



## **Wey Valley Academy Rewards and Sanctions Policy 2020**

<b>Policy Name</b>	Rewards and Behaviour Policy
<b>Statutory, Regulatory and or Contractual Considerations</b>	Non Statutory
<b>Implementation Date</b>	September 2020
<b>Review Date</b>	September 2021
<b>Review Cycle</b>	Yearly

If there are any 'Safeguarding' issues that arise from the implementation of this policy then they should be dealt with in accordance with the academy's Safeguarding policy. This policy may be found on the academy website or accessed via the academy office. Any emergency should be referred directly to the academy by telephone or in person for the attention of the Designated Senior Person for Child Protection at Ambitions Academy Trust.

This policy should be read alongside: Safeguarding Policy, Anti-Bullying Policy, Acceptable use of ICT policy and Managing allegations policy

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## **1. Introduction**

This Behaviour Policy is based upon the principle that all members of the academy community should be treated and treat others fairly, honestly and with respect.

The purpose of this Behaviour Policy is to ensure that the conduct of all members of the academy community is consistent with the values and ethos of the academy which are:

- High Expectations lead to High Achievers
- Developing pupil aspirations
- Promoting positive learning behaviours
- Rewarding and praising pupil progress and achievement.
- Reducing inappropriate behaviour which is detrimental to the learning of all

This Behaviour Policy is also consistent with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

The aims of the Behaviour Policy are as follows:

- Disruption free learning
- Pupils feeling safe and happy
- The prevention of bullying
- Reasonable adjustment will be made for Pupils with Special Educational Needs and/or Disabilities
- Ensuring that pupils complete their assigned work to the highest standard
- Ensuring that the welfare of staff or students is not put at risk.

The academy promotes the aims of the Behaviour Policy through a clear system of rewards, consequences and sanctions as well as a clear process of support. The Government grants academies the powers they need to provide a safe and structured environment in which all teachers have the right to teach and all students have the right to learn.

All members of the Academy community: parents/carers, students, staff and governance, have an important role to play in ensuring that we share a commitment to fulfilling our aims

The Academy believe that self-discipline is an important factor in learning, along with tolerance, perseverance, consideration and respect for others, their property and the environment. This should apply regardless of gender, sexual orientation, age, ethnic or religious origin.

This policy has been written in accordance with Section 89 of the Education and Inspections Act 2006 and the Equality Act 2010, which states that Students will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment. We will also ensure that when applying this policy, safeguarding and mental health will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

Set out within this Policy are the measures for delivering the responsibilities held by the Principal, Staff and Governance of the academy.

## **SECTION 1: Academy Rules and Expectations**

### **1. Our Golden Rule**

**“Treat others the same way you want them to treat you.”**

#### **1.1 The Academy’s three overarching rules**

READY	-	to learn and be involved in the life of the Academy
RESPECT	-	for yourself, other individuals and property
SAFE	-	act in a manner that keeps you and others safe from any harm

#### **1.2 5 pillars for good behaviour**

1. Consistent calm adult responses - positive relationships
2. Focus attention on best conduct - focus on the good
3. Agreed routines - consistency is key
4. Scripting difficult interventions - use of language
5. Restorative follow up - re-build relationships

Children respond to people they trust, to people who they feel care about them.

#### **1.3 Key Procedures for staff**

1. Meet and greet students at the classroom door, and ensure controlled calm entry to the room
2. Students enter calmly and place equipment on desks
3. Students sit down and begin the starter task in silence
4. Register taken whilst all students are engaged in starter activity
5. Teacher reminds students about the ‘disruption free learning’ expectation
6. Students dismissed by teacher.
7. Uniform checked

#### **1.4 Managing Behaviour**

*The steps below set out how, in most cases, behaviours will be managed if a student chooses not to cooperate. However, it should be noted that the steps do not need to be followed sequentially depending on severity of behaviour.*

- 1.4.1 Teacher sets expectations and manages room – as per Teacher Standards
- 1.4.2 Formal warning issued and name written on board as a reminder, recorded on SIMS.

- 1.4.3 Class Exit & the critical discussion with student – Emphasis on student choice, recorded on SIMS, student returns to lesson.
- 1.4.4 Subject Removal - results in one lesson in The Zone (Supervision) with phone call home.
- 1.4.5 If there are three or more removals in any half term then detentions issued
- 1.4.6 30 minutes – at the end of the day on Wednesday or Friday
- 1.4.7 60 minute – at the end of the day if they do not attend or successfully complete the 30 min detention
- 1.4.8 Internal Exclusion (IE) for severe behaviour or failed 60 minute detention
- 1.4.9 Fixed Term Exclusion, Principal to decide based on evidence collected
- 1.4.10 Permanent Exclusion – Used only as a last resort and Principal decides if this is necessary (Please refer to academy exclusion information)

The Steps above enable teachers to manage behaviour within the classroom in a clear and consistent manner across the Academy in order to create disruption free learning and enable student to know and understand the outcome should they choose not to behave appropriately. This is *not necessarily a sequential list* as the behaviours and the student's individual circumstance need to be taken into consideration.

## 1.5 Expectations

The Home Academy Agreement sets out the expectations for pupils, parents/carers and must be adhered to when the student starts academy. The academy community will be polite and respectful to each other, be quiet around the building and ensure a positive learning environment at all times.

*We expect students to be **Ready** to learn, to act with **Respect** and to keep themselves and others **Safe***

This will include students: (This is NOT an exhaustive list but an indicative one.)

- Working hard in lessons and not preventing others from learning.
- Attending the academy every day and arriving on time.
- Respecting all students and members of staff.
- Arriving to all lessons and morning registration on time.
- Keeping themselves safe by using the academy IT network in an appropriate manner in line with the AUP.
- Wearing their uniform correctly.
- Having the correct equipment and kit for learning.
- Completing home work on time.
- Following the teacher's seating plan and not leaving their seat during a lesson without permission.
- Only eating in the designated canteen and main hall and at break and lunch times.
- Keep themselves Safe when moving around the academy by walking and having consideration for others.
- Keeping Mobile phones out of sight in pockets or bags and turned off.

In addition students must ensure that they:

- Are attentive and focus on their learning avoiding interrupting the teacher during lessons and not disrupting anyone's learning
- Speak politely to one another and do not use swear words either between each other or towards a teacher.
- Treat others respectfully using positive language not using offensive language or words in derogatory manner for example the use of the word 'gay' as an insult or behave in a homophobic/racist or other discriminatory manner.
- Only engage in appropriate physical contact in academy, so for example not to kiss, or hit other students.
- Do not chew gum anywhere on the academy site.
- Respect the academy site by:
  1. not deliberately or through unacceptable behaviour damage anything on the academy site.
  2. not graffitiing anywhere on the academy site.
  3. Not dropping litter.
- Respect themselves and not bring onto the Academy grounds or consume on Academy grounds any fizzy or energy drinks.
- Respect others and stay safe by not spitting anywhere on the academy site.
- Stay safe by not bringing onto Academy site (or any place associated with their learning) any of the items listed later in the Prohibited and Banned Substances section. This includes the consumption of these prior or during the academy day.

## 1.6 REWARDS

- 1.6.1 The rewarding of student achievement lies at the heart of Wey Valley Academy's behaviour policy. Students receive Achievement Points in Years 7 – 11 which are used to celebrate success and to award specific prizes to students. Other rewards include badges for achievement in all areas of the curriculum and for attendance. We celebrate success every half term with a rewards assembly. Postcards and letters home are also sent out regularly and we organise other activities throughout the year to reward positive behaviour. The Principal awards "Student of the Week" certificates to students from all year groups.
- 1.6.2 All staff are aiming for at least a **5:1 ratio** for awarding achievement points compared to behaviour points
- 1.6.3 The rewards on offer will be regularly reviewed with the students to ensure they are fit for purpose.
- 1.6.4 Achievement Points will be awarded in every lesson and around academy for engaging particularly well in lessons, or showing keen interest and enthusiasm for aspects of academy life, including supporting peers, and having pride in their appearance and conduct.
- 1.6.5 General Rewards will include:
- Achievement points
  - Positive Postcards – signed for achievement/effort
  - Certificates for a range of activities including on target and above target awards following Progress Checks

- Commendations in newsletter and assembly
- Bronze, Silver & Gold certificates and badges (linked to achievement points)
- Written comment on work/in book/in planner
- Stickers / subject stamps
- Positive telephone calls and emails home
- Student of the Week awards
- Rewards trips (linked to achievement points and positive attendance)
- Jump the queue passes for canteen
- Year 11 Prom and Hoody discount vouchers

1.6.5 These rewards are in place to reward and to motivate students, create a positive learning environment and raise student self-esteem. These rewards can be used by all staff to raise levels of achievement and contribute towards overall enjoyment of academy.

1.6.6 Positive Praise Postcards

Awarded for demonstrating a positive attitude and relevant skills across the range of subjects they study. We recognise the importance of sending positive messages home to parents and carers about the progress and attitude of pupils this will be done half termly.

1.6.7 Blazer Badges and Certificates

At the end of every term students whose attendance, attitude and/or effort is judged good will gain blazer badges, conduct blazer badges and certificates in termly rewards assemblies. Every nomination made is recognised in the assemblies.

1.6.8 Top 100

At the end of every term the top 20 students in each year group with the highest conduct points are presented with Vouchers.

1.6.9 Celebration Assemblies

At the end of each term tutors are asked to nominate students who have gone the extra mile; a pupil who has overcome a challenge either at academy or at home and who continues to strive to be the best that they can be. A certificate is presented to a member of each year group along with a high street voucher to recognise their achievement.

- Tutee of the Term (for each tutor group)
- Head of Year award for Effort
- Head of Year award for most improved (Attendance/Behaviour/Attainment)
- Head of Year award for silent hero (Someone who does something spectacular that has not been recognised previously)

1.6.10 Attendance

In addition to attendance badges and certificates, students with 100% attendance at the end of each term are entered into a draw to win a prize.

1.6.11 Student of the Week

Each week department heads and Year Heads nominate students from each year group for their achievements. The Head of Year selects the winning two students from their Year group each week and they are recognised and presented with a certificate at a meeting with the Principal.

## SECTION 2

### 2. PREVENTION OF POOR BEHAVIOUR

- 2.1 Providing an engaging curriculum, purposeful lessons and extra-curricular activities across the academy (refer to Teaching and Learning documentation) that are supported by praise and encouragement will help to prevent unacceptable behaviour.
- 2.1.1 A strong partnership between parents/carers and teachers can overcome most behavioural problems, and ensure that standards of behaviour in academy are at least those that are expected from parents/carers in their homes. We look for decisions made in academy to receive full parental/carer support.
- 2.1.2 There will be clear sanctions in place for those pupils who do not comply with the Academy's standards of behaviour, please refer to this policy for details. The sanctions will be implemented consistently, and will be proportionate and fair. Clear explanations for the sanction applied will always be given, together with guidance on how to avoid future sanctions.
- 2.1.3 Pupils whose behaviour persistently falls below the expected standards will be placed on the pastoral support process. See appendices for further information.
- 2.1.4 Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil. We will make reasonable adjustments based on individual student circumstances.
- 2.1.4 Sanctions will cover a range of measures including break, lunchtime, after academy detentions and time in the Zone (a student supervision room staffed by teachers and support staff).
- 2.1.5 The Academy does not, under current legislation, require parental permission to keep a student after the end of the academy day but we will always endeavour to inform parents when this is going to happen.
- 2.1.6 Students who regularly disregard the behaviour policy or exhibit behaviours considered severe may be excluded for a fixed term or permanently excluded from academy if behaviour is consistently poor or there is a very severe one of incident. In such cases, parents/carers will be fully informed and involved, and they will also be informed of their right to appeal. (Occasions may arise when external agency involvement or transfer to a Pupil Referral Unit or Learning Centre may be the most appropriate course of action, in order to ensure the pupil remains in education, and thus avoid permanent exclusion).
- 2.1.7 A serious view is taken of any anti-social behaviour beyond the academy gate and sanctions may be applied if necessary and proportionate. The academy reserves the right to issue sanctions to pupils who bring the reputation of the academy into disrepute when in the community representing the academy or in academy uniform.

## **2.2 The Power to Confiscate**

- 2.2.1 Under Section 91 of the Education and Inspections Act 2006, a member of staff at Wey Valley Academy has the right to confiscate and retain a student's property as a disciplinary penalty where it is reasonable to do so. The Academy will exercise the right to destroy or hand to the Police items prohibited from academy that are deemed unsuitable or dangerous.
- 2.2.2 If a student refuses to hand a requested item over the incident will be referred to a senior member of staff immediately, usually the Head of Year for that student.
- 2.2.3 The confiscated item will be kept until the end of the day, or possibly longer with parental / carer agreement.
- 2.2.4 The item will be stored securely in a locked drawer/cupboard by the member of staff who has confiscated the item.
- 2.2.5 The power to confiscate extends to all items that are not allowed at academy. Weapons, knives, illegal drugs and stolen items, will **never be returned to the student** but handed directly to the Police. Cigarettes and tobacco will be destroyed and alcohol will be poured away.
- 2.2.7 With regard to items confiscated that are not permitted to be worn or used by students (inappropriate uniform/use of a mobile phone either in a lesson without the teacher's permission or at times other than at lunch or break) the process for confiscating is set out as above. This also includes the wearing Smart Watches, additional piercings and ear phones whether in the ear or hanging from the neck but clearly visible.

## **2.3 Prohibited and banned substances and items**

- 2.3.1 In the interests of the health and safety of pupils, staff, other members of the Academy community and visitors. Parents/carers and students must ensure that any inappropriate and dangerous items, or harmful substances, are not brought into the Academy.
- 2.3.2 In the majority of cases the application of common sense will easily determine what should not be brought into the Academy. Students suspected of bringing in any item on the prohibited and banned items list may be searched without consent (see section 2.4), including their belongings, by the Principal or other staff authorised to do so by the Principal and anything found that is not permitted will be confiscated (See section 2.2 and 2.4).
- 2.3.3 The use of **Mobile Phones** and **personal electronic devices, including Smart watches** are not permitted on the academy site. If a student chooses to bring in any electronic device the academy accepts no responsibility for loss or damage.
- 2.3.4 **MOBILE PHONES** if a phone is seen by a member of staff it will be confiscated and will have to be collected by the students at the end of the day. If a student has their phone confiscated for a **third time in any one term** the parent / carer will be contacted and may have to come into the Academy to collect it.

2.3.5 Prohibited and Banned Items include those identified below but ***this is not an exhaustive list*** and anything that the Principal decides compromises the safety of staff students, staff or property will be considered a banned item:

- Aerosols/sprays
- Weapons or knives
- Alcohol
- Illegal drugs or any drug related paraphernalia and so called 'legal highs'
- Fizzy drinks including Energy Drinks
- Stolen items
- Cigarettes/tobacco/ papers any related paraphernalia including Vaping
- Lighters/matches
- Solvents
- Stink bombs
- Fireworks or equivalent explosive devices
- Offensive material such as pornographic, racist, discriminatory or derogatory or violent images
- Any article where there is reasonable belief that it has been, or will be, used to commit an offence
- Any article banned by the academy rules
- Mobile Phones/Electronic Devices (these may be brought to and from academy but must not be used on the academy premises)

#### 2.3.5 **Smoking**

- a) Wey Valley Academy is a No Smoking Site. This includes Vaping or other electronic cigarettes.
- b) No member of the academy community, or visitors are permitted to smoke or vape anywhere on the academy grounds.
- c) Smoking or vaping to and from academy is not permitted.
- d) Students, whilst wearing their uniform and therefore representing the academy are not permitted to smoke or vape on or off academy premises.

#### 2.4 **Education and Inspections Act 2006: The Power to Screen and search students**

2.4.1 Wey Valley Academy does not participate in any scheme to screen its students. However, there are times when searching students is sometimes necessary and this is undertaken in compliance with the DfE document ***Searching, Screening and Confiscation Guidance for Academics Ref: DFE-00034-2014 updated 2018:***

2.4.2 Wey Valley Academy is not required to inform parents/carers before a search takes place. It is also not required to seek parents/carers' consent for the search of their child to take place

2.4.3 A member of the Senior Leadership Team or a Head of Year will always be present during a search with the exception of an academy visit or trip, whereby this will always be the visit/trip leader

2.4.4 The search will always be conducted with two staff present, one of whom will be the same gender as the student being searched

2.4.5 Any student can be searched for any item that is banned by the academy

- 2.4.6 If the academy suspects that a student has a banned item in his/her possession, the student can be asked to turn out their pockets or bag. If a student refuses to co-operate with the search, he/she will also be subject to the same sanctions with regard to any act of defiance.
- 2.4.7 Banned items and substances are detailed in section 2.3
- 2.4.8 If appropriate, the use of CCTV may be used to decide whether a search of a student needs to take place.
- 2.4.9 The extent of the search: students are only required to remove their outer clothing. Outer clothing is defined as clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing can include: Blazer, hats, shoes, boots, gloves and scarves. Possessions means any goods over which the student has or appears to have control. This includes any bags.
- 2.4.10 Procedures Following a Search : When a search is carried out the following procedures must occur:
- Contact the police if anything is found that is or could be of an illegal nature
  - A phone call is made to parents or carers
  - Member of staff logs the search and findings on SIMs

## **2.5 Education and Inspections Act 2006: Discipline beyond the academy gate**

- 2.5.1 Under Section 89(5) of the Education and Inspections Act 2006, Wey Valley Academy has the power to discipline students outside of the academy gate in the following circumstances:
- When students are taking part in any academy organised activity
  - Travelling to and from the academy whilst wearing uniform
  - Or, in some other way identifiable as a student at the academy
- 2.5.2 There are additional times when students behave inappropriately which:
- Could have repercussions for the orderly running of the academy
  - Poses a threat to another student or member of the public
  - Could adversely affect the reputation of the academy

In instances of poor behaviour occurring beyond the academy gate, the Principal and Vice Principal will consider carefully the aggravating and mitigating circumstances of each case and confirm whether it is appropriate to sanction the student (s) involved.

## **2.6 Education and Inspections Act 2006: The use reasonable force**

- 2.6.1 All members of staff have the power to use reasonable force (Physical Intervention and Restraint Policy) to [1] prevent pupils from committing an offence, [2] injuring themselves or others, or damaging property, and [3] to maintain good order and discipline in the classroom and academy.
- 2.6.2 The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 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 cause harm.

- 2.6.3 It should be noted that this course of action should be used as a last resort and staff should not put their own safety at risk.

### **SECTION 3: Supporting Student Behaviour - Pastoral Care and The HUB, the ZONE and the BASE**

#### **3.1 The Pastoral Support Programme**

- 3.1.1 The academy operates a Pastoral Support Programme. If a student's behaviour and/or welfare is giving significant cause for concern then the student will be placed on the appropriate level within the Pastoral Support Programme (see Appendices).
- 3.1.2 All students have a Tutor who is the first contact point for any issues and will liaise with the parents and teachers regarding the students in their care.
- 3.1.3 Each Year group has a Head of Year who leads and manages the Tutors and is responsible for behaviour and attendance of the students in their year group.
- 3.1.4 The pastoral system is over seen by an Assistant Vice Principal who has a strategic overview of all the HoY , Tutors and students.
- 3.1.5 The Pastoral teams will supervise the application of the Behaviour for Learning Policy and work with students to ensure the correct level of support, if required, is in place. They will also ensure that the rewards system functions effectively.
- 3.1.6 **The Zone** (supervision room) will provide facilities to support the behaviour of students in academy. It comprises the elements of pastoral support, Child Protection & Safeguarding and medical needs. The Zone is staffed fulltime with a behaviour lead and supported by Heads of Year and SLT. There is also ELSA support available. This is the first place a student will be removed to. Once in the Zone they are expected to reflect on the reason for being removed from lessons and then to continue with learning supported by the member of staff on duty that lesson. There will be a restorative conversation later the same day or as soon as is practically possible.
- 3.1.7 **The Hub** (SEN support) will comprise the elements of pastoral support, Child Protection & Safeguarding and medical needs but with a focus on SEND. It comprises two rooms, one that focuses on day to SEND support and the second that is set up for longer term 1-1 or small group interventions designed to assist students who have SEND and Behaviour needs.
- 3.1.8 **The Base** is our Alternative Learning department and will provide support for students who are at risk of exclusion and who may be struggling to cope with the day to day demands of a secondary academy environment.
- 3.1.9 A pupil may be referred to the Hub or Base by their Head of Year or the Senior Leadership Team. The Zone will take removals from lessons triggered by staff using the behaviour policy.
- 3.1.10 Through these provisions pupils have access to a range of potential support:
- A range of screening / diagnostic assessments (SEND)

- An adapted internal timetable – on a temporary or permanent basis to provide a reasonable adjustment to the individual student’s curriculum
- Mentoring
- ELSA support
- Independent study Support
- SLT and Head of Year support
- Provision from an Emotional Literacy Support Assistant (ELSA)
- Restorative Processes
- Referral to external specialists and other agencies

#### **SECTION 4 : Prevention of Bullying**

4.1 As an Academy we are completely committed to the prevention of bullying in all its forms

4.1.1 **Please refer to Anti Bullying Policy 2020.** The Academy’s Behaviour Policy will be used appropriately in order to support our commitment to the prevention of and response to bullying. We will regularly engage with pupil voice to ensure that the policy is reflective and responsive.

4.1.2 Heads of Year will use mediation as a means to resolve conflicts between students.

#### **SECTION 5: Misuse of technology / internet**

5.1 As an academy we are completely committed to ensuring pupil safety at all times. **Please refer to the Separate policies for, *Safeguarding and Acceptable Use of ICT*.**

5.1.2 Students misusing technology or the internet (including social media) will be dealt with using the sanctions detailed in this policy, proportionate to their behaviour.

#### **SECTION 6: Allegations against members of staff**

6.1 Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line **with the policy ‘Managing Allegations’.**

6.1.2 **Malicious Accusations:** Students who are found to have made malicious accusations against members of staff will face an appropriate and proportionate sanction decided by the Principal. This could in the most severe case result in permanent exclusion.

6.1.3 In addition the police should be asked to consider whether any action might be appropriate against the pupil(s) responsible under the Protection from Harassment Act 1997.

**A1 : PASTORAL SUPPORT PROGRAMME (PSP)**

A pupil may be underperforming or causing concern with behaviour in specific lessons (curriculum) or generally across the academy (pastoral). The programme of support will be used for monitoring of behaviour/performance throughout the day as required. The pupil meets with the Form Tutor/Head of Year or subject teacher / Head of Department each day to discuss progress.

Curriculum - Attitude to Learning Reports – Subject Specific

- 1) Subject Teacher Report
- 2) CAL report

Pastoral – Attitude to learning Reports – General concern across more than one subject

- 1) Tutor Report
- 2) Head of Year Report
- 3) Behaviour Improvement Plan (BIP)
- 4) Pastoral Support Plan (PSP)

- It is appropriate for class teachers to contact home to discuss a pupil's behaviour, learning and progress. Class teachers should be supported by the Head of Department
- Heads of Department monitor behaviour logs and responses.
- SLT with line managers monitor HOD & HOY reports.

Behaviour Improvement Plan (BIP). This will be implemented where there is unsuccessful completion of previous support & monitoring. A regular review meeting will be held with parents/carers.

Pastoral Support Plan (PSP)

A meeting will be arranged between the parents/carers, the pupil, a member/s of the inclusion team and, where necessary any professionals involved in order to prepare the comprehensive PSP. This will be used in the following cases:

- The unsuccessful completion of a BIP
- Where the level of behaviour in academy is identified as being significant and which is affecting their and/or others ability to learn and/or where attendance at academy continues to be compromised, including to endeavour to prevent the need for permanent exclusion.

**Removal from Lessons**

The academy has a system in place for students to be made aware of their behaviour and given the opportunity to change. If however, they choose to continue to behave in an inappropriate manner then we operate a supervision room called the Zone. Students can spend one lesson to an entire day in the Zone. In the Zone they have access to academic work, a teacher and a support member of staff. Heads of Year are also based in the Zone.

**Detentions**

There is no legal obligation to contact parents/carers to notify them if their son/daughter is expected to attend after academy detention on that day. However, Wey Valley Academy is committed to ensuring good communication and therefore a text will be sent to the first priority contact where reasonably possible advising them of the same day detention.

**Department Specific Support Sanction Strategies**

Department detention: Each department also runs its own detention once each week. Subject teachers can assign pupils to their subject detention for missing, late or incomplete homework.

**Detentions**

These will be in the WMH after academy on a Friday and last 30 minutes. If a student fails, this detention or does not turn up they receive an after academy 60 minute detention. If they fail that or do not turn up they get an IE day in the Zone.

**Fixed Term and Permanent Exclusions**

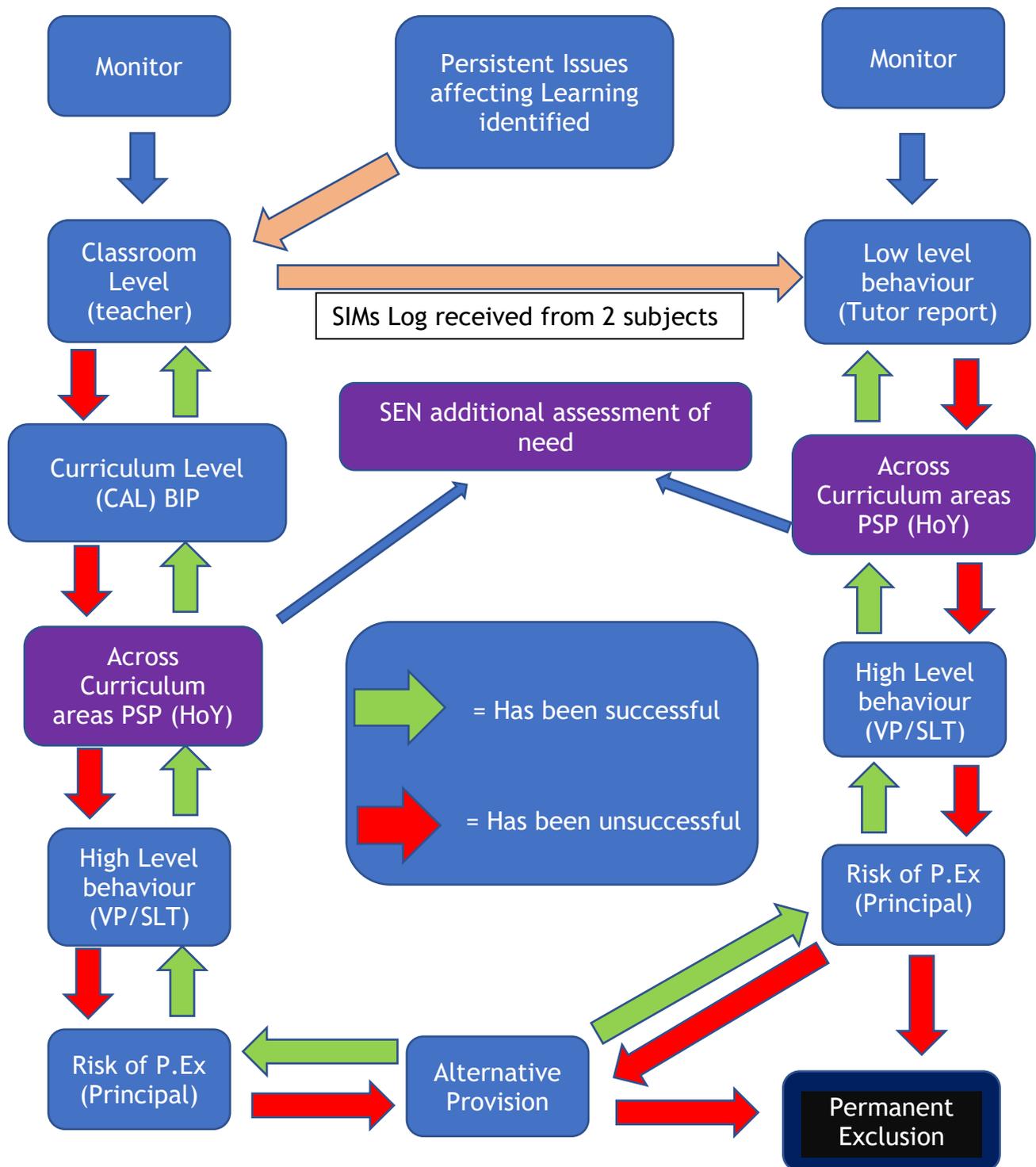
The Academy follows the DfE rules and regulations on excluding students from academy as set out in:

***Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. 2017***

***Please refer to Ambitions Academies Trust information on Exclusions.***

Flow Chart for System Leading to Permanent Exclusion

APPENDIX 3



The Hub, Zone and Base along with Alternative provision will be used to support this basic flow chart as each child is an individual.