



Behaviour and Discipline Policy

February 2018

Summary:

This document defines the policy that the Governing Body has adopted for the promotion of positive behaviour and discipline. The use and application of sanctions are outlined.

The key points of this policy are:

- The guiding principles of positive behaviour and discipline
- To ensure the use of praise and reward
- To list appropriate sanctions available to the Academy and when and how they should be used
- To offer clear statements regarding bullying, threatening behaviour and use of drugs in the Academy

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1 PRINCIPLES

It is one of the core aims of Newmarket Academy that:

Newmarket Academy is a community built on mutual respect with positive working relationships where everyone learns, supports each other and every success is celebrated.

The principles for the development, adoption and use of the Behaviour and Discipline Policy:

The purpose of the Academy is to promote learning, enable achievement and to enhance student success.

For this to be achieved then the following must be in place:

- Students must be safe in school. They must be free from the threat of bullying or violence
- Lessons must be calm, ordered and free from disruption
- There must be positive working relationships between the Academy and parents

Students should be encouraged and motivated to:

- Assume personal responsibility for their actions and to make the right, rather than the wrong choices
- To develop respect for other members of the community and to develop their own sense of self respect

The Academy recognises that:

- It is more effective to promote, support, praise and encourage positive behaviour
- Students must be offered an appropriate curriculum with personalised routes to success
- Teaching and Learning must be inclusive, active and engaging
- Sanctions must be used on the basis of fairness, consistency and proportionality

At Newmarket Academy we are keen to ensure that we do not discriminate – through application of the behaviour policy – against pupils whose apparent inappropriate behaviour may be a result of their SEN, disability, racial and / or cultural background.

2 AUDIENCE

All stakeholders of the Academy have been consulted on the principles of the Behaviour and Discipline Policy. The Governors will review these principles on a regular basis.

The policy will be available to parents on the Academy website.

3 POSITIVE REINFORCEMENT

3.1 Perform

The Academy Community agreed on Perform:

- Positively participate in all tasks
- Encourage everyone with kindness and fairness
- Respect each other and the environment at all times
- Follow instructions immediately
- On task always
- Ready to learn with resilience and responsibility
- Make the most of yourself, be trustworthy and honest

Perform is considered by each new entry into the Academy as part of their induction process. They review the Perform rules, which are to be found at the front of the student planners and exercise books.

3.2 Praise and Recognition

The most important praise and rewards that a student can receive are positive, written and verbal comments from adults within the Academy. The Academy wants to encourage a culture where positive acts engender positive comments.

There are a number of systems that are embedded in Academy practice that can and should be used to recognise and celebrate excellence, effort, progress and community contributions.

- *Reward points* should be awarded for any appropriate effort, achievement or progress within lessons or the wider life of the Academy

The number of points awarded to each student will be collated and recorded on School Information Management System (SIMS) as part of the Academy reporting process. The cumulative number of points awarded will be reported to parents on the progress reviews.

Each week a *Student of the Week* award is made per House and a Reward post card.

House Points can be awarded for performance in House competitions both large and small. At the end of each term the number of points awarded to each house is aggregated and the House Cup awarded to the House with the most House points.

There will be an annual *Awards Evening*. Prizes and certificates sponsored by the local community and local business will be awarded for excellence and achievement in subjects, service and attendance.

Activities/events will take place throughout the year to celebrate students' successes.

3.3 Home- School Agreement

Home School Agreement – Appendix 7.1

3.4 Everyday Rules and Expectations – the Planner Rules

These can be viewed in the students' planners.

3.5 Behaviour Management

It is important that all staff are aware that appropriate teaching and learning in a relevant curriculum will build motivation and engagement of students, whilst positive and assertive behaviour by staff will encourage the development of positive behaviour in students.

There is a process of continuing professional development for all staff to improve behaviour management in the classroom.

Positive behaviour in the classroom can be planned for:

- Teaching should be interesting and varied and offer students a degree of choice
- Account should be taken of students' preferred learning styles
- Learning should be active and engaging for students
- Well-organised, objective led dialogic learning activities can improve behaviour
- Expectations should be regularly reinforced and should be realistic but challenging
- Teaching should encourage an accurate match between aspirations and ability
- When students feel that they are succeeding they are less likely to be disaffected
- Celebration of success of all kinds should be a part of classroom and school life
- Lack of challenge can lead to boredom, which can contribute to poor behaviour
- Effective use of ICT can contribute towards good behaviour

A teacher's behaviour will impact on the behaviour of students:

- The teacher's every word and action should be based on the assumption that **all** students can achieve whatever is to be learned
- Work should be organised in a smooth but brisk way with clear appropriate deadlines
- Inattentive students can be questioned to bring them back on track
- Physical proximity to unsettled students can help
- Involving students in aspects of classroom management can help
- Using humour has been shown to have a beneficial effect on student attitudes

Assertive and consistent approaches will help management of behaviour:

- Teachers 'lead' their classes in a calm, assertive, consistent and supportive manner
- Classroom discipline is taught and frequently referred to
- Rewards/sanctions are clearly explained and used
- Students enjoy stability in their everyday working environment
- There is close home contact, of a positive nature, not just negative
- Praise and reinforcement of effort/strategies/success are important, but should be dependent on performance and used with discrimination, so that students value them
- Simple non-verbal encouragement (smile, thumbs-up etc.) is effective
- Teachers should model good behaviour patterns
- When students arrive in the classroom, initial contacts should be positive
- Behaviour can be discussed with whole class and those meriting rewards identified
- An instruction forbidding something should be phrased positively and constructively
- The certainty of consequences is more important than their severity.

4 SANCTIONS

4.1 Who has power to discipline: Where and when they have a responsibility to do so

Newmarket Academy has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.

All teachers and other staff in charge of students have the power to discipline. This includes all staff in the school who may have contact with, or supervision of, students, including all mentors, caretakers, lab technicians and cover and lunchtime supervisors.

Temporary staff, student teachers and volunteers will be made familiar with the Academy's disciplinary expectations and procedures and would be expected to work with a member of school staff in application of the discipline policy and school sanctions.

The Academy will seek to maintain discipline and impose sanctions during the school day and during extra-curricular activities, including trips and visits associated with the school. In addition the Academy and its staff will act in following circumstances:

- When students are involved in issues outside school whilst wearing Academy uniform or where otherwise readily identifiable as members of the Academy
- Where the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student and inappropriate use of social media). This includes abuse to a member of school staff in any circumstance
- Where the misbehaviour in question was on the way to or from school, outside the school boundaries or otherwise in close proximity to the school
- Where the misbehaviour occurred whilst the student was on work experience, taking part in a further education course as part of their curriculum or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the Academy) which might affect the chance of opportunities being offered to other students in the future
- The Academy will work with transport providers to ensure that behaviour and discipline is maintained on the school buses. The Academy may find it necessary to remove access to the school buses from individual students where there has been persistent or high levels of poor behaviour on school transport

4.2 Range of Sanctions Available to Staff

Staff should always seek to balance rewards and sanctions. Staff should reward consistently good and improving behaviours, attitudes and efforts in school. In incidences of poor behaviour staff should seek to consistently and fairly employ the Academy's Behaviour and Discipline Policy and the sanctions listed in this section.

Sanctions are more likely to promote positive behaviour if students see them as fair.

It is important that:

- Students understand that the sanctions are applied in response to behaviour rather than related to the individual concerned
- Wherever possible avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour. Where escalation is needed, ensure that the students have the opportunity to co-operate at a lower level and that they are clear about their responsibility in any escalation
- Staff avoid whole group sanctions that punish the innocent as well as the guilty

- Wherever possible sanctions are used that are a logical consequence of the inappropriate behaviour
- Sanctions are used to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- Sanctions should be seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- There is a consistent link between the sanctions and student choice, so that students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour

4.2.1 Sanctions available to all Staff

Wherever possible, the use of low-level intervention is preferable to the imposition of sanctions. A quiet word may be effective in ensuring a focus on learning in the classroom and appropriate behaviour around the school. Every member of staff will have their own toolbox of low-level strategies to supplement the individual strategies. These may include:

- Targeted praise where positive behaviours are observed
- Moving a student within a classroom on a one off or permanent basis
- Short-term removal of a student from the classroom. Good practice would suggest that this should be no longer than a couple of minutes
- Keeping a student behind for a few minutes into their break or lunchtime. This of course can be the opportunity for ‘the individual conversation’
- Involvement of the parents, with a note in the planner, a telephone call or email home
- Direct restitution for poor behaviour e.g. removal of graffiti
- With the agreement of a Head of Department students may be removed from a lesson and given work to complete with another teacher or in Alternative Provision

4.2.2 Detentions

Newmarket Academy uses detention as one of a range of sanctions that can be employed with students as part of an appropriate behaviour management process.

Any member of staff may impose a break time or a lunchtime detention. A teacher may do this for example for homework that has not been handed in, or minor disruption in lessons. Examples of low level poor behaviour might include chewing, incorrect equipment, not working well, failure to follow instructions, shouting out, getting out of a seat, back-chat, minor damage or rudeness to other students,. All of these should, in the first instance, be dealt with by the classroom teacher.

4.2.2.1 House Detentions

House detentions can be at break, lunchtime or after school.

4.2.2.2 Department Detentions

Each department will run an after school detention; any student can be placed by a teacher into their department detention. This should be recorded in the student’s planner and on SIMS. If a student fails to attend a department detention they will automatically get a school SLT detention.

A Department Detention may be given for lack of Homework (HW)

A Department Detention is also appropriate if low level poor behaviour becomes repeated, persistent or challenging of a teacher’s authority.

4.2.2.3 School SLT Detentions

School detentions run after school on Friday for 1 hour.

A student may be placed in a school detention by an Assistant Principal as an escalation after the department detention process; or by a direct arrangement with the House Office.

For any after school detention a parent should receive 24 hours' notice if at all possible. A note in the planner, a letter, an email, or a telephone call may provide this notice.

The Academy will be reasonable about the timing of a detention. The date of a detention may be changed in negotiation with the parent e.g. to ensure student safety but the student will still be expected to do the detention.

4.2.3 House Isolation and Internal Exclusion

A period of Internal Exclusion (IE) may be appropriate following a single serious incident, or prolonged and repeated disruptive behaviour. IE may follow a series of "Exit" on-calls (see section 4.4). An Assistant Principal will make the recommendation for IE to the Deputy Principal and work will be requested as set out in the student's timetable. Parents will be informed by telephone and where possible it will be confirmed by letter.

Students in IE will be required to work individually in silence in a booth. They will be provided with appropriate work.

Students placed in IE will need to attend school normal school hours from 8.30a.m. to 2.55p.m. Personal property, including all electronic devices, other than that required for completing their work will be stored in lockers in the IE Room for the day.

During the day the IE Room Supervisor will monitor and assess the attitude and behaviour of the student as well as the work produced throughout the day. Any concerns will be addressed as they arise and a decision will be made at the end of the day on whether the student can return to lessons or whether they need to repeat the day in IE.

On some occasions House Isolation may be considered more appropriate, e.g. for missed SLT detention; work from the student's timetabled lessons will be set and completed during this time.

4.2.4 Fixed Term Exclusions

For very serious incidents, including those highlighted in this policy, it may be appropriate to impose a fixed term exclusion from school on a student.

The decision to exclude a student will be agreed by the Principal but in their absence may be authorised by the Deputy Principal. This decision will only be taken after a thorough investigation of the circumstances and wherever possible the student involved will be given the opportunity to give their perspective on the incident in question.

After a decision has been taken the parents will be informed by telephone as soon as possible. A letter outlining the reasons for the exclusion, the length of the exclusion and the rights and responsibilities of the student and their parents will be sent. For the current model letter please see **Appendix 7.2**

The letter will also specify the date and time of the readmission/reintegration interview that has been agreed with the parent.

All Fixed Term Exclusions will be reported to the Local Authority.

In only the most serious cases will a Fixed Term Exclusion be set for more than 5 days. When this is the case the Academy will ensure the provision of offsite education for the excluded student.

Where a student has been excluded for more than 15 days in any one term the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student.

4.2.4.1 Re-admission / Re-integration Interview

It is the expectation of the Academy that all students will return to lessons at Newmarket Academy after a Fixed Term Exclusion and time to reflect in IE. The Academy believes that it is important that this reintegration is preceded by a meeting with parents, the student and a senior member of staff.

At the interview the circumstances of the exclusion will be discussed as well as the reflection of the student and the opinions of the parent. The student will be asked to make commitments regarding future conduct and behaviour. Any appropriate support for this will also be discussed.

4.2.5 Permanent Exclusion

The Permanent Exclusion of a student from Newmarket Academy will only be considered in the following circumstances:

- A single very serious incident as outlined elsewhere in this policy e.g. a serious assault; the possession of a weapon with intent to harm; the possession or use of illegal drugs in the Academy; the misuse of any drug in the Academy.
- After a period of sustained disruption, defiance and disrespect for the values of the Academy
- Permanent Exclusions will usually happen when students have not engaged with the support and guidance that has been provided for the student and at the culmination of a Suffolk Pupil Support Framework (SPSF) process where insufficient progress had been made towards the agreed targets over the 16 week period of the SPSF (see section 6.4)

Wherever possible, prior to a decision to permanently exclude, a meeting will be held with the parent and the student and if appropriate, the Local Authority Inclusion Co-ordinator, to explore any potential alternatives to permanent exclusion including a managed move within the locally agreed managed move protocol.

The decision to permanently exclude a student can only be made by the Principal. The decision will be confirmed in writing with the reasons for the exclusion and any rights of appeal.

Where a student has been permanently excluded the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student. If the exclusion is upheld the parent has a right of appeal to an Independent Appeal Panel. All Permanent Exclusions must be reported to the Local Authority and the Samuel Ward Multi Academy Trust (SWMAT).

4.3 Actions and Consequences

4.3.1 Assault on another Student

An assault on another student is never acceptable. The Academy recognises that specific incidents may be the consequence of longer-term problems such as bullying and each incident will be fully investigated. Any student involved in physical violence or intimidation will face an Academy sanction. If the student has been the aggressor in an incident then they will face a Fixed Term Exclusion from school or a period of time in IE.

If the assault is part of a history of violent incidents or is a very serious assault, which for instance, requires the hospitalisation of the victim, then a Permanent Exclusion from the Academy may be considered.

4.3.2.1 Abuse to Member of Staff

Abuse to a member of staff is never acceptable. This includes the use of abusive language in front of a member of staff where it clearly shows an unacceptable level of disrespect, for instance between two students in front of a class where the impact will be to seriously disrupt a lesson. The deliberate use of abusive language to or in front of an adult in the Academy will result in a Fixed Term Exclusion from the Academy or period of time in IE, and could result in Permanent Exclusion.

4.3.2.2 Physical threats, intimidation or assault against a member of staff

Physical threats, intimidation or assault against staff will be investigated and could result in a fixed term exclusion. Depending on the severity of the situation physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion.

The school retains the right to report incidents to the Police.

4.3.3 Bullying

The Academy takes very seriously any bullying behaviour in school. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the working relationship of students in school.

The Academy recognises bullying as sustained hurt or humiliation of an individual and may include:

- Name calling
- Pressure to give someone money or possessions
- Physical threats or violence
- Damage to possessions
- Spreading rumours about students or their family
- Using text, email or web space to write or say hurtful things (cyber-bullying). The Academy has an E Safety Policy and this has a section on cyber-bullying.

It is bullying if the student feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Bullying will not be tolerated. The Academy will ensure that the person being bullied is supported, is safe and feels safe. The Academy will punish bullying behaviour. This may include a Fixed Term Exclusion. The Academy will work with individuals and outside agencies to address the root cause of bullying behaviour.

4.3.2 Racist and Homophobic Incidents, those related to Disabilities and where there is a breach of the Equalities Act 2010

Incidents and language motivated by racism, homophobia or in response to disability will not be tolerated at Newmarket Academy.

This includes any hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, national status, sexual orientation or disability. This may include:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person's family
- when a person is abused or intimidated because of their sexual orientation and gender

Any of these incidents should be referred to the House Team. It will be investigated and an appropriate sanction imposed. This may include a Fixed Term Exclusion. The parents of both the victim and the perpetrator will be informed. The Academy has a statutory duty to record and report to the Local Authority any of these incidents, in accordance with our Equality Policy.

4.3.3 Drugs

The Academy has a zero tolerance on illegal drugs. Any student who is in possession of illegal drugs or can be shown to have been dealing in illegal drugs, or has taken illegal drugs in school will be reported to the police and will be Permanently Excluded from school, unless a managed move can be arranged.

4.3.4 Smoking

The Academy is a no-smoking site which include any form of e-cigarettes. Where a student is caught smoking, or there is sufficient evidence to support the presumption that the student has been smoking during the school day, there will be a sanction. Any student who associates with another student who is smoking will also be subject to a sanction for being in the company of smokers. This will normally be an after school detention but in cases where a student persists in smoking in school this may result in an IE or a Fixed Term Exclusion.

4.4 Exits - On-call

In the classroom teachers should endeavour to be positive and assertive and remember that teacher behaviours can determine a student's response. A teacher should use all the tools in their behaviour management toolbox to reinforce the highest expectations of work and co-operation. These tools are personal but should include:

- assertive body language
- humour
- the quiet word
- physical proximity
- time out
- targeted praise
- five minutes after the lesson and the telephone call home

The school behaviour policy must be followed, then, if an individual student remains defiant or disruptive, use of an Exit on-call may be appropriate.

An Exit is the final step. The teacher must make the judgement that there is no other way of establishing good order in the lesson other than removing the individual student.

It is important to recognise that the Exit is a response to individual, repeated or extreme behaviours.

4.5 Confiscation

Staff at the Academy, have a right to confiscate items of a student's personal property, as part of an appropriate and proportionate response to the breach of Academy rules and expectations. This includes all times, when staff have a responsibility and duty of care for a student and will include after school activities, trips and visits. Such circumstances include:

- Where an item of clothing or jewellery is being worn contrary to the Academy's uniform rules
- Where a student is seen with a phone, mp3 player or other electronic device at any time during the school day *
- Where an item poses a threat to the health and safety of students or staff
- Where the possession or use of an item would disrupt learning or good order around the Academy

- The possession of any prohibited item found during a search (see section 4.6)

[* Students may bring mobile phones and mp3 players into school at their own risk. The Academy will not take responsibility for any of these items if they are lost or stolen. They must not be used at any time during the school day, including before and after school, break and lunchtimes. At all times they must be switched off and placed in the student's bag. If the phone is out at any time or has been left on in the bag it will be confiscated.]

Any item, other than those mentioned in section 4.6, that has been confiscated will be handed into reception. They will be clearly labelled and securely stored for collection at the end of the day (first confiscation by the student, consequence confiscations by a parent/responsible adult.

The Academy will make no exceptions to these rules

Any item mentioned in section 4.6.1 will not be returned to the student or the parent. They may be handed over to the police; otherwise they will be destroyed.

4.5.1 Examining Electronic Devices

When an electronic device has been confiscated, the Academy may examine any data or files if there is good reason to do so. This includes a reasonable suspicion that the device has been used, or could be used to cause harm, disrupt teaching or break the school rules.

Where there is good reason to examine stored data, the student should be informed and where possible should be present whilst the electronic device is being examined.

4.6 Searching Students

It is Academy policy that a student may be asked to empty pockets or give permission for a search of a personal property, including property stored within Academy property, for example a bag or pencil case within a locker.

4.6.1 Searching without consent

If the student does not give permission, then parents may be called and invited into school to carry out the search themselves.

If there is a reasonable suspicion that the student has prohibited items in their possession the Academy has a statutory right to search the students, or their property without consent.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and smoking paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage property

If any illegal items are found during a search e.g. drugs, then the police will be informed and the items passed on to them. Any other prohibited items will be confiscated and destroyed. The Academy will not return any of these items to the students or their parents.

If any student is in possession of illegal drugs in school they will be permanently excluded.

The Academy may also search student property for other items, in particular mobile phones, which may be detrimental to good learning and discipline within the Academy.

A search without consent:

- may be carried out by the Principal, the Deputy Principal, a Pastoral Officer or other members of staff with authorisation from the Principal
- of property, bags or outer clothing needs to be carried out by two members of staff and wherever possible in the presence of the student
- will not be carried out if use of force is required in these circumstances the parents and where appropriate, the police will be informed

5 RESTRAINT OF STUDENTS

The Academy will ensure that all staff will have regular and up to date training in the appropriate circumstances and situations where physical restraint of students is appropriate.

All Academy staff, including teachers and support staff, may use as much force as is reasonable in the circumstances. The Principal may give a temporary authorisation to others, who may be given control or charge of students at the Academy.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a young person's behaviour if it is necessary to prevent personal injury to the student, other students or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used.

Under no circumstances should physical force or intervention be used as a form of punishment.

In all cases where physical intervention is employed the incident and subsequent actions will be documented and reported. This will include written and signed accounts of all those involved. The parents will be informed on the same day.

The Academy will ensure that any staff involved in an incident requiring the use of force will receive appropriate support after the incident.

5.1 Guidance on the Use of Force

Where at all possible the situations requiring the use of force should be prevented and avoided.

- Good relationships with students should be nurtured and developed
- Avoid the situations where challenging behaviours will escalate
- Where a situation is occurring avoid escalating to a physical confrontation
- Communicate calmly with the student, use non-threatening "open" body language and ensure that the student can see a way out of the situation

The decision to use force will depend on the precise circumstances of each incident. Staff will be expected to make judgements on:

- The seriousness of the incident and the potential for injury, damage or disorder
- The potential for restoring calm by another means
- The risks associated with physical intervention

Examples of a situation that may justify the use of force include:

- A physical assault on another student, a member of staff, or a member of the public
- A student fight is in progress and there is a serious risk of injury
- There is the risk of serious damage to property
- If a student refuses to co-operate or to go where they are asked, in such a way that there are serious risks to their safety or the safety of others

Before using force, staff, wherever possible, should give clear and calm instructions as to the behaviour expected from the student. Again, wherever possible, they should warn the student that it might be necessary to use force.

Appropriate ways to use force include:

- Passive blocking of a student's path
- Leading a student by the arm or hand
- Ushering a student by placing a hand in the centre of the back
- In more extreme circumstances any necessary action to restrain a student

Staff should:

- Make every effort to avoid injury to the student
- Always avoid any contact or restraint that might be interpreted as sexually inappropriate contact

6 BEHAVIOUR SUPPORT

The behaviour management of students at Newmarket Academy is a shared responsibility amongst all members of staff at Newmarket Academy.

A subject teacher may use their Head of Department to support behaviour management in the classroom particularly where the development of teaching and learning can have a direct impact on improving behaviour in lessons.

In other circumstances advice should be sought from the House and referrals for individual students should be made to the appropriate House.

The House will discuss the support for individual students and make the necessary referral.

These could include:

- The Academy Counsellor
- The School Nurse
- The Behaviour Support Service
- The Educational Psychologist
- Youth workers
- Alternative provision

6.1 Information sharing

Information regarding the behaviour of a student, individual incidents and any resolution or sanction will be recorded on SIMS, and be available to all staff working with that student.

If a member of staff has a concern about the work, behaviour or safety of a student they should communicate this information to the House. The House will seek a resolution and if appropriate direct support or a sanction for the student. The concern will be logged on SIMS.

Teachers, and other relevant staff, may be asked to complete a “Round Robin” assessment of work, behaviour and progress to help inform intervention and behaviour support for a student.

6.2 Report Cards

A Report Card may be issued to students when there are specific and consistent concerns about a student’s work, attitude or behaviour. The report cards are a means of focussing on specific issues and providing clear feedback to the student (and their parents) on their performance in lessons.

The report cards are issued and monitored by the House.

Where a report is issued the parents will be informed and their co-operation sought in the review of the report.

The reports:

- will be reviewed weekly
- will only concern two targets or three and therefore focus on a specific improvement
- the parent should sign to show that they have seen the report every day

There will be recognition and reward for successful performance on report. If there is a failure to co-operate with the report process or if targets are not met during the week on report then sanctions or an escalation of the report to the next level may be appropriate.

There are also Report Cards that may be issued for attendance and punctuality. They will be monitored in the same way.

6.3 Positive Behaviour Support Programme (BSP)

When a student has failed to respond to lower level interventions such as report cards, or they continue to be subject to “Exit” on calls, a BSP might be arranged. This will be discussed in a meeting between the House, student and parent(s). Targets will be agreed, with a clear timescale and review date. Progress on a BSP will be monitored through a report and possibly a Round Robin of teachers concerned.

6.4 Suffolk Pupil Support Framework (SPSF)

A SPSF will be appropriate for those students who show continued poor behaviour and disruption of lessons. Evidence for this will be seen in repeated detentions for the same offence, repeated “Exit” on-calls, a number of IE’s or Fixed Term Exclusions. The decision to start a SPSF with a student will be taken by the Assistant Principal for the House or the Deputy Principal.

The key features of the SPSF process are:

- All students placed on a SPSF will be considered for a CAF referral
- A 16 week duration with a review with parents present every two weeks
- Overall targets will be set at the outset to assess progress over the 16 weeks
- Targets will be set and reviewed every two weeks, with support for the student identified and explicit
- The targets will be realistic and achievable, and if achieved new targets can be set for the following two weeks
- After eight weeks an assessment of progress will be made and the student and parent will be informed if there is any danger of failing the SPSF

- At the end of 16 weeks an assessment as to whether the student has succeeded or not in the SPSF will be made
- If the SPSF has been unsuccessful then the procedures outlined for a permanent exclusion will be followed (see section 4.2.5)
- If a SPSF has been successful continuing support for the student will be identified and implemented if appropriate

The current forms used at Newmarket Academy as part of a SPSF are given in **Appendix 7.5**

6.5 Equal Opportunities

This Policy is a separate policy and can be obtained by contacting the Academy.

6.6 Everyday Rules and Expectations

Mobile Phones and MP3 Players

These items are brought into the Academy at the student's own risk. The Academy takes no responsibility for their loss or damage. They must be in the student's bag and turned off. No excuses. No exceptions.

Jewellery & Belts

The only jewellery acceptable is a single stud earring in the lobe of each ear and one small ring. No nose studs. No eyebrow bars. No flesh tunnels. No large fashion necklaces. No fashion belts.

All of these will be confiscated on sight in lessons and with regards to jewellery, anywhere in school.

Uniform

- Excessive make up and coloured nail varnish - Students will lose break and lunchtimes to remove this. Persistent infringement will result in a detention
- Full and proper school uniform must be worn
- Uniform supplied by the Academy's agreed supplier must be worn
- Proper school shoes must be worn – no trainers, no canvas shoes
- Black socks only should be worn
- Scarves and coats must not be worn inside the Academy

Unacceptable outerwear will be confiscated. A student in trainers may be placed in House Isolation. **We may send home anyone in inappropriate clothing to change.**

Confiscations

- 1st Confiscation – student collects at end of day
- 2nd Confiscation – parent or responsible adult collects item
- 3rd (onwards) Confiscation – parent or responsible adult to collect and student will receive a sanction

Planner

You must have your planner with you at all times. If you lose it you will be required to pay for a new one at a cost of **£3.50**.

Leaving the Premises

Any student who needs to leave the premises during the school day must have a note from their parent/carer which has been countersigned by their Tutor. This letter must be shown to Reception when the student signs out.

6.7 Cyber-Bullying

Cyber-Bullying is covered under the Academy's online-safety Policy.

7.1 Home Academy Agreement

STUDENT

I agree to follow the Academy's Code of Conduct:

- Always try to understand other people's point of view.
- Make it as easy as possible for everyone to learn and the teacher to teach.
- Move calmly around the Academy, keeping left, and be ready to open doors for others.
- Speak politely to everyone and use a low voice – even if you are angry.
- Be silent when required.
- Keep the Academy clean and tidy, take care of displays and furniture.
- Remember that the Academy's reputation depends on the way we behave whilst outside of the Academy.

PARENT

I/we will be responsible for:

- Sending my child to the Academy regularly, on time and properly equipped.
- Supporting the Academy.
- Supporting him/her in homework and other opportunities for home learning.
- Attending parents' evenings and other meetings to discuss his/her education.
- Making the Academy aware of any concerns or problems that might affect his/her work or behaviour including reasons for absence.

ACADEMY

Will be responsible for:

- Setting and marking work and providing facilities for children to work in the Academy during the lunch time and after Academy.
- Sending home regular reports arranging parents' evenings during which progress of children can be discussed with subject teachers and form tutors.
- Keeping parents informed about Academy activities through newsletters and notices of special events.
- Letting parents know about any concerns or problems that are affecting the progress of their child in the Academy.
- Contacting parents if there is a problem with attendance, punctuality, behaviour or equipment.

7.2 Exclusion Model Letter

<Date>
Mr and Mrs <ParentName>
<Address>

Dear Mr and Mrs <ParentName>

I am writing to inform you of my decision to exclude <StudentName> for a fixed period of <Number> days. This means that s/he will not be allowed in school for this period. The exclusion begins on <Date> and ends on <Date>

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude <StudentName> has not been taken lightly. <StudentName> has been excluded for this fixed period for <Reason> which is contrary to our Behaviour Policy and Academy Values.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on <Date> and <Date> unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact Mr P Reed at the below address as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal(<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You and <StudentName> are requested to attend a reintegration interview with <StaffName> at Newmarket Academy on <Date> at <Time>. You must attend this meeting before <StudentName> can be readmitted.

You also have the right to see a copy of <StudentName>'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of <StudentName>'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on <http://www.childlawadvice.org.uk>. The advice line is open from 8 am to 6 pm Monday to Friday, except Bank Holidays and 24th December to 1st January.

It is important that you and your child realise that this is one of the most significant penalties that the Academy can use with a student. Please ensure that your child understands this, accepts that this is a very serious matter and that all exclusions are recorded on their official Academy record.

Yours sincerely

Mr N Froy
Principal

7.3 Other possible actions and/ or outcomes:

- Key worker/mentor/counselling-regular timetabled contact.
- Steps taken to share 'what works' with the student (e.g. meeting(s) of subject staff to share effective strategies or observation of student followed by a report of successful strategies to staff).
- TA support in specific lessons.
- Change of class/tutor group/teaching set.
- Other modification in the student's timetable e.g. dropping one or more GCSE subject.
- Part-time work experience/LINK college course/early college placement.
- Peer mentoring/buddy system/'Circle of Friends'.
- Timetabled small group/one to one input on 'emotional literacy'/anger management/assertiveness skills/SEAL activities.
- 'Differentiated' report cards/monitoring sheets e.g. a 'good news' positive report card with an agreed reward for a number of positive comments.
- Rewards for meeting SMART targets, e.g. extra computer time, letters/post cards/emails to parents, negotiated treats at home/ credits, merits, certificates etc.
- Art/music therapy.
- Learning Support Unit placement.
- Attendance at clubs/support during unstructured times.
- Exploration of referrals to other agencies e.g. YOT, CAMHS etc.
- Referral to In Year Fair Access Panel

7.4 Appendix Parents/carers letter
SUFFOLK PUPIL SUPPORT FRAMEWORK

Dear *(Parent(s) / Carer(s) Name)*

As you are aware, we are concerned that *(Child's Name)* is at risk of not succeeding at school as well as they should. We want to try to do everything we can to avoid this and are asking for your support to help your son/daughter do better at school.

I am therefore writing to request that you and *(Child's Name)* attend a meeting with me *(alternatively, specify the name of another staff member)* and other key professionals to plan a Suffolk Pupil Support Programme (SPSF) for *(Child's Name)* at *(place)* on *(date)* at *(time)* am/pm. The purpose of the meeting is to discuss how best your child can be supported and to gain the opinions and views of those most closely involved. Failure to attend a SPSF meeting will be a factor taken into account if the school has to consider more serious sanctions.

It will be a chance for you to give us your views and will enable us to develop a plan to support *(Child's Name)* so that he/she can make the best of the opportunities available and be successful at school.

You may find it useful to write what you think on the enclosed Parent(s) / Carer(s) Questionnaire. If you wish to add additional information please do so. You can send it to us or bring it to the meeting. If you would like assistance completing the questionnaire, please let us know.

We look forward to meeting you as arranged.

Thank you for your help.

Yours sincerely

(Name)

(Role within school)

7.6

CONFIDENTIAL

SUFFOLK PUPILSUPPORT FRAMEWORK

(Suffolk recommended pro-forma for recording discussions at all initial SPSF meetings,)

Pupil:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	
Year Group:	SPSF Stage:	

Parties Invited	Status(Parent/Teacher/EWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Pupil's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:
Other agencies' views:

--	--	--	--	--	--	--	--	--	--	--

SUFFOLK PUPIL SUPPORT FRAMEWORK

INTERIM REVIEW MEETING No:

Pupil's Name:

Date of Birth:

Tutor Group:

Date of Final Review:

SPSF Co-ordinator:

School:

Present:

Date the PSP started:

Progress Report:

What are we worried about?	What's working well?	What needs to happen

Have the targets been met:

Yes

Partially

No

Changed or New Targets:

Changed or New Strategies:

Next Review Meeting Date:

Time:

Signed

Signed

(pupil)

(SPSF coordinator)

7.5 Use of Force to Restrain a Student Incident Form

Details of student on whom force was used – name, class and any SEN, disability or other vulnerability

--

Date, time and location of incident

--

Names of staff involved (directly or as a witness)

--

Details of other students involved (directly or as a witness), including whether any of the students involved were vulnerable for SEN, medical or social reasons

--

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

--

Reason for using force and description of force used

--

Any injury suffered by staff or students and any first aid and/or medical attention required

--

Reasons for making a record of this incident

--

Follow up, including post-incident support and any disciplinary action against students

Any information about incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Date:

Report countersigned by:

Name and Role:

Date:

Please note: the names of students should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.

