

STEWARDS ACADEMY



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BEHAVIOUR POLICY

'We measure success by the way we touch people's lives; nurturing, challenging and creating opportunities to grow and learn, leading to safe, fulfilling and purposeful lives'

The ethos of the school emphasises:

- The entitlement of teachers to be able to teach and pupils to be able to learn in a safe and productive environment.
- The establishment of positive, supportive relationships between staff, pupils, parents and the local community.
- A consistent set of expectations for pupil attendance, uniform, equipment, behaviour and attitude for learning.
- A responsibility from everyone at Stewards – pupils, staff, parents, governors – to promote our school in the local community in a positive, responsible manner.

Our Pupil Expectations are as follows:

At all times pupils are expected to -

- Arrive punctually
- Wear perfect uniform
- Bring equipment
- Listen attentively
- Follow all instructions
- Speak appropriately
- Use mobile phones responsibly and only at break and lunch
- Produce excellent work
- Complete homework on time
- Exit responsibly
- Move sensitively
- Respect our school and community

**We expect our parents to give us their full support in enforcing our Behaviour Policy.
The Home-School Agreement letter is testimony to this three-way partnership.**

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PRINCIPLES

Every child has a right to:

- come to school without fear of bullying, racism, homophobic or sexist abuse
- work and learn in an environment which is calm and purposeful
- be confident that they can contribute to lessons without fear of embarrassment or unfair criticism
- expect that the disruptive behaviour of others will not be allowed to affect their own learning
- be treated courteously.

Every child has a responsibility to:

- follow the pupil expectations at all times

Every member of staff has a right to:

- expect that they will be treated with respect and courtesy by all pupils
- manage their classes without challenge to their authority
- be supported in implementing the academy's behaviour policy
- be confident that they will be protected from threat, aggression or violence.

Every member of staff has a responsibility to:

- instil consistent practice of the academy's expectations and routines on a daily basis.

Good discipline is essential to effective learning.

STATEMENT OF PRACTICE

All pupils should learn to behave in a way that will maximise their potential for success. Every pupil has the right to be treated fairly and equally with the same due process in the classroom. Every teacher will build relationships with the pupils and do whatever it takes to motivate them to behave appropriately.

These expectations will always be delivered with warmth, empathy and support, sending the message that we truly care and believe the young person will be successful.

- To create the calm, purposeful atmosphere necessary for high achievement, staff will need to lead by example, setting themselves the highest professional standards. Pupils must learn self-discipline and respond to the pupil expectations displayed around the school. Good discipline is not achieved by overt aggression but rather by a firm, fair and consistent set of expectations, implemented using standardised routines and procedures used and enforced by all staff.
- Rewards and sanctions both play a part in developing a sense of responsibility amongst pupils, but their effectiveness is limited if they are applied indiscriminately.
- Most poor behaviour can be dealt with by simple reprimand; any criticism should be directed at the actions at fault rather than the individual responsible for them. Again, it is essential that there is a consistent response to situations of escalating difficulty. Afternoon Preps can be varied in length and pupils can be removed temporarily from lessons, placed on report or, in more serious cases, internally or externally excluded. Permanent exclusion is available as a last resort.
- In the first instance staff should be responsible for behaviour in their own classroom but can seek the help and support of more senior colleagues when they encounter difficulty, confident in the knowledge that this will not be perceived as failure.
- Parental involvement and support play a key role in the implementation of a fair and consistent Behaviour Policy.

EXPECTATIONS

- Discipline within the school is firmly based around the principles of courtesy and respect for each individual and for the school. It focuses on the right that every pupil must learn in an environment that is safe and conducive to learning and the right of every member of staff to be able to teach in such an environment. Fundamental to the success of each pupil at Stewards Academy is the fact that every member of our community has a clear responsibility to conduct themselves in a manner that allows effective teaching and learning to take place.
- Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.
- This policy outlines what we expect from all our pupils in terms of their behaviour and the sanctions that will be enforced if this policy is not adhered to.
- We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs (SEN) needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.
- We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective learning community. The school expects parents to support the school with all behaviours that are reported to them, good or bad. We encourage parents to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of the academy's expectations for behaviour are displayed in all classrooms.
- Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to ensure that pupils are using the school grounds respectfully and behaving appropriately.
- The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional, and behavioural skills.

PUPILS

- To ensure that each pupil follows the Stewards Pupil Expectations regarding their behaviour in school, in particular behaving in a manner in which they treat each individual and the academy with respect.
- To ensure that each pupil tries their best in every lesson and behaves in a manner that allows every member of the class to learn free from disruption.
- To ensure that they do not involve themselves in any violent or threatening behaviour towards other members of the school community.
- To ensure that they arrive at school with the necessary equipment for the school day.

- To ensure that they dress in accordance with the school's uniform policy at all times.
- To attend school regularly and arrive punctually to school and to lessons (see the school's Attendance Policy).
- To represent themselves and the school in an appropriate manner outside of the school environment.

STAFF

- To treat pupils with dignity, building relationships rooted in mutual respect.
- To have high expectations of pupil attitude to learning, promoting positive behaviour of pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.
- To implement consistent practice across the school using agreed school routines and procedures
- To reward pupils who work hard or show exceptional levels of effort using the published rewards system.
- To liaise with parents to discuss concerns regarding their child's progress.

PARENTS

- Ensure that pupils are appropriately equipped for the school day.
- Ensure that pupils are dressed correctly for school, in accordance with the uniform expectations.
- Discuss with their children the expectations that the academy has regarding behaviour to ensure that they understand what is expected from them.
- Support the academy in applying rewards and sanctions.
- Inform the academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour.
- Be prepared to attend meetings at the academy with staff to discuss their child's behaviour.
- Support their child by checking ClassCharts regularly and contacting staff if they have any issues regarding their child's progress.
- Understand that their child is part of a community and that whilst every effort will be made to accommodate the needs of a pupil, there are limitations to individual provision.

GOVERNORS

- To support the academy and parents in understanding, implementing, and resolving any queries or challenges.
- To maintain a Pupil Disciplinary Panel and a Pupil Disciplinary Appeals Panel as per the requirements of this policy.
- To review the policy regularly, ensuring it meets the expectations of the Governing Body.

PUPILS' CODE OF BEHAVIOUR

- Stewards pupils are expected to behave in a responsible and civilised manner. We expect you to be honest and truthful and to show consideration, respect and tolerance for others at all times. In addition, we expect you to work hard, conform to dress regulations, be punctual and attend every day.

BEHAVIOUR IN LESSONS

- In class you should make it as easy as possible for everyone to learn. It is not fair that pupils do not get on as well as they could because of the behaviour of one or two pupils.
- You should arrive on time with everything you need for that lesson including any homework that is due; take off your coat and enter the classroom as soon as you arrive. So that the lesson can begin quickly, the teacher will greet you at the door and inform you when and where to sit down. Put your equipment including Independent Study Folder out on the desk. Once seated, you will copy the date, title and Learning Intention into your book and begin the connect activity in silence.
- During the lesson you should listen carefully, speak appropriately and follow instructions. You should help and work with each other when you are told to, being quiet and sensible at all times. When you need attention, put up your hand. Above all do not talk when the teacher is talking to the class.
- You are expected to produce your best work at all times and remember that the use of electronic devices is only permitted at break and lunch.
- Look after your school books and equipment and take care with school property or things belonging to others.
- You should leave every lesson sensibly, thanking the teacher as you leave.

MOVING AROUND THE SCHOOL

- You should move about the academy in a quiet and orderly fashion, abiding by any one-way systems. You should not run in the buildings or around the academy site. At entrances to buildings, wait quietly and do not push. Be courteous and ready to help by opening doors, standing back to let people pass and offering to carry things. You should also leave by way of the correct exit.

CONDUCT AT BREAK AND LUNCH

- You should behave sensibly at all times during break and lunch
- You are permitted to be on the ground floor of the academy, but not to sit or stand in stairwells. In some weather conditions you will be allowed to sit in tutor rooms with your tutor – you will be informed when this is the case.
- Grass areas are off limits after the October half term until after the Easter break (weather permitting). and the field is out of bounds at breaktime. If you use the field at lunch, you will be asked to leave the field at 12:30pm. You should not communicate to anyone outside of the school fence and should report anyone hanging around.

- You should ensure that you are visible to a member of staff at all times.
- You can use the toilets during break and lunch, but not during lessons (unless you have a toilet pass). You need to leave toilet areas clean and tidy as you have found them and report any issues you discover immediately. You will need to ensure you have used the toilet before the bell goes, so you are not late for lessons.
- You are allowed access to your lockers at break and lunch only and should ensure that you have everything you need for the next lesson before the bell goes.

SCHOOL ENVIRONMENT

- You should keep the academy clean and tidy so that it is a welcoming place of which we can all be proud. Chewing gum must not be brought into school as it damages clothes and carpets. It means putting all litter in the bins provided, keeping walls and furniture clean and unmarked and taking great care of the displays.
- You should also remember to look after communal areas such as the canteens and the toilets. Everyone suffers if these areas are left in a mess.

GETTING ON WITH OTHERS

OTHER PUPILS

- There will be times when you will find it difficult to get on with some people. Even in these difficult circumstances you are far more likely to solve problems by being polite and talking in a sensible manner. Losing your temper only serves to anger the other person. Remember you can always see a member of staff if you feel you are unable to sort out the problem sensibly.
- Do not be tempted to get angry and make matters worse by arguing with another pupil and **never** resort to violence.

MEMBERS OF STAFF

- When dealing with a member of staff, always speak politely, even if you feel bad-tempered. This may be difficult but remember you will only make matters worse if you are rude or argumentative. Staff are far more likely to listen to you if you are polite.
- Swearing directly at a member of staff is a serious offence and will almost certainly lead to your isolation or exclusion. Every member of staff, whether they are cleaners, technicians, mid-day assistants, kitchen staff, caretakers, office staff or teachers, should be treated in the same courteous way.
- Ignoring instructions from a member of staff is a serious infringement of our expectations. In a school community, everyone has a part to play in ensuring learning takes place harmoniously and this can only be achieved by following instructions given by any member of staff without question.

UNIFORM AND PRESENTATION

- At Stewards Academy we require pupils to wear a school uniform. School uniform gives pupils a sense of community and instils pride in their school. It contributes to our ethos and sets an appropriate tone, supporting positive behaviour.
- The wearing of our uniform should encourage pupils to treat each other and the school environment with respect. It should support pupils in learning how to dress in a manner appropriate to the activity being undertaken and the environment they are inhabiting.
- We make appropriate arrangements to reflect the requirements of different religious faiths with regards to acceptable variations of the school uniform. We are sensitive to, and demonstrate a respect for, the needs of different cultures, races and religions, and their needs are accommodated within this policy.

GUIDELINES

Procedure in the Event of Non-Compliance

- If pupils do not comply to the Academy Standards, tutors will follow this up with a phone call home and appropriate uniform will be made available to the pupil. The Pastoral team may at any time feel it appropriate to contact parents and send pupils home to alter uniform. Persistent flouting of the uniform requirements will be dealt with as a disciplinary matter by the Pastoral Team.
- In situations where a pupil has been persistently flouting the uniform requirements and is defiant towards staff, parents will be called in for a meeting to resolve the matter. Any further uniform issues following the parental meeting will result in a seclusion. Exclusion is not usually an appropriate response to breaches of this policy, except where it is persistent and defiant.

ACADEMY UNIFORM

- Uniform must be worn by all from years 7 to 11. Hair styles should be neat and simple, avoiding extremes of fashion (the academy reserves the right to make the final decision on what constitutes an extreme hairstyle). A wristwatch may be worn but no smartwatches or other jewellery including piercings (plastic retainers are permitted). Pupils are allowed discreet make-up. Nail varnish, false nails or false eyelashes are not allowed. During the summer months of June and July pupils must have their blazers with them but can choose not to wear them unless directed otherwise.
- Exceptions to the uniform policy will only be made when supported by medical evidence. (In exceptional circumstances a short period of exception maybe be permitted without written evidence).

Blazer	Black blazer. School badge attached to the blazer.
Jumper	Long sleeved 'V' neck plain black jumper (optional) <i>Round-necked sweatshirts or labelled alternatives are not permitted</i>
Skirt	Black knee length pleated skirt <i>The academy reserves the right to determine what is appropriate regarding skirt length</i>
Trousers	Plain black trousers. Trousers should not be denim, cord, lycra material or hipster style. The bottom of trousers should sit on the shoe and not cling to the leg.
Shirt	Plain white, button up shirt with a collar. May be either long or short sleeved.
Shoes	Plain black shoes (not open-toe design, trainers, pumps or canvas shoes, no stilettos, mules or sling backs, no coloured laces or stitching). Trainers are only allowed if accompanied by a doctor's note. Please note boots are not allowed. A Kickers style shoe is permitted but lacing and stitches should be black.

Socks/Tights	Girls - Plain white or dark socks or black tights. Boys - Plain white or dark socks.
Tie	Stewards tie. The top button must be fastened, and the tie knot placed at the collar of the shirt. The academy crest should be displayed 6 or more times.
School Bag	Able to fit an A4 folder; fashion bags are not considered suitable.
Outdoor Coats	Most forms of sensible outdoor coats (preferably dark in colour and waterproof) are acceptable. Casual leisure wear is not regarded as suitable for school. Sweatshirts or hoodies of any description do not qualify as coats and are not acceptable. Coats can be worn in corridors and outside but removed when entering a learning space.
PE Kit	Plain black shorts with Stewards logo (compulsory) Black socks (compulsory) Black and gold rugby top with Stewards logo (compulsory) All black tracksuit (optional) Trainers Football boots Black swimming costume or trunks Towel and wash kit Asthma pump as appropriate Large water bottle Sun cream and hat (summer months) Please Note: The PE department strongly recommend that all pupils wear protective clothing such as mouth guards and shin pads for rugby and football. The PE department cannot accept any responsibility for lost items.

On non-uniform days parents should ensure their child is dressed appropriately for a working school day. No ripped jeans or cropped tops are permissible.

ACADEMY EQUIPMENT

Essential equipment

This equipment is required for every lesson and will be checked daily by tutors:

- Suitable school bag (large enough for an A4 folder)
- Pencil Case
- Black pen
- Blue pen
- Ruler
- Pencil
- Independent Study Folder (provided by the academy)
- Personal reading book

*You will also require **a scientific calculator** for use at home.*

Additional equipment

- Eraser
- Pencil Sharpener
- Protractor
- Pair of Compasses
- Highlighters
- Coloured Pencils
- Glue stick
- Notebook

REWARDS

- Stewards Academy aims to develop responsible young citizens who will go on to become valuable members of our multi-cultural society. At Stewards, we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all pupils.
- Across the school, both inside and outside the classroom, staff consistently use a rewards system that provides pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community and behaviour.
- We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate academic success, but to also inspire and motivate young people to achieve their very best and develop wider cross curricular skills for life.

CLASSCHARTS

- The ClassCharts positive points programme forms the foundation of our effective rewards system at Stewards Academy. ClassCharts positive points provides instant recognition for a pupil's achievement in school. Pupils can be recognised for a range of achievements which include outstanding pieces of classwork or homework; exceptional efforts in class; an act of kindness or generosity or a demonstration of superb progress.
- ClassCharts positive points are used consistently and fairly across the whole academy and are regularly monitored and celebrated by the Leadership Team, Pastoral Team and Form Tutors.
- Parents are also informed of the positive points awarded to their child through the ClassCharts app. Pupils value this system and they strive to collect positive points to achieve rewards of their choice. (See Appendix 1).

If pupils' behaviour does not meet the expectation of the academy, the academy reserves the right refuse a pupil access to positive points at any time.

BADGES

- Pupils will have the opportunity to earn or apply for school badges as appropriate. These will be worn with pride and demonstrate that the pupil wearing each badge is an ambassador for the school. (If a pupil does not continue to demonstrate the required attributes the badge will be removed).

BRINGING THINGS TO SCHOOL

- We strongly recommend that you do not bring valuable items or large sums of money to school. (This includes mobile phones, airpods and hand-held computer games.) If you choose to do so you must accept that it is entirely at your own risk, and that such items used inappropriately may be confiscated. You are also not allowed to bring chewing gum, cigarettes, aerosols, illegal substances or any dangerous items into school that could cause harm.

DRUGS AND ALCOHOL

- The academy will not tolerate drug use of any sort on academy property or during off-site school activities. The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing or taking drugs.

PRESCRIPTION DRUGS

- Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

NON-PRESCRIPTION DRUGS

- Some over-the-counter drugs can be harmful if misused. Pupils are not permitted to carry these in school. If they need medication they can go to the medical room and parents will be contacted accordingly.

MEDICATION

- We are aware that it may be necessary for some pupils to take medication during the school day. Parents should have completed the relevant section of the 'Home School Agreement'. Any medication should be brought to school by the parent/carer with administration procedures outlined. The first aider will hold all medication securely in the first aid room and supervise pupils taking their medication.

ALCOHOL

- Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded. All rules also apply when travelling to and from school.

SMOKING (INCLUDING E-CIGARETTES)

- Stewards Academy is an entirely smoke free environment. Smoking is not permitted on the academy grounds or in any part of the academy buildings. This policy applies to staff, all pupils, parents, visitors and contractors when they are on the school site. This policy includes academy events held outside normal school hours, or at any time when a pupil is wearing school uniform, regardless of location, including travelling to and from the school.

- Pupils believed to be in breach of this will be searched and the items will be confiscated Persistent offenders, maybe at risk from internal isolation, fixed term exclusions and in extreme cases permanent exclusion.

LEGAL HIGHS

- The academy view is that just because a drug is not illegal it does not mean it's safe, and therefore all substances that have the ability to produce the same, or similar, effects to illegal drugs are in breach of our behaviour policy, and will therefore be treated under the same guidance as stated above

BEHAVIOUR OUTSIDE SCHOOL

- On the way to and from school, on a school trip or on public transport your behaviour must always be of a high standard. Remember that the school's reputation depends on the way you behave; this includes behaviour online. Bad behaviour will give people a bad impression of the whole school and will be followed up on return to school with appropriate sanctions that could include exclusion.
- You should be polite and respectful to other people in our community.
- Bikes should be ridden appropriately and safely at all times.

SOCIAL MEDIA

Pupils are expected to abide by the following

- To protect the privacy of Stewards Academy pupils and staff, pupils may not under any circumstances create digital video recordings or take photographs of Stewards Academy community members either at school, anywhere in school uniform or whilst attending Stewards Academy activities outside of the school premises for online publication or distribution without prior permission from the school.
- Pupils may not use social media sites to publish unpleasant derogatory or harassing remarks about Stewards Academy.
- To protect the reputation of Stewards Academy pupils, they must not under any circumstances post photographs or videos of themselves or other pupils to websites or other forms of online social media acting unlawfully, unethically or inappropriately whilst at school, attending Stewards Academy activities outside of the school premises or wearing Stewards Academy uniform or identifying as a Stewards Academy Pupil.

THE USE OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES

- As a result of a process of consultation with pupils, staff and governors the policy regarding mobile phones and other small electronic devices has been established. Obviously, it is at the parent/carer's discretion as to whether they permit their child to bring these devices to school. It is at their own risk and unacceptable use of these electronic devices will result in the confiscation. Children come to school to learn and to be prepared for the world of work where rules and sanctions apply. As a school we work in partnership with our parents/carers.
- Mobile phones and, in particular, the new generation of smart phones, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites.

- For many young people today, the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a pupil's learning/life experiences, but there have been incidents of poor conduct where mobile phone use has been a feature.

GUIDELINES

- Pupils must take full responsibility for the safety, security and appropriate use of their mobile phone or other electronic devices in school.
- Pupils must keep mobile phones* switched off, placed in a pupil's locker, bag or inside top pocket during all lessons and lesson transition, including twilight lessons and Afternoon Prep.
- Pupils must ensure that they do not use their mobile phone* between lessons or during any formal school time or while any member of staff is talking to a pupil. This includes while being served in the canteens.
- Pupils must not use their mobile phone* as a camera or recording device at any time during the school day including break and lunchtime.
- Pupils must not take or distribute images of anyone without their permission.
- Pupils must not use their phone* to distress any member of the school community during break or lunchtime.
- Pupils must not use their phone* to distress any member of the local community out of formal school hours.
- Pupils must not forward any images which are sent to them anonymously.
- Pupils must not use their phone* during lessons as a watch, calculator or music player.
- Pupils must not have headphones showing during lessons or lesson transitions.
- Pupils accept that if they break these rules their mobile phone* will be confiscated and they will be sanctioned accordingly.
- Pupils cannot use a mobile phone in an exam – even as a calculator (as per exam board regulations). Mobile phones are collected by exam invigilators prior to every exam and are kept safely locked away until the exam finishes. Pupils must always hand their phone in during an exam or leave it at home.

****This Policy applies to all small electronic devices, including smart watches***

SAFEGUARDING WHILE USING MOBILE PHONE OR ELECTRONIC DEVICES

- Pupils must be aware of “stranger danger” when on-line.
- Pupils must not disclose or share personal information about themselves or others when on-line.
- Pupils must report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable when on-line.

ACADEMY DEVICES

- Pupils must respect other people's work and property and will not access any other pupils' files without their permission.
- Pupils must not try to access any illegal or inappropriate materials which may cause harm or distress to others and they will not forward on illegal or inappropriate material to anyone.
- Pupils must keep their username and password safe and secure. Pupils must not share it or try to use any other person's username and password.
- Pupils must understand that Stewards Academy systems and devices are intended for educational use.

PUPILS ARE RESPONSIBLE FOR THEIR ACTIONS, BOTH IN AND OUT OF SCHOOL

- Pupils understand that Stewards Academy has the right to take action against them if they are involved in incidents of inappropriate behaviour, when out of school and where they involve their membership of the school community (examples would be cyber-bullying, use of images or personal information).

SANCTIONS FOR MISUSE OF MOBILE PHONES AND ELECTRONIC DEVICES

- Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil is not adhering to the Acceptable Use Policy.
- If a pupil is seen using their phone at the wrong time or using it inappropriately [as stated in the Acceptable Use Policy] it will be confiscated and returned after school on the same day. The pupil will also be directed to Afternoon Prep.
- A pupil will lose the privilege of bringing their mobile phone or any other electronic device into school if they repeatedly break the Acceptable use policy. This decision will be made by the Pastoral Team.

BULLYING

- At Stewards Academy we aim to ensure that pupils are happy and feel secure, and in order to achieve this we will not tolerate bullying in any form. We aim to find out what motivates pupils to act in this unacceptable way, working to modify such behaviour in pupils and supporting victims in an appropriate manner.

WHAT IS BULLYING?

- This is a repeated, deliberate attempt to hurt, tease, torment, threaten, frighten or make someone feel uncomfortable. Bullying can be physical, mental, verbal or written in nature. It usually occurs over an extended period of time. However, we educate pupils to understand the difference between conflicts and bullying. Bullying is usually longer term and intended to exert power from one person to another. It can happen face to face or online.

These may take the form of:

Name-calling	Kicking	Inappropriate text messaging and emailing	
Taunting	Hitting	Sending offensive or degrading images by phone or via the internet	
Mocking	Pushing	Producing offensive graffiti	Excluding people from other groups

Making offensive comments	Taking belongings	Gossiping	Spreading hurtful and untruthful rumours
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- Although the above sometimes takes place between two individuals in isolation, it can often take place in the presence of others.

CATEGORIES OF BULLYING

- We take all forms of bullying seriously. We teach pupils about all forms and monitor and report incidents in line with these categories.

Bullying related to:

- race, religion or culture;
- special educational needs and disabilities;
- appearance or health conditions;
- sexual orientation (homophobic), sexist or sexual bullying;
- young carers or looked-after children or linked to home circumstances; and
- cyberbullying.

WHAT DO WE DO TO PREVENT BULLYING?

Pupils are educated through assemblies regarding Conflict Resolution and what to do if they think they are being bullied. We ensure that pupils are clear about who they should speak to if they have any concerns.

If an allegation of bullying does come up, the school will:

- take it seriously;
- act as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider a fixed term exclusion in cases of repeated bullying.
- We address bullying through Ethics & Values lessons and assemblies.
- We provide peer mentoring support for younger pupils by older pupils, with trained pupil mentors available.

PROCEDURES FOR DEALING WITH INCIDENTS (INTERVENTION) OF BULLYING

- All incidents are initially investigated by an experienced team of pastoral staff. In all cases, the context and any special educational needs will be considered and parents will be contacted.

Pupils who have bullied will be helped by the following:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong-doing and need to change;
- Informing parents/guardians about the incident (victim and perpetrator/s).
- Subsequent action includes support for the victim and the impact of action taken is monitored through routine Pastoral meetings as appropriate. Pastoral staff will determine the best course of action, including liaison with other agencies as required. If any bullying impacts on the emotional well-being of a child, to the extent that he or she may be at risk of 'significant harm', then the school's child protection procedures will be triggered.
- If the perpetrator/s do not respond to a range of preventative strategies to stop the bullying, then the school will initiate a series of formal escalating sanctions.
- Perpetrators will be helped to understand the impact of their actions and the potential for causing real distress and harm to their victim. Pastoral staff will determine whether other agencies need to be involved for restorative and/or social and emotional support.
- In cases of persistent and violent bullying, with the potential to cause significant harm to other pupils, the school may seek permanent exclusion.

ADVICE FOR PARENTS AND GUARDIANS

Parents should watch out for signs that their child is being bullied. Early signs may include:

- Frequent headaches and stomach aches before school;
- Spurious absences or truancy;
- Anxiety and irritability;
- Deterioration in school work;
- Changing a route to school;
- Possessions go missing regularly.

If parents are worried, they should contact the school immediately and speak to a member of staff.

SANCTIONS AND RESTORATION

At Stewards Academy we have high expectations and when a pupil is not meeting the required standard, we take appropriate action. Our ethos in this respect is one of restoration. We expect the pupil to reflect on their actions, with the support of staff, and to make plans to put things right. When a pupil repeatedly fails to meet our expectations, we ensure the appropriate support is put in place to enable the pupil to acquire the necessary skills and attributes to be a successful learner.

CLASSCHARTS

The ClassCharts negative points programme forms the foundation of our effective behaviour system at Stewards Academy. ClassCharts negative points provide instant identification of any pupil not meeting the Pupil Expectations. ClassCharts negative points are used consistently and fairly across the whole school and are regularly monitored by the Leadership Team, Pastoral Team and Form Tutors.

BEHAVIOUR FOR LEARNING SANCTIONS

When a pupil is not meeting our expectations one or more of the following sanctions may be applied:

- Reminder of Pupil Expectations (negative point issued).
- Department lesson exchange (pupils asked to work in an alternative classroom for a lesson).
- Direction to Afternoon Prep
- On Call Intervention
- Loss of social time
- Seclusion session
- Community Service
- Lesson removal
- Fixed term exclusion
- Permanent exclusion

Examples of situations which might result in sanctions being applied are:

- Poor punctuality / lateness
- Infringements of uniform
- Not bringing correct equipment to lessons
- Follow all instructions and speak appropriately
- Poor attitude to learning
- Inappropriate use of mobile phone/electronic device
- Non-completion of class or homework
- Failing to respect others and the community

Some breaches of the Academy's Behaviour Policy may warrant further action:

- Removal from enrichment activities provided by the academy. This may include residential trips.
- Confiscation of mobile phone/small electronic device.
- Confiscation of aerosols, aftershave and perfumes.

Bag searches may also be required if the staff consider it appropriate

Examples of a more serious incident might involve:

- Speaking inappropriately to a member of staff
- Incidents of peer on peer abuse which include cyber bullying
- Abusive language to staff or other pupils
- Persistent defiance and refusal to follow instructions
- Theft
- Vandalism to school property
- Inappropriate behaviour outside school buildings out of school hours
- Inappropriate use of small electronic devices both in and out of school.
- Bringing the academy into disrepute
- **Bringing banned substances (legal and illegal) on to school site**

LATENESS

- Pupils arriving after 8.55am without a note from a parent or medical appointment card on three separate occasions within a term will be issued a 30-minute sanction, to be sat on the night of the third occasion at 3.25pm and on any subsequent lateness within that term. (See attendance policy for all other attendance matters).

AFTERNOON PREP

- Pupils will be issued one negative point using ClassCharts if the Pupil Expectations are not being met (a 'reminder'). Once this has been issued a notification will be automatically sent to the parent/carer of that pupil.
- If a pupil is still unable to follow the Pupil Expectations the staff member will inform the pupil that they are directed to Afternoon Prep on the same day. The direction will be recorded on ClassCharts, the pupil will be issued two negative points and a notification will be automatically sent to the parent/carer of the pupil. Pupils will be expected to stay for a minimum of 30 minutes, but the length of time may be extended to up to 60 minutes if multiple Afternoon Preps have been set during the day.
- The teacher who has directed the pupil to Afternoon Prep will come to the session to conduct a restorative conversation with the pupil. The pupil will have completed a behaviour reflection sheet to be used as part of the conversation; this will be sent home the following day.
- During Afternoon Prep the teacher and the pupil will discuss the issues that resulted in the direction and agree how these can be resolved. The pupil may leave the session when they have completed the appropriate amount of time and are dismissed by a member of the leadership team.
- The academy is not able to provide alternative sanctions for individual pupils, with parents being responsible for making suitable travel arrangements.

SECLUSION

- Pupils who are responsible for acting in a manner which is considered to be totally against the ethos of the school for a single incident or repeated lesser incidents will be put in Seclusion for a session. The duration could be a morning session or afternoon session.
- The Leadership Team member will liaise with key staff before any decision is made. The Leadership Team member will then complete the paperwork and liaise with the Headteacher's PA to arrange an appropriate session and to send a letter to the parents/carers. Pupils must come in full school uniform and work will be provided. Pupils will not have a break in this session and be supervised by the member of staff who has set the seclusion.

COMMUNITY SERVICE

- There is an expectation that pupils will complete community service in the case of damaging or defacing school property. Pupils will be expected to complete their community service on consecutive breaktimes, lunchtimes or after school for no more than an hour. Pupils will always be given time to eat and go to the toilet during break and lunchtime.

The parent/carer of a pupil who has caused damage to school property will be asked to cover the cost of the damage.

LESSON REMOVAL

- There may be situations where a pupil needs to be removed from a subject area for a lesson or a series of lessons because they are unable to meet the school's expectations and are persistently disrupting the learning environment.
- Pupils will also be removed from a subject area for a one-off incident if they demonstrate threatening behaviour towards pupils or staff.

GREEN ROOM – PERFECT DAY

The Green Room will be used as a sanction to maintain high expectations for pupil attitude and support staff in maintaining a high-quality learning environment. This added layer of our behavioural support system will ensure that pupils who do not meet the academy's expectations regularly may be expected to work independently away from the classroom. Pupils who are allocated to the Green Room will be expected to complete a 'Perfect Day' before returning to the school community. If a pupil is unable to complete a 'Perfect Day' then the process will be repeated the following day.

This layer of support is not to manage pupil behaviour but to develop a pupil's understanding of what appropriate behaviour looks like in a classroom environment. It will also be an opportunity to build confidence in their own abilities to concentrate, focus and produce good work. The Green Room will be supervised by the Leadership Team and while pupils will be expected to work independently for the majority of the time, there will also be the opportunity to build and restore.

Examples of when this sanction may be used:

- When a pupil has been issued two Afternoon Preps in one day
- When a pupil has missed two afternoon preps
- Returning from a formal exclusion
- Other serious infringements of pupil expectations.

EXCLUSION - FIXED-TERM OR PERMANENT

Any form of exclusion will only be considered in the light of serious incidents and these may include:

- persistent disruptive behaviour

- persistent refusal to carry out instructions
- using foul and abusive (including racist, homophobic or sexist) language to other pupils or staff
- violence to another pupil
- violence to staff
- threatening or intimidatory behaviour towards another pupil (including bullying)
- threatening or intimidatory behaviour towards staff
- using drugs on the school site or on the way to and from school (including lunchtime)
- cyber/online bullying
- carrying and/or supplying drugs on the school site or on the way to and from school (including lunchtime)
- reckless or deliberate destruction of school property
- reckless behaviour resulting in injuries to others
- being in possession of a weapon on the school site
- theft (either from other pupils, staff or school property)
- uploading images, videos or other forms of multimedia that relate to staff or pupils of the school, onto the internet without prior permission of the school
- persistent defiance of the school's uniform policy.

APPROACH TO EXCLUSION

- The above list is not exhaustive, and the school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, it is also recognised that there needs to be flexibility built into the system to reflect individual circumstances. A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious to warrant permanent exclusion and lesser sanctions, such as Afternoon Prep, are considered inappropriate.
- The Leadership Team member will liaise with key staff and then the Headteacher before any decision is made. The Leadership Team member will complete the relevant paperwork, inform parents and arrange a re-integration meeting. Pupils who are excluded may be visited at home and work will be provided.
- When the school identifies that a pupil is at risk of permanent exclusion following a number of fixed-term exclusions for serious or repeated breaches of the discipline policy, then the school will draw up a Pastoral Support Programme to outline the support being provided.

BEHAVIOUR SUPPORT

- The behaviour of pupils is monitored on a daily basis and when a pattern of repeated misbehaviour is identified the necessary support will be put in place.

This may be one or more of the following:

- light touch support from their tutor, PSM or Learning Mentor.
- a bespoke programme of weekly sessions to address a particular issue, such as poor organisation.
- the referral to our support team, where a bespoke support programme of restoration will be put in place.
- a bespoke timetable of intervention and support.
- alternative Provision (Full or part-time).

All support will be regularly reviewed at regular meetings held at a senior level and amended appropriately where necessary.

PERMANENT EXCLUSION

If all these strategies fail, then the school may consider a permanent exclusion: 'A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort'.

Persistent disruptive behaviour which affects the learning of others and the effective running of the school may lead to the necessity to permanently exclude a pupil.

There may also be exceptional circumstances, where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying and/or supplying an illegal drug
- carrying an offensive weapon.

In cases such as these, the needs of the **school community as a whole are paramount**. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the pupil's previous conduct, but this will not be the overriding factor when making the decision. Parents must accept that there are some serious breaches (examples listed above) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the safety and needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school may be limited in its capacity to support a pupil such is the serious nature of the breach of school discipline.

PHYSICAL INTERVENTION

Physical intervention can be defined as follows: -
The Use of Force – Challenging Behaviour.

- In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed) in order to avert danger by preventing or deflecting a child or young person's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used to control or restrain. Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring a pupil under control). The use of force is only lawful if its use is reasonable, proportionate, necessary and where no more force than is necessary is used.

Physical Intervention: The Use of Force – as an integral part of a child's and or young adult's daily physical management care.

- The use of force in this instance should always be defined by specific individualised programmes. [See guidance on the use of physical intervention, including other physical contact in all Education Establishments, in Essex Local Authority: May 2011].
- It is to be noted however that any use of physical intervention would be a last resort as Stewards works very hard to engender an ethos of positive mutual respect. Proactive and preventative approaches aim to defuse situations and anticipate and act upon potential situations before they arise. The particular needs, age and stage of development of any pupil would be taken into account before any such action was taken. Any techniques involving physical intervention either to control or restrain a pupil would always observe certain principles of minimal reasonable force.

APPENDIX 1 – REWARDS SYSTEM (EXAMPLE)

- **Positive points access** - Every pupil starts the academic year on zero - pupils cannot access to spend until after the October half term break.
- **Positive points access** - Pupils must be on positive points to access year group reward each half term.
- **Positive points access** - Each term more rewards open for pupils to spend points on
- **Positive points access** - Any pupil on negative behaviour points cannot access the rewards system

	KS3	YEAR 7	YEAR 8	YEAR 9	KS4	YEAR 10	YEAR 11
	POINTS TO ACCESS	NON-UNIFORM Only once Per 1/2 term	NON-UNIFORM Only once Per 1/2 term	NON-UNIFORM Only once Per 1/2 term	POINTS TO ACCESS	STAPLE TYE Only once Per 1/2 term	STAPLE TYE Only once Per 1/2 term
TERM 1	15 POINTS	Equipment	Equipment	Equipment	15 POINTS		
	25 POINTS	Area Pass - Lunch	Area Pass - Lunch	Area Pass - Lunch	25 POINTS	Non-Uniform Day	Non-Uniform Day
TERM 2	35 POINTS	Film Afternoon	Film Afternoon	Film Afternoon	35 POINTS	Film Afternoon	Film Afternoon
	45 POINTS	Tuck shop	Tuck shop	Tuck shop	55 POINTS	£10 Voucher	£10 Voucher
TERM 3	55 POINTS	Free Lunch	Free Lunch	Free Lunch	55 POINTS	£10 Voucher	£15 Voucher
	150 POINTS	£5 Voucher	£10 Voucher	£15 Voucher	BONUS	PUPIL VOICE	
100+ positive points earned over the academic year = qualify for the end of year trip/s - Pupil Voice (No more than 15 Negative Points)							
End of Year Raffle for all pupils who <u>earn</u> over 150 positive points across the academic year (No more than 15 Negative Points)							

It is important to remember that any Negative points received throughout the year will limit the number of rewards a pupil can access