



**GREAT EXPECTATIONS
BEHAVIOUR POLICY 2020-21**

SECTION I - STATEMENT OF INTENT

This document sets out the framework of the school's approach to encouraging outstanding behaviour known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. At all times staff will be made fully aware of such changes.

It is genuinely hoped that our new framework for discipline will successfully address or improve a number of areas.

The framework should be successful in:

- i. reducing staff work-load both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress;
 - ii. providing much greater understanding of the discipline process of children, parents, teachers and governors;
 - iii. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- i. Supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should no longer have to suffer constant disruption;
 - ii. making the school a cleaner place.

Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

As a member of the Great Academies Education Trust, we aspire to the GAET principles which underpin our community.

The GAET principles are:

Genuine: We will be open and honest with each other in a climate of mutual trust, to ensure that we always do our best for the children in our academies. We will keep parents and carers informed about the progress of their child and will publish our results and progress.

Respect: We value the diversity of our school communities and welcome all children to our academies. We expect the highest standards of behaviour from our children both inside and outside of school.

Excellence: We strive for excellence and are intolerant of mediocrity. We want every child to benefit from excellent teaching. We will provide professional development for teaching and non-teaching staff to ensure we achieve the highest standards.

Achievement: We have high aspirations for our children. We want every young person to achieve their potential at each stage of their educational journey and go on to their chosen career.

Together: We believe that we can make the biggest difference when we work collaboratively across our academies to support each other. We forge strong local partnerships with other education providers and external partners to achieve the maximum benefit for our pupils

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. LPSOs and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases should be worked through in a logical manner, unless an incident, merits an escalation of sanction, at the discretion of the Principal. Departmental approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful, the following must be understood by all concerned:

- The expectations of behaviour set out with this PD policy apply to all students;
- Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, pupil profile or EHCP;
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency;
- Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each child's case being viewed on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, and **a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student** as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

At the centre of all that we do is the Student Planner, its modus operandi must be understood and followed by all children, all teachers and all parents.

The system must not be allowed to fail. Such failure will be built upon cynicism, professional inertia and apathy and will lead to deterioration in standards of discipline.

With enthusiasm, commitment and team-work in its truest sense there is no doubt that we can make this system work for us.

SECTION II - CLASSROOM RULES

Our **Classroom Rules** are outlined below:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. A four minute 'Strong Start' to lessons which should include a silent entry.
3. Do as you are told by all staff – first time, every time.
4. Listen carefully when the teacher or another person is talking.
5. Put your hand up and wait for permission to speak.
6. Always try your best without disturbing others.
7. Stand in silence at the end of lessons until you are dismissed.
8. Always do your homework properly and hand it in on time.

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: 'Arrive on time, fully equipped and ready to work'

We want all students to recognise the importance of operating in a punctual and time- efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.

Rule 3: 'Do as you are told by staff – first time, every time'

Without doubt, this rule prompted the most discussion and debate within the staff body as a whole. Though a number of alternative approaches were suggested the group felt that the idea of following staff instructions was so important that the wording of the rule had to be absolutely clear.

In short we want all students to do as they are told.

Rule 6: 'Put your hand up and wait for permission to speak'

The group and indeed the staff body in general recognised the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom, except when staff are engaging students in a question and answer session.

SECTION III - RULES FOR AROUND THE SCHOOL

Students are expected to maintain the Academy's high standards and GREAT expectations throughout the school day and not only when they are in lessons.

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your school uniform correctly at all times.
4. This is your school, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right place at the right time.
6. Walk around the school sensibly & quietly and keep to the left.
7. School opens at 8.00am; be in your form room and ready for morning registration at 8.38am.
8. School closes at 3pm; after 3pm no pupil should be on site without staff permission.

SECTION IV - REWARDS

Central to our Positive Discipline philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is surely a key foundation in all good schools.

DEPARTMENTAL REWARD SYSTEM

The first formal phase of the reward system is at a classroom and departmental level.

Curriculum Areas will have selected a stamp to be used by all departmental members. The chosen stamp will be awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment within lessons.

STAMPS

As indicated in the pyramid itself, the awarding of STAMPS will be based around the Student Planner. Certainly the administrative burden involved in awarding STAMPS is intended to be both simple and time efficient.

STAMPS can of course be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when excellence in all its many guises is noted.

A clean slate in terms of no negative comments will be rewarded with 5 x Form Tutor Stamp each week, alongside a further 5 x Form Tutor stamps for 100% attendance each week. (maximum 10 x form tutor stamps per week).

The awarding of Stamps will be of greater significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, the Stamp will be used to reward all significant contributions to the school community outside classroom and homework performance. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

Final and separate deadlines for the awarding of Stamps for Year 11 and all other students will be identified and communicated.

The Stamp will, of course, lead to recognition through our system of Certificates and Reward Trips etc.

Every few weeks' pastoral teams will conduct targeted rewards assemblies and additional stamps will be awarded.

Students who are on target in all subjects at an assessment point will be awarded 100 reward stamps in line with the progress pyramid.

CERTIFICATES

From September 2019 the Certificate levels for Stamps will be the following:

| | |
|----------|--|
| Bronze | 500 |
| Silver | 1000 and Home Contacted; |
| Gold | 1500 and Home Contacted; |
| Platinum | 2000 SLT call home; |
| Diamond | 2500 SLT call home; |
| | 3000 – Headteacher’s Award phone call home; 3500 – Chair of Governor’s Award. |

Students who have gained the required number of STAMPS will receive the appropriate certificate which will be presented either in Year assembly or by the Form Tutor. At the end of each academic year details regarding Stamp levels and Certificates awarded will be reported to parents/ carers and placed on their file.

It is hoped that the awarding of STAMP CERTIFICATES will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented.

POSTCARDS

Students will receive a departmental ‘postcard’ which will be sent direct to their home. It will be expected that no more than two or three students from each teaching group will be identified each term. Space will be left for a teacher comment, though a signature alone will be quite sufficient.

It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication.

Postcards will also be sent home to recognise outstanding attendance.

LEADERSHIP TEAM INVOLVEMENT

Senior Staff will provide a high presence across all year groups during PD lessons. An identified member of the Leadership Team members will operate from their own office and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. It is anticipated that no more than three students from a form group will be referred to the LT member within one lesson. Members of the Leadership Team will visit year groups during the PD sessions and will award a Leadership Team Special Stamp. Students who are working exceptionally well will be referred on to the Headteacher in order to receive the Headteacher’s Special Stamp.

SECTION V - SANCTIONS FOR CLASSROOM BEHAVIOUR MISDEMEANOURS

In terms of classroom based sanctions seven key phases were identified. It is hoped that the good majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework and apply the principles set out in Section 1, particularly those dealing with a student's individual needs. We as an academy can no longer tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we must operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

'When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.'

'Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility'.

PHASE ONE – VERBAL WARNING (after settling to work)

It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- (i) To indicate to students that they have done or are doing something which is unacceptable;
- (ii) To form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

It goes without saying that students must clearly understand the fact that they have received each warning and that the words 'VERBAL WARNING' must be used by the member of staff.

The VERBAL WARNING should not be given as a blanket warning to the full class. VERBAL WARNING should be recorded on the corner of the whiteboard either with the student's initials or full name, or by the placing of the student planner on the member of staff desk, so they are fully aware they are on a VERBAL WARNING.

PHASE TWO – SECOND WARNING

A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour. Students will move straight into PHASE TWO for lateness, homework, coursework and equipment misdemeanours.

Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. Students will be moved to another area of the room as the first part of the sanction. A further comment from the teacher must be placed in the child's planner.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

PHASE FOUR – STUDENT MOVED WITHIN SUBJECT AREA

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage. Once the behaviour of a student reaches this phase, the classroom teacher will therefore send for the staff member who is 'on-call' to attend their classroom. This staff member will then facilitate the removal of the student who is of concern.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to **Isolation**. Though there is always the possibility of this occurring, the Academy strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:

- i. Such teachers are likely to have curriculum responsibilities;
- ii. The groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience. Consequently, **they should be received in an appropriately professional manner**. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

Automatically, the student will receive a School Detention. As a matter of policy, the appropriate School Office will be advised. Parents will be contacted through the detention communication text message.

When a student is given a third Detention parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth School Detention being received.

When a fifth School detention within a half term and every subsequent five detentions within this timeframe, is given to any child, that child will automatically move into PHASE SIX.

Any refusal to follow Phase Four will be seen as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will be **placed in isolation**.

PHASE FIVE – ISOLATION

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed by members of the Leadership Team.

A video camera will be in operation at all times when installed at the school, supervision at break will be shared between the teachers who have supervised period 2, and lunchtime supervision will be incorporated into the existing lunch-time duty framework.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.40 am to 3.45 pm.

Students placed in Isolation arriving late without good reason will repeat the full day at the earliest opportunity.

The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.

A student who works satisfactorily or better will re-join mainstream education though a record of the period of Isolation will be kept in the child's personal file. It may also be worth noticing once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

The first period will be for one day. Students who continue to under-perform will work through further periods of two, three and four days.

There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.

– 1 and 2-day Isolation, counselling by Lighthouse Team/LPSO.

– 3-day Isolation, counselling by HOKS.

– 2nd 3-day Isolation, counselling by academy's PD Lead

PHASE SIX – CONTRACT/REPORT MEETING

Students will sign a behaviour CONTRACT and be placed on REPORT once the final three-day period of ISOLATION has been served.

Each time the CONTRACT is broken the student will serve one day's ISOLATION. Once the CONTRACT has been broken on the **fifth** occasion, and any subsequent breaks, the student will be expelled from school for a fixed term period.

Students will remain on contract until they have completed 15 clear days without breaking their contract.

Students on CONTRACT will have a red CONTRACT stamp placed in the weekly section of their Student Planner. This will be done by the appropriate member of the pastoral staff. Though some generic comments will remain CONTRACTS will be more individually tailored to the needs of the students concerned. An up to date Isolation and Contract list will be communicated with staff.

All students will be given a 'clean slate' at the beginning of each academic year.

PHASE SEVEN – FIXED TERM AND PERMANENT EXPULSION

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.

The control of fixed-term or permanent exclusion is entirely in the hands of the Principal and Governing Body. There may be occasions where the Principal will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of exclusion; these exclusions will be reviewed in line with similar incidents across the GAET to ensure consistency. Following an exclusion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent exclusions.

On the fourth occasion that a student reaches Phase 7, at the discretion of the Principal, placement at an alternative school for a period of time, will be put in place to support the student. Should the students subsequently reach Phase 7, they would receive an exclusion. For subsequent occasions that the student reaches Phase 7, this alternating use of alternative school placement and exclusion could be implemented.

On re-entry to school after a period of fixed term exclusion a student will be automatically placed in isolation unless they have completed the required hours of home study and the behaviour repair work for **a FTE of 5 days or more**

Prior to making any decision on fixed term or permanent exclusion, the Principal will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

DETENTION & PRINCIPALS DETENTION

Detentions can be issued to students for a number of different reasons and will take place 24 hours after it is given. Regular detentions will last 45 minutes from 3pm to 3.45pm and take place in two different rooms with each being allocated to a different Key Stage. Students will be expected to make their own way to their detention and will be asked to complete either homework or tasks set by the school.

Detentions will be communicated with home via the Student Planner and a text message sent via the Academy's communication system. If there is a legitimate reason for not attending a Detention, a student must speak to the Pastoral Team (LPSO/HOKS) prior to the date of the detention.

Students will be given a detention for behaviours reaching Phase Four as identified on the 'Sanctions for Classrooms Pyramid'. This includes:

- A third written comment during the same lesson.
- A second written comment regarding homework within a subject
- A third written comment regarding 'Incorrect Uniform' during a school week (given by Tutor)
- A third written comment regarding lack of equipment during the school week (given by Tutor)

Students will also be given a detention for behaviours as identified on the 'Sanctions Committed Around School Pyramid'. This includes:

- Being late to school without a genuine reason (communication from home with the school pastoral/attendance office)
- 3 written comments for social time misdemeanours within a school week
- Being identified as 'out of bounds' during social times

If a student misses does not attend their detention they will be placed in the Principals/SLT detention which takes place each Friday after school from 3pm to 4.30pm. A failure to attend the Principals/SLT detention will result in Isolation for the student in question.

SECTION VI - SANCTIONS FOR MISDEMEANOURS AROUND SCHOOL

As outlined in the third pyramid the sanctions system for around school operates on five main levels.

In short, members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the Student Planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate school office, decides that a period of isolation is the most appropriate sanction.

Staff are reminded that the principles in section 1 continue to apply in relation to the imposition of sanctions for non-classroom misdemeanours.

LEVEL ONE

From September 2019 the following system in terms of sanctioning students around school will be used. Though this will mean that no formal VERBAL WARNING will be required it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires three such comments will automatically move into LEVEL TWO though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening.

LEVEL TWO

School Detention. The student will attend a School Detention as appropriate.

LEVELS THREE, FOUR & FIVE, SIX

These will operate in exactly the same way as PHASES 5, 6 and & of the 'Sanctions for Classroom-based Misdemeanours'.

SECTION VII - THE USE OF THE STUDENT PLANNER

Monitoring of Student Planners

Student Self-Monitoring

Without doubt, the success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

Parental Monitoring

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

Form Tutor Monitoring

Within school Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner;
- ii. that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- iii. that, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- iv. that, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- v. in order to communicate as Form Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner;
- vi. in order to monitor the awarding of STAMPS or official sanctions.

Each Form Tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

The Positive Discipline Lesson

- (i) Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
- (ii) A timetable for PD lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring Students to Leadership Team

- No more than three students should be sent during any one PD lesson
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
 - (i) they have successfully achieved a certificate level
 - (ii) they have established six or more weeks of consecutive 'clean slates'
 - (iii) they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Link.
 - (iv) there is clear evidence of under-performance
- Over the course of the year all students should be seen by the Key Stage Leader on at least one occasion.
- Where there is evidence of excellent achievement a Leadership Stamp will be awarded by the member of the Leadership Team. Where a student's performance is exceptional the Leadership Link will refer the student to the Headteacher who will award a Headteacher's Stamp.

SECTION VIII - THE CONTENTS OF THE STUDENT PLANNER

No personalising of the Student Planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The Planner should be carried in the student's bag not in a jacket pocket. In short the Student Planner must be kept as if it were a best exercise book.

Lost Student Planners will need to be immediately replaced at a cost of £3.00. At beginning of

each Form Tutor session, students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to the Student Services Office.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within a term will automatically serve a detention with possible time in Isolation. Students may borrow a temporary planner once each term.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures on the Positive Discipline sheets provided.

Once students have completed their Student Planner based work in the Positive Discipline lesson they should either read, or in the case of Key Stage 4 students, work quietly on GCSE work. A clear structure for the framework of PD lessons will be displayed in all form rooms.

The Positive Discipline lesson should not be used as an opportunity for students to socialise.

SECTION IX - PROTOCOLS

- I A Strong Start to lessons will be planned and set for the start of all lessons. At the start of all lessons students will be expected to move quietly to their seats and begin the 'Do Now' task they have been set by their teacher. Uniform will be inspected on their entry into the classroom along with their equipment.
- ii With regard to students who are not doing as they are told, in order to clarify what is defiance staff will remind students using agreed non-verbal techniques as well as individual reminders to those students refusing to act appropriately.
- iii Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the academy day until the end of the day, this includes in a period 7.
- iv During registration any student who does not have their planner or does not have the correct uniform should be referred to their LPSO, HOKS or a member of the Leadership Team.