustees and LAG members will discuss, review and endorse agreed strategies. The role of the Trustees and LAG members with regard to exclusions is outlined in the Exclusions Policy.

## **The Principal**

The Principal will:

- ensure that all staff have an opportunity to discuss strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Group;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the Trustees/Local advisory Group.

Senior Leaders will:

- be responsible for the day to day management of the policy and the systems;
- ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere;
- keep the Principal informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents and other agencies in the solution of individual problems.

Pastoral Lead and Pastoral Team Leaders will:

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported; and
- play a key role in supporting individual pupils to change their behaviour.

All staff will:

- know the policy and procedures;
- be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary;
- be observant and try to create an environment where behaviour incidents do not arise
- deal with any incidents according to the policy; and
- challenge and report if necessary when students' comments or actions run counter to our policy of supporting British values and promoting mutual respect and tolerance.

Parents and carers:

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

## **Fundamental British Values**

Gosforth Group recognises its duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards system are as follows:

- enable students to develop their self- knowledge, self- esteem and self- confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures; and
- encourage respect for other people.

### **Other Relevant Policies & Publications**

This policy should be read in conjunction with the school's Exclusion Policy, the school's Drugs and Alcohol policy and the school's Anti- bullying Policy. It should also be read in conjunction with the relevant parents' handbooks and the guidelines for individual school's behaviour code (PRAISE Code. Relevant Government publications include 'Behaviour and discipline in schools: Advice for headteachers and school staff' January 2016, the Education and Inspections Act 2006 and searching, screening and confiscation, January 2018 and Covid Addendums.

### **Government Guidelines**

In 'Behaviour and discipline and behaviour in schools' January 2016, the following points are made:

- The Principal must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers' powers to discipline include the power to discipline pupils even when they are not in school or in the charge of a member of staff in certain circumstances.
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions.
- Teachers can confiscate pupils' property.

The Gosforth Group schools exercise these rights.

### **Confiscation of Inappropriate Items, screening and searching.**

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff also have the power to search without consent for prohibited items, which include: 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 or any item banned by the school rules which has been identified in the rule as an item which may be searched for. School staff can require pupils to undergo screening by a hand-held metal detector even if they do not suspect them of having a weapon and without the consent of pupils. Any member of staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have that pupil on the premises. If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of school property, e.g. pupils' lockers or desks; and/or
- a search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation.

When items are confiscated by school staff the following will be the result:

Mobile phones or other personal devices will be handed in to Main School or Sixth Form reception. They will usually be returned in the way outlined in the guidance for each section of the school.

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.

Other confiscated items may be returned to the student at an appropriate time at the discretion of the Principal or other members of staff.

### **Power to Use Reasonable Force**

In line with Government advice, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers,

fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm.

Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a pupil may have. Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure. A record will always be kept of any incidents requiring the use of reasonable force.

### **Investigating Behaviour Incidents: Advice for Investigating Staff**

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed and a written statement may also be requested from those involved.
- Any written statement should be signed and dated. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should still be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

### **Outcomes of initial investigation:**

- Some of the aspects of the school sanctions system may be applied, e.g detention, isolation, exclusion.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of exclusion, contact should be made with a parent. Ideally this will be by phone, but if this is not possible then leaving a voicemail, sending an email or sending the student home with a copy of the exclusion letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean students will have to be kept isolated from other students pending parental contact.
- An official exclusion letter should be sent in the post, whether or not the student has taken home a copy.

## **Malicious, Unsubstantiated and Unfounded Allegations Against Staff**

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where pupils are found to have made malicious, unsubstantiated or unfounded allegations the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **School Rules**

Gosforth Group schools have some essential school rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- bullying, either physical or verbal;
- deliberate damage to school or personal property;
- deliberate disruption of teaching;
- smoking on the school premises or the approaches to school or being in the presence of smokers;
- use, possession of or supply of alcohol or any illegal substance.

We always expect students to be:

- On time
- On task
- On side

## **School rules:**

### **Around school**

1. Do as you are asked – first time, every time.
2. Respect yourself, other people and your environment.
3. Move around the school calmly and purposefully at all times.
4. Carry your planner at all times.
5. Wear the correct uniform at all times.
6. Keep mobile phones and music systems switched off and out of sight whilst in the school buildings.

### **In the classroom**

1. Attend lessons punctually.
2. Be correctly equipped and prepared for the lesson.

3. Planners should be placed on your desk or designated area at the start of the lesson. They must be opened at the correct page.
4. Listen attentively and speak only when invited.
5. Clear away only when the member of staff asks you to do so.
6. Leave in an orderly manner.

Staff decision is final.

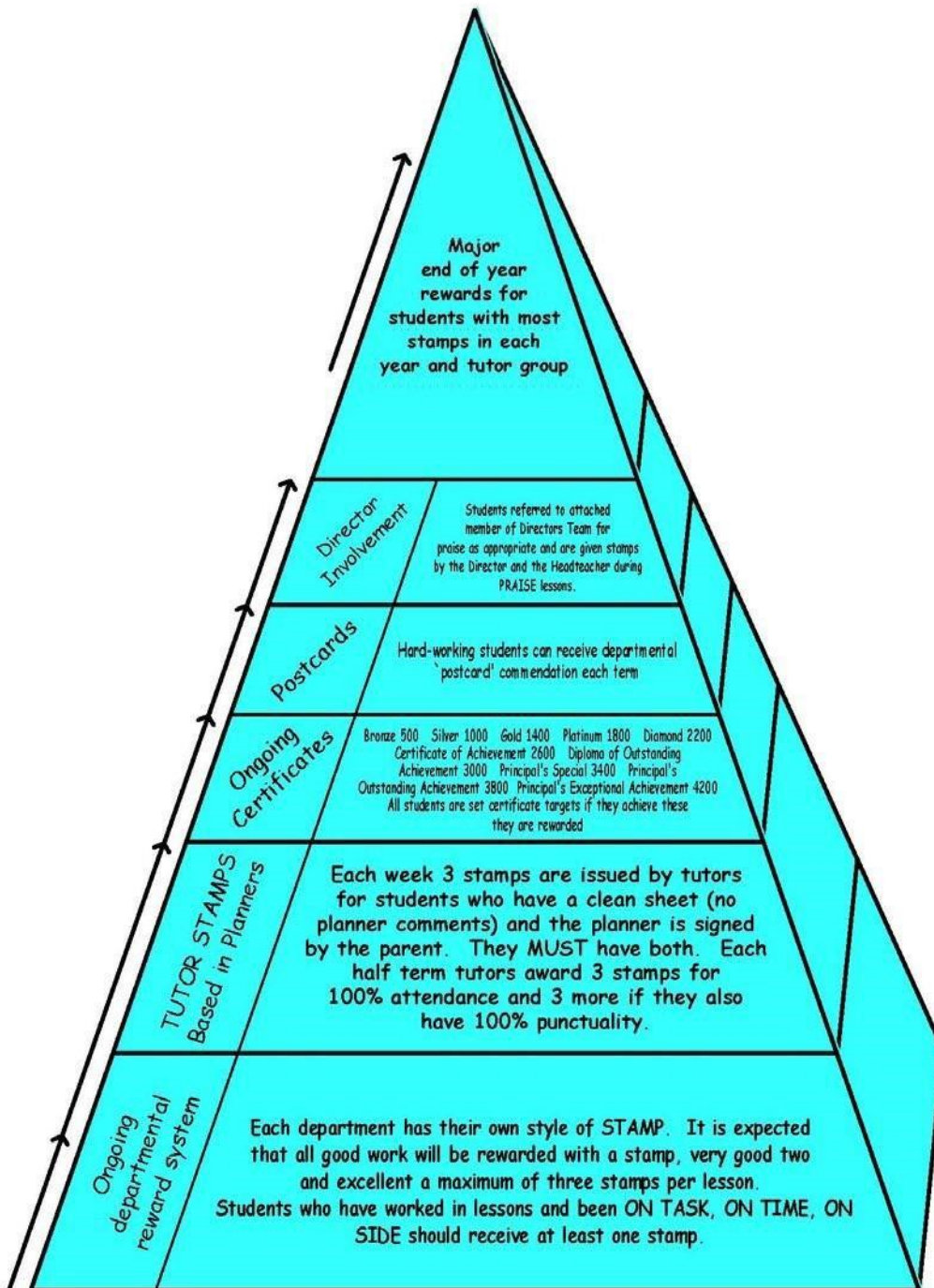
### **PRAISE code**

The PRAISE code is our Positive Behaviour System and is detailed both below and in a separate booklet called PRAISE code. This will be brought home by students in the first week of term.

How is achievement rewarded?

### Praise Code Rewards

## The Rewards System



All staff have the right to praise pupils, including contacting parents, as and when they choose to do so.



What are the poor behaviour and sanctions procedures?

PRAISE Code - Sanctions in class

**STAFF DECISION IS FINAL Do as  
you are asked FIRST TIME –  
EVERY TIME**

## Phase 1 – Formal Verbal Warning

*You will be given a **FORMAL VERBAL WARNING** if you behave in the following way:-*

- Being off task in the lesson
- Minor disruption of the lesson
- Interrupting the teacher or another student
- Silly, but minor, poor behaviour
- Breaking school or classroom rules

## Phase 2 – Planner comment

*You will be given a **PLANNER COMMENT** for the following behaviour:-*

- Failing to behave after a **FORMAL VERBAL WARNING** has been issued (code = B)
- More serious disruption in the classroom (code = B)
- Not following the one way system (code = B)
- Wearing incorrect uniform (code = U)
- Chewing (code = Ch)
- Dropping litter (code = Li)
- Eating outside of designated areas (code = F)
- Lateness (code = L)
- Lack of book or other equipment (code = E)
- Mobile phone/music device visible or in use (code = P). These are then confiscated
- No homework (code = H)
- Out of bounds (code = O)
- Disobedience (code = D)
- Truancy (code = T) - day in isolation/internal exclusion
- Smoking (code = Sm) - automatic detention + if caught with a cigarette – isolation
- Failure to wear face mask during pandemic if not issued with an exemption pass (D)

## **PLANNER COMMENTS COUNT ONLY FOR THE WEEK THEY ARE ISSUED**

If a planner comment has been issued by mistake students must see the teacher who issued it, they must contact the Principal or the Praise Code Administrator and the student must see either of them

to have it stamped “cancelled” **before the next Praise Lesson**. Students or teachers must not cross out planner comments.

### Phase 3 – MOVE SEATS

You may be asked to move seats if the teacher decides that it is necessary as a Phase 2 sanction. You will be asked to move seats in class for the following behaviours:-

- Failing to behave after a **PLANNER COMMENT**
- Repeated disturbance of the other students around you

### Phase 4 – DETENTIONS

*You will be **REMOVED TO ISOLATION** for the following behaviours:-*

- Failing to behave after Phase 2

*You will be given a **WHOLE SCHOOL DETENTION** for the following behaviours:-*

- Being **REMOVED TO ISOLATION**
- Repeated refusal to follow staff instructions
- Being caught smoking in school uniform or on school property or in the company of smokers
- 3 - 5 planner comments in one week
- “Losing” planner on Mondays

Detentions - Detentions vary in length depending on the number of planner comments:-

#### **Number of Comments Length**

3 – 5 = detention A

6 – 8 = detention B

9 – 11 = detention C

or 12 or more = detention D

Parents can check the detention by counting the comments for the previous week.

Students who regularly have detention D will be placed in a compulsory behaviour modification programme in 7Up.

Parents can check if the detention has been attended by looking for the blue PAID stamp issued by SST when detention is attended. **Missing Detention**

Students who miss a detention of any length will receive an automatic ‘detention D’ detention.

## Phase 5 – ISOLATION/INTERNAL EXCLUSION

List of misdemeanours or other reasons that normally result in isolation:

- No planner
- Not in full uniform
- Poor behaviour after moved rooms
- Refusal to move rooms
- Misuse of planner
- Damage to planner
- Dangerous or unruly behaviour
- Smoking
- Truancy
- Pending investigation of an incident
- ICT misuse
- Insolence to staff
- Refusal to hand over planner
- Refusal to hand over phone/music device
- Persistent disobedience

*List of misdemeanours that normally result in INTERNAL EXCLUSION:-*

- Fighting (equal blame)
- Poor behaviour in isolation
- Failing to attend detentions
- Verbal abuse of staff
- Dangerous behaviour
- Bringing the school into disrepute
- Handling stolen goods
- Truancy (persistent)
- Poor behaviour on school trip
- Bullying
- Minor damage to school property
- Receiving 5, 'detention D' detentions in one term
- Poor behaviour in detention
- Poor behaviour in exams/tests

## Phase 6 – DAILY REPORT

*You will be placed on a **behaviour report** for the following behaviours:-*

- One off serious offences
- Accumulating large numbers of planner comments in a week
- Persistent poor behaviour
- Returning from exclusion
- Persistent or frequent lateness

You will be given a phase 5 sanction if you fail to follow the procedures of behaviour report

## Phase 7 – FIXED and PERMANENT EXCLUSION

*You will be given a **FIXED TERM EXCLUSION** for the following behaviours:-*

- Theft
- Severe defiance of staff
- Serious verbal abuse of staff
- Threat of assault on staff
- Severe assault of another student (possibly a permanent exclusion, depending on the severity of the attack) or incitement of such an assault
- Being under the influence of alcohol or controlled drugs or bringing them on site on a first occasion
- Racial or sexual harassment
- Repeated Bullying
- Serious disruption of an exam
- Repeated or serious disruptive or threatening behaviour
- Bringing the school into serious disrepute
- Breaking rules of internal exclusions despite warnings
- Malicious allegation against staff (may be permanent depending on the nature and extent of the allegation)
- Any other serious incident

Fixed period exclusion will be considered if a particular offence or offences are deserving of such disciplinary action. Following any fixed period exclusion each student will have a re- integration meeting with a senior member of the Pastoral Team. Parents will be invited to attend a meeting to discuss the exclusion. Following the re- admission of the student to school appropriate strategies and interventions will be considered in order to help avoid a repeat of the behaviours which lead to the fixed period exclusion.

Examples of strategies and interventions could include:

- A) School based interventions, such as: daily report, curriculum changes, behaviour support sessions or referral to the counselling service.  
And/Or
- B) External agency involvement, such as: Early Help, CYPS referrals, Own It or a managed move.

Department for Education Guidance on school exclusions can be found on [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

## EXCLUSIONS

Internal	Follow up
1	
2	Daily Report: 1 week
3	Daily Report 2 weeks
Fixed Term	Follow up
1	Parental interview + Daily Report: 3 weeks
3	Parental interview + Daily Report: 4 weeks
5	Parental interview + Behaviour Support: up to 1 week
10	Parental interview + Behaviour Support: up to 2 weeks
15	Parental interview + Behaviour Support: up to 3 weeks

We decide the length based on the seriousness of the incident.

Following exclusion students are monitored by the Senior Learning and Pastoral Supervisor. The day following the Exclusion (Internal or Fixed) the student **MUST** report to their Pastoral Manager at 8.30am for interview. Under government regulations for fixed term exclusions of 1, 3 or 5 days it is the parents' responsibility to supervise the student away from school at school times.

On the 6th and subsequent days of a Fixed Term exclusion the student will be accommodated at a site away from Callerton Academy and be monitored by our staff. Students cannot remain at home whilst

excluded from the 6th day onward. They must be in supervised exclusion at the alternative site, subject to Covid 19 restrictions. For Looked After Children this begins after the first day of exclusion.

The next exclusion would be a **PERMANENT EXCLUSION**

The following behaviours will result in automatic **PERMANENT EXCLUSION**:-

- Receiving more than 45 **FIXED TERM EXCLUSION** days in a school year
- Supplying banned substances or appearing repeatedly under the influence of them, carrying them on site for a second time
- Defiance of the Principal
- Assault or serious threat of assault on a member of staff
- Setting off the fire alarm
- Serious or persistent theft
- Carrying an offensive weapon
- Repeated racial or sexual harassment
- Repeated instances of severe bullying
- Severe assault of another student
- Serious malicious allegation against staff
- Any other serious incident

# SANCTIONS FOR CLASSROOM-BASED MISDEMEANOURS

Departmental links will pick up Phase Four and Directors/Pastoral staff will collect students at Phase Five. Any student refusing to go to a Departmental link moves to Phase Five.

The Assistant Directors and Learning/Pastoral Managers will play the key role in Phases Five and Six.

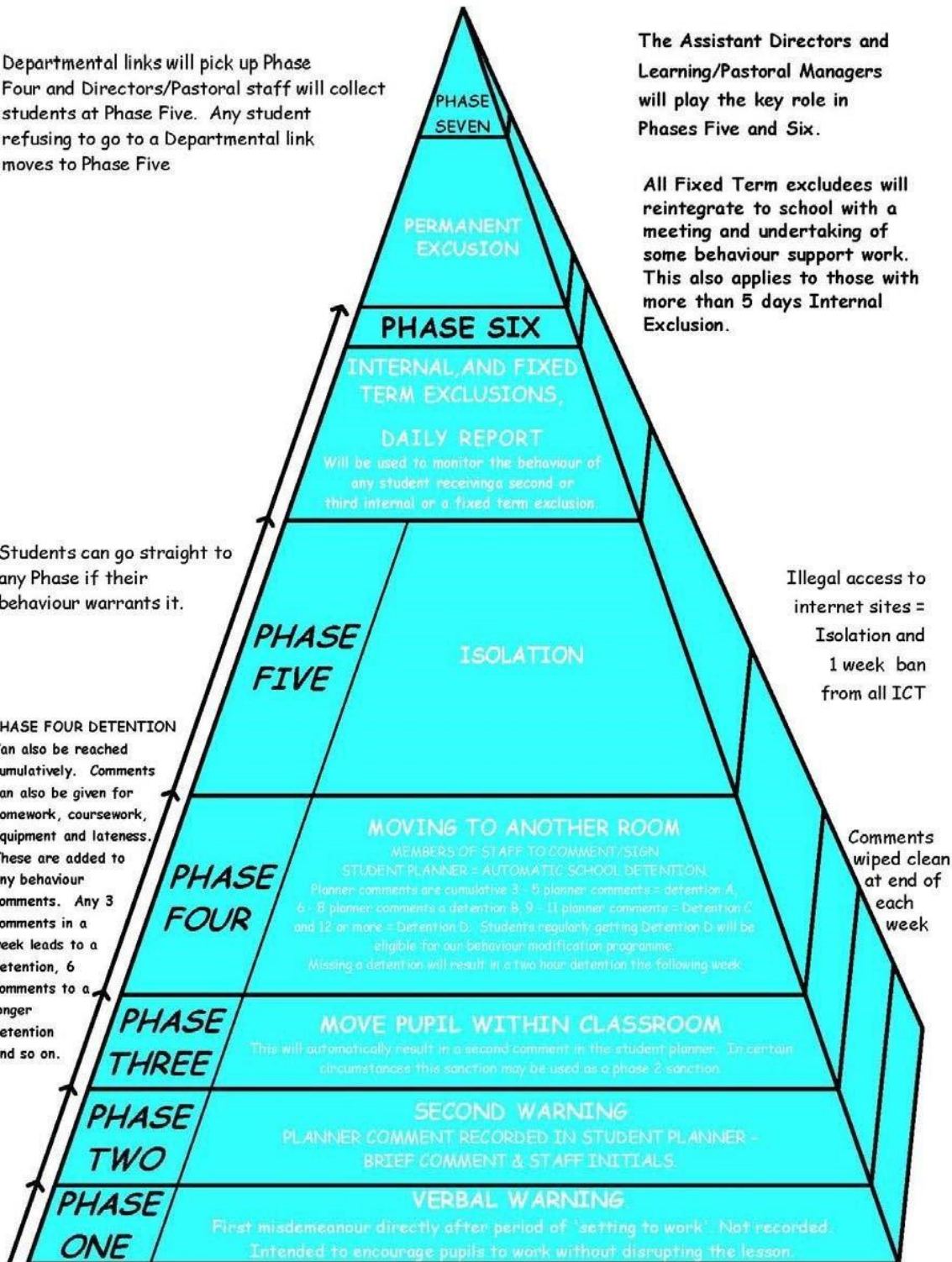
All Fixed Term excludes will reintegrate to school with a meeting and undertaking of some behaviour support work. This also applies to those with more than 5 days Internal Exclusion.

Students can go straight to any Phase if their behaviour warrants it.

**PHASE FOUR DETENTION**  
Can also be reached cumulatively. Comments can also be given for homework, coursework, equipment and lateness. These are added to any behaviour comments. Any 3 comments in a week leads to a detention, 6 comments to a longer detention and so on.

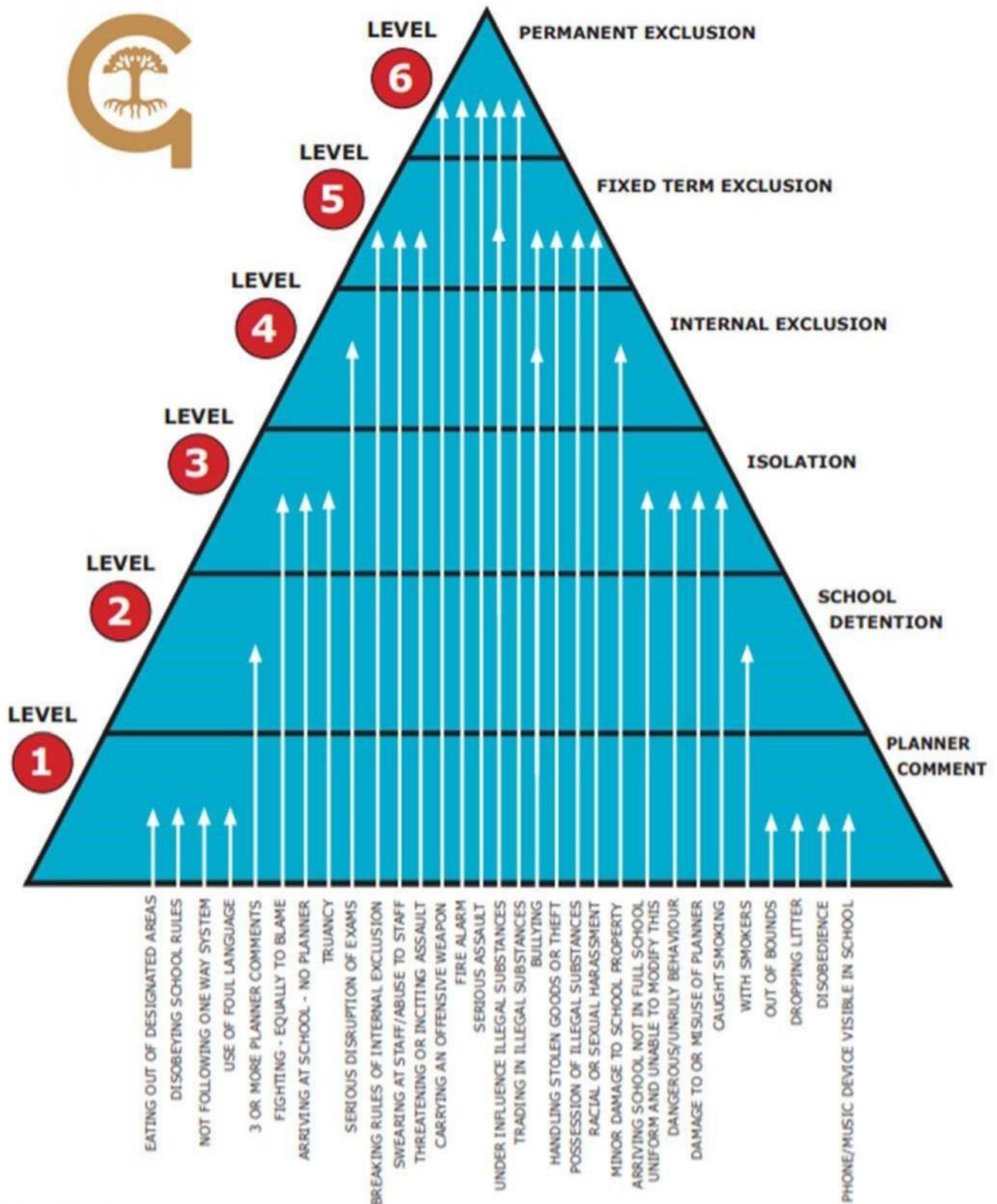
Illegal access to internet sites = Isolation and 1 week ban from all ICT

Comments wiped clean at end of each week



Sanctions for Classroom-Based Misdemeanours - 2016

# SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL



PLANNER CODES			
<b>AS</b> = Around School	<b>Ch</b> = Chewing	<b>F</b> = Eating in wrong area	<b>B</b> = Behaviour
<b>Li</b> = Litter	<b>U</b> = Uniform	<b>T</b> = Truancy	<b>Sm</b> = Smoking
<b>L</b> = Late	<b>P</b> = Mobile phone/music device	<b>O</b> = Out of bounds	<b>D</b> = Disobedience
<b>Cs</b> = Caught with smokers			



## **Monitoring and Review**

Details of pupils in detentions are maintained. This enables the pastoral team to audit how well the school is managing behaviour.

Records of major incidents of poor behaviour and school detentions are maintained electronically through the school information database (SIMS). We also maintain an electronic record of rewards received for each student. Electronic records are kept of all exclusions.

The behaviour policy will be reviewed annually by the Local Advisory Group.

**APPROVED by the Board of Trustees on 19 October 2023**