

<b>Policy Title:</b>	<b>Attitudes to Learning</b>  <b>(Incorporating the Academy Behaviour for Learning and Rewards policies)</b>
<b>Policy Reference:</b>	<b>TOA007</b>
<b>Description:</b>	<b>The policy covers procedures and expectations to promote good behaviour amongst pupils setting out the sanctions to be applied in the event of pupil misbehaviour and rewards for achievement</b>
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2.1	12 April 2010	Update of front page to include Governing Board adoption date
2.2	31 August 2010	Updated to include guidance on the use of mobile phones
2.3	21 Sept 2010	Updated section 8 to include information on DfE exclusion protocols
2.4		

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## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

# Attitudes to Learning

(Incorporating the Behaviour for Learning and Rewards Policies)

## 1. Rationale

***All teachers have the right to teach, and all students have the right to learn, in a mutually respectful environment. (This also applies to non-teaching members of staff.)***

At The Oxford Academy the most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher and is a characteristic of effective professional standards at The Oxford Academy. To support this, the following is expected of every teacher or instructor:

*Students must line up outside the classroom before a lesson. Staff should bring students into the class through positioning themselves close to the doorway, checking uniform whilst greeting the students. At the end of the lesson, students must be dismissed formally as the teacher positions themselves close to the doorway to supervise students away from the learning area. For post-16 students, staff should use their professional discretion. At break time staff must ensure that students behave well.*

*Staff are expected to arrive promptly for duties and model the behaviours expected of students, including maintaining a calm approach, especially in the manner of speaking to students.*

Our approach focuses on positive attitudes embedded in Christian values which support learning. We promote, celebrate and reward achievement in acknowledgement of the gifts which we believe reside within each individual student.

We will promote positive attitudes and ethos through the following:

- Approaches to teaching
- The curriculum
- Teaching styles
- Mentoring programme
- Assemblies and reflection time
- Reward system
- Setting expectations and rules with students - for classrooms, around school and in the community
- Leading by example
- Challenging anti-social behaviour consistently
- Sharing and displaying expectations and rules prominently in the Academy

Students are expected to:

- Honour the vision of The Oxford Academy
- Comply with rules
- Follow positive examples
- Cooperate with staff
- Cooperate with each other
- Support the positive environment of the Academy

Positive attitudes promote courtesy, co-operation and consideration amongst all members of the Academy and its wider communities. The attitude of being positive to learning is at the foundations of the heart of the Academy.

Many factors can influence student behaviour, some within the Academy and some from outside. They include:

- motivation
- problems with peers
- problems at home
- self-esteem
- medical problems
- feeling alienated
- anxiety and inappropriate stress
- reputation

Therefore, teachers and leaders should consider the cause as well as the effect of poor behaviour.

This policy applies to students whilst at the Academy, travelling to and from the Academy and when they are representing the Academy. It promotes the concept that individuals have responsibilities to others within the community.

## **2. Promoting Positive Behaviour**

### Celebrations

As an Academy we are committed to promoting and celebrating achievement and recognise that our students possess a range of abilities, gifts and talents. As a reflection of this diversity we will recognise and celebrate effort and achievement, both on an individual level and as a group.

We will praise, celebrate and recognise in a number of ways, e.g. staff praise in planners and books, phone calls home, credits and commendation, praise post cards, certificates, assemblies with parent invitation, written communication, tutor group certificates, recognition of outstanding achievements, trips, visits and inclusion in press releases and the Academy newsletter/website.

### Credits

These will be given when students show consistently high levels of effort, achievement, progress or contribution to Academy life and learning. Staff will give a Credit if a student

shows three or more times in a lesson that they are meeting the above criteria or making particularly impressive contributions. Rewarding students for doing simply what is expected of them is not acceptable, hence the A1-A2-A3 format below. All colleagues at the Academy should aim to give out approximately 3-5 credits per lesson. Heads of Curriculum and Subject Leaders should monitor colleagues' giving of credits and also ensure commendations are used appropriately. All credits and commendations need to be recorded by colleagues using SIMs and Heads of Curriculum and Subject Leaders can monitor the distribution of credits and commendations through SIMs.

Achievement / Effort Event Number	Consequence	Example
A1	Praise	Offering a good response during Q and A
A2	Praise	Taking a lead role during group work
A3	Credit (log on SIMs)	Offering ideas during plenary
Exceptional	Commendation (log on SIMs)	Leading presentations at Open Evening/ Making accelerated progress

### Commendations

These may be obtained for outstanding work in any area, including sport, music or drama, for particular helpfulness. One Commendation is equivalent to three credits. Commendations should only be awarded for exceptional performance such as achieving a grade significantly above normal levels of attainment, representing the Academy in high profile formal events or for regional representation of sports/performing arts clubs.

Parents are informed of the number of credits/commendations achieved through students' Progress Reports.

### **STAGE ONE**

Class Teacher

In the first instance credits will be issued, within the classroom, for a range of reasons including individual effort in work, progress in a lesson and success against the Academy Vision (as described above). Generally speaking, staff should give a Credit when a student achieves three instances of informal praise in a lesson for offering ideas during discussion, completing extension work, making marked improvement or representing the Academy during sports fixtures or other formal events. A Credit may also be awarded for excellent work. Credits should not be awarded for simply meeting the normal expectations set in a lesson or around the Academy.

Commendations, equivalent to three credits, should only be awarded for exceptional performance.

Class teachers should use phone calls, notes in the student planner and praise postcards as a matter of course in addition to the allocation of credits.

**STAGE TWO**

## Curriculum Recognition

The Head of Curriculum will oversee the issuing of a range of credits and commendations within the Faculty to ensure consistency and will ensure that contact is made regularly with parents, employing a range of strategies. Teachers can obtain praise postcards from their Head of Curriculum/Subject Leader. Ordinarily, the Head of Curriculum or Subject Leader will be involved in the issuing of commendations (as a matter of course a praise postcard should be sent home when a commendation is issued). The Head of Curriculum will ensure that all colleagues in their team(s) are utilising the methods described in Stage One and that key celebratory events are in the Academy Year Planner and published on the website.

**STAGE THREE**

## School Recognition

There will be three celebration assemblies each year, during which time Heads of School should coordinate the invitation of parents and carers to join in recognising the achievements of students at the Academy.

Heads of School will also, with the support of the Tutors and Learning Mentors, monitor which students are achieving a high proportion of credits and commendations and refer these students to the Principal and Vice Principals for further recognition.

Weekly assemblies should also focus on the achievement of students in each school and celebration and praise should be a feature of every school assembly.

**STAGE FOUR**

## Vice Principal Recognition

Students referred to the Principal or Vice Principal by the Heads of School will be invited to meet with members of the SLT and may be asked to present their achievements to the Governing Board. Parents and carers will also be invited to these celebratory events.

Events will be recorded in the student's file through certification.

**STAGE FIVE**

## Academy Recognition

Students achieving a Stage Four recognition will be eligible for consideration to become an Academy Ambassador. Ambassadors will represent the Academy during formal visits, international visits and Sponsor/Governor liaison.

### **3. Strategies for Support**

To support the Academy's Attitude to Learning Policy, additional support for students may be provided.

#### In Class Support/Individual Support

In-class support can be arranged for students in subjects where they experience particular difficulties. Support for students with emotional and/or behavioural difficulties may be offered by the dedicated Learning Managers, Learning Mentors or Learning/Behaviour Support Assistants. Strategies will be discussed with the class teacher and the Head of Alternative Curriculum may also be involved.

Occasionally, students may be withdrawn from class to review their progress and set future targets for achievement. The Student Support team, in cooperation with the Heads of School, liaise with parents and staff as necessary, especially if there is a perceived need for additional support.

#### Learning Mentors

Students experiencing difficulties will be supported by a Learning Mentor. It is the role of the Learning Mentor to explore with the student a range of methods to re-engage them with effective learning. The Learning Mentor will meet regularly with the Student Support team on an individual or group basis and will closely monitor the students' progress, working in partnership with parents/carers and class teachers under the direction of a Head of School.

#### Head of Inclusion

Where a social, emotional or family issue is affecting a student's work, a referral may be made through the Head of Inclusion using specialist staff. Support is offered through one-to-one sessions, using counselling methods which best suit limited intervention. The Head of Inclusion, in conjunction with the Family Liaison Team and Heads of School also target students with significant attendance concerns.

#### Academy Educational Psychologist

Students at the Academy have access to the services of a consultant Educational Psychologist (linked to the Local Authority) on a regular basis. Services offered directly to students and their families include assessment and consultation, counselling and advice in the areas of learning and behaviour and other developmental issues.

#### Individual Education Profile (IEP) – learning, behaviour and progress

A list of targets and strategies is drawn up for all students to enable the student to focus on key areas. An IEP is generated by the students' tutor in consultation with others. This strategy may lead to a multi-party intervention to help individual students to better manage their attitudes to learning. This particular development of the IEP programme will be agreed with parents at progress evenings, the Vice Principal and other parties as appropriate. The IEP must be reviewed for students at risk of permanent exclusion (and in this case become an Extended Individual Education Profile [EIEP]) when all prior strategies have not produced a desired outcome. It will be an important reference within case conferences. Students at

School Action Plus (SA+) will automatically be placed on an Extended Individual Education Profile (EIEP) and, ordinarily, the Heads of School and Head of Inclusion will oversee the completion of these documents in conjunction with a range of colleagues.

#### Links with Outside Agencies

The Academy works very closely with a range of external networks to further support students, including the police, youth services, Connexions, Local Authority Health Services (including mental health services), external counselling services, Education Business Partnership and alcohol and drugs awareness groups. The Academy also employs speech, language and a variety of other outreach provision. The involvement of these agencies is through review between the Head of Inclusion and the Heads of School.

## **4. Sanctions**

When imposing sanctions, there is the need to be sensitive in the way they are applied to curtail short, inappropriate behaviours. So that sanctions do not have a negative impact on poor behaviour, the following principles must be remembered:

- focus on the behaviour and not the student
- use private reprimands wherever possible and avoid public put downs
- be consistent when implementing the Attitude to Learning Policy

Once a sanction has been imposed the student should be made aware that the incident is over and they can make a fresh start

The initial responsibility for dealing with student behaviour will generally rest with the class teacher taking the lesson.

Teachers should make every effort to resolve any discipline problems as they arise. The option of referral should not be taken too quickly but, depending on circumstances, referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need assistance. It is not a failure for a teacher to face misbehaviour but it is a mistake to assume all is well when it is not. In the first instance, issues of concern should be passed to the Subject Leader/Head of Curriculum

Incidents and subsequent interventions must be rigorously recorded using SIMs *behaviour*; the Vice Principals will regularly review the reporting mechanism. Students will be expected to reflect on the incident.

It is everyone's responsibility to ensure good behaviour at all times. This includes staff intervening when they come across issues and referring as appropriate. It is good practice to offer support to a colleague if they are found to be engaged in the reprimand of a student; make your presence clear and offer *soft-touch* but explicit support.

To support good behaviour, staff will be expected to draw on key principles of best practice:

1. Establishing good habits early
2. Consistency in implementing Academy policies and when dealing with individual students
3. Early intervention with prompt action where there is poor attitude
4. Mutual respect through good relationships between students and staff
5. Understanding that students are individuals
6. Ensuring the curriculum is appropriate for each individual student, including using a variety of teaching styles

### Consequences and Sanctions

Any sanction should be appropriate and it is expected that behaviour will improve as a consequence. If generous approval is normally given then the withdrawal of the usual praise can be an effective sanction. **Aggressive confrontation is not a sanction that will be supported.**

The Academy's range of appropriate sanctions includes:

- Verbal warning
- Tutor Detention for incomplete equipment, uniform or lateness to tutorial periods
- Curriculum/Subject Detention for a "Consequence 3" transgression
- Parents informed/called in
- Head of School Detention for repeated "Consequence 3" transgressions
- Vice Principal Detention
- Academy report or subject specific report (Subject/Tutor/Head of School/Vice Principal reports) should be completed electronically (SIMs)
- Contract - student, staff, parent
- Privileges removed
- Community service
- Student withdrawal/isolation
- Fixed term exclusion
- Permanent exclusion

## **5. Use of Detention**

During a detention, strategies that may be used to address a student's behaviour or achievement could include:

- Discussion with the student
- Reinforcing expectations for behaviour and/or learning
- Setting achievable, short term targets

The content of a detention and the discussions between student and teacher will vary according to individual circumstances, but at all times the aim is to allow students to address areas of concern and to improve in these same areas.

Staff must ensure that details of any incident leading to a detention are recorded appropriately using SIMs.

### Detentions available

1. 15 minutes tutor/teacher detention (NB: Prior notice must be given for detention that is intended to last longer than 15 minutes)
2. 60 minute Academy Detention (Issued for all C3s and replaces Subject / Curriculum Detentions)
3. Late detention for number of minutes late accumulated to morning registration (Facilitated by Heads of School and Learning Mentor Teams)

Please note that colleagues should utilise the 15 minute tutor / teacher detention to address punctuality issues in individual lessons. The detention information should be recorded in SIMs for any detention longer than 15 minutes. All Heads of Curriculum and Heads of School will be provided with lists of students put into Academy Detentions.

**In the event that a student is issued a C1 or C2 during the detention then no further action needs to be taken. If a student is issued a C3 during the detention then they will serve another 60 minute detention at the next available opportunity. The issuing of a C4 during a detention will result in a day in isolation plus a 60 minute detention.**

### What to do if a student fails to attend a detention:

#### **Illness or absence from school on the day of the detention**

The register will need to be checked to see if the student has a legitimate reason for absence from the detention.

The student must have the re-arranged date written into their planner.

#### **If the student has been in school but has failed to attend the detention**

The student's tutor should be notified and an alternative time set for the original detention. Parents should be contacted (by telephone) and a further detention will be applied.

On failure to attend a first detention without good reason the Learning Mentor Team, utilising the Senior Teacher on-call and the security team, will arrange to collect the student from their P6 Lesson on the day of the reorganised detention and deposit them at the detention venue. Failure to attend a rearranged detention will result in a C4.

## 6. Behaviour for Learning

### STAGE ONE

#### Class Teacher

##### Immediate Intervention

In the first instance student misbehaviour, within the classroom, should be dealt with by the classroom teacher, employing a range of strategies and sanctions. It is usual for teachers to deal initially with incidents such as:

Punctuality	Manners
Equipment and organisation of work	Care for the environment
Removal of outside clothing	Bad language
Any other breach of Academy Expectations as outlined in every room	

Possible strategies could be to issue two formal warnings (Consequence 1 and 2) to a student that they are not meeting expectations before finally issuing Consequence 3 which is an Academy detention of 60 minutes.

Students might be moved within the classroom at this stage and staff may wish to utilise a 15 minute detention to tackle lateness or incomplete work/homework.

Colleagues should endeavour to employ a range of strategies in order to tackle student behaviour. However, if transgressions continue, then the student is issued a Consequence 3 detention and may move to Stage Two. All incidents and their outcomes need to be recorded in SIMs *behaviour* when they reach C3.

### STAGE TWO

#### Subject & Curriculum Intervention

The Subject Leader and Head of Curriculum will support teachers in dealing with incidents. The Subject Leader and Head of Curriculum will be informed of the problem and will be expected to intervene using a range of strategies.

Interventions may include further C3 detentions, Subject/Curriculum report, short term removal of student from normal teaching group, permanent removal of student from normal teaching group, meeting with parents or referral to the Head of School for further coordinated intervention.

Students who have received a number of individual staff detentions in one particular subject area should be seen by the Head of Curriculum and placed on Subject/Curriculum report.

While the Head of Curriculum is responsible for the intervention the tutor should be informed and clear records of all actions kept using SIMs. However, if the problem persists then stage 3 is initiated:

### **STAGE THREE**

#### School Intervention

If a student's behaviour has reached **stage two in more than one subject/curriculum area** or has not been resolved by the curriculum area, the Head of School should intervene and deploy a range of further strategies and sanctions. The role of the tutor is fundamental at this stage; on behalf of the Head of School they will be involved in monitoring progress, behaviour and achievement of all students in their tutor group and it is their responsibility to alert the Head of School if any students are accumulating Consequence 3/other incidents in several areas.

Interventions could include placing the student on report for all lessons, use of school C3 detentions and interview with parents. The Head of School may consider referring the student to the Isolation Team or Behaviour Support Base for a fixed period of time. A student may, at this stage, have their SEN designation reviewed and he/she may be placed on an EIEP.

The Vice Principal must be informed and clear records of all actions kept using SIMs. However, if the problem continues, the student moves to Stage Four.

### **STAGE FOUR**

#### Vice Principal Intervention

If behavioural problems persist, or for a serious breach of discipline, the Vice Principal should intervene. The Vice Principal has oversight for the progress of every student in the Academy; they are the source of support for staff when resolution is not found.

Possible interventions should include a report to the Principal, removal from all lessons and placement on a longer term programme in the Behaviour Support Base and student/parent contracts. A support programme should be drawn up to link to the student's Individual Education Profile and at this stage the student should be placed, if not already, on an Extended Individual Education Profile (EIEP).

Fixed term exclusion may be appropriate with the approval of at least one other Vice Principal.

The Principal should be informed of all actions taken and a clear record kept. However, if the problems persist, the student progresses to Stage Five.

## **STAGE FIVE**

### Final Intervention

The Principal should have direct information from the Vice Principal when all other stages have been exhausted and a concise and precise record maintained.

Intervention could come in the form of fixed term exclusion, further referral to other outside agencies or a managed move/planned transfer to another school. An update of the student's EIEP and a parental meeting will be automatic. **At this stage all students will be on an EIEP.**

The Principal and governors will be informed.

Permanent exclusion is a final option once all other options have failed.

**The student's Tutor is in a unique situation of having an overview of the progress and incidents that relate to a student on a daily basis. They will review progress using the recording process and tools available through SIMs.**

#### Note:

The Academy values constructive contact with home. The benefits are usually entirely positive and generate the feeling that our approach to behaviour is one of collaboration.

However, to ensure consistency is maintained and that accurate records are kept, staff are asked to adopt the following guidelines.

#### by phone

Using the "drop-down" in SIMs please record the date, time and subject of your phone conversation making clear to whom you spoke. Be sure to record any pertinent points from the conversation.

#### by letter

All written communication to parents should be prepared by the office (i.e. adapting drafts to headed paper, ensuring correct names and address are used and circulating copies as required). Please bear in mind that e-mails are a written form of communication and, particularly when writing to parents, their content must be carefully considered.

#### through meeting

A record should be kept of any meeting that takes place with parents, and passed to the office for filing/copying; please use the "drop-down" in SIMs to record meetings with parents and brief details of what has been discussed.

## 7. Report Cards

### Procedures and Guidance for Use of Report Cards

Aim of report: To support students in the management of their behaviour/learning and raise achievement. **Report Cards are completed electronically through SIMs.** We no longer use paper based report cards (although they may be used in exceptional circumstances).

Report cards should be viewed as supportive, not punitive. They can be used:

- to identify areas of difficulty
- to set achievable, short term targets
- to provide individual, focused contact with an appropriate member of staff
- to reinforce the Home-School partnership
- to facilitate and link to academic tutoring

Staff are asked to refer to the targets on the report card when they write in their comments at the end of a lesson. A student's name will appear in red on the register in SIMs if they are on report.

A student should not stay on the same report for more than two weeks. Either they have done well enough to come off report or they have not responded to their targets and should move up to the next stage on the behaviour structure.

A student who is on Vice Principal report and failing to respond positively would be in danger of fixed term exclusion or other stage 3/4/5 intervention.

## 8. Exclusion

If a student continues to show disregard for the Academy Code of Conduct and (in most cases) having tried alternative strategies, then it may be necessary to consider exclusion from lessons:

### Isolation/Internal Exclusion ("C4"/Consequence 4 Sanction)

This will take effect if a student is disruptive in lessons and makes it difficult for other students to learn and has needed to be removed from a partner class or LDC. Work is set in the Academy, supervised by a member of staff in the isolation suite. Please see summary sheets for further guidance.

### Fixed Term Exclusion

This occurs when a student has to be removed from the Academy. This is a serious sanction and, following an exclusion, parents must attend the Academy for a readmission meeting with the student to discuss further strategies.

### Permanent Exclusion

This occurs in exceptional circumstances at the discretion of the Principal. There are certain examples of exceptional misbehaviour that can lead to permanent exclusion from the Academy without previously using earlier sanctions. Such behaviours include:

- the bringing in of illegal or not personally prescribed drugs for personal use or the passing on of these, whether for financial gain or not
- the bringing in of an offensive weapon (defined by the Crown Prosecution Service as any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use)
- organised theft from the Academy or person's connected to the Academy

In addition, the Academy may apply permanent exclusion against students who have been engaged in persistent disruptive behaviour whilst in the Academy or during their time in the predecessor school. Assault against a member of staff will result in this most serious of sanctions.

The Oxford Academy will use the latest Department for Education recommended protocols on exclusion within the latest guidance issued to schools, entitled *“Improving behaviour and attendance: guidance on exclusion from schools and referral units”*.

## **9. Monitoring, Evaluation and Review**

The Governing Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## 10. Summary of Attitudes to Learning Policy Protocols - *Behaviour for Learning*:

Prior to issuing a C1 colleagues should remind the whole class about the need to adhere to Academy expectations and that, after two formal warnings for incidents of not meeting these expectations, students will be issued with a 45 minute Subject / Curriculum detention.

Incident Number	Consequence
1	(C1) Formal warning to modify behaviour, follow instructions and adhere to Academy expectations (C1)
2	(C2) Final warning to modify behaviour, follow instructions and adhere to Academy expectations (C2)
3	(C3) Issue of 60 minute Academy detention. Removal to partner class/LDC for remainder of lesson. Class teacher logs incident on SIMs <i>behaviour</i> and phones parents/carers. Letter to parents to notify of detention set. (C3)
4	(C4) Removal from partner class/LDC to Isolation for remainder of lesson (security & senior teacher "On-Call" to attend incident); "C4" tick sheet completed by teacher. Next day to be spent in isolation with 60 minute detention from 3:00pm to 4:00pm also served in the isolation suite. Class teacher to log incident on SIMs (within 24 hours), Isolation team to ensure letter generated to notify parents and inform Head of School who will also notify parents by phone of incident and action (C4)

(There is also an expectation that colleagues will utilise a 15 minute teacher detention at their discretion for incomplete work/lateness, etc)

### The following transgressions will result in a Consequence:

Arriving late to a lesson, not remaining quiet during registration, not bringing correct equipment to a lesson – including not having their planner out in every lesson, not wearing correct uniform, talking out of turn/not listening to instructions/showing due respect when others are talking, shouting out, refusing to follow instructions, use of MP3/Mobile Phone/other device during lessons, eating during lessons

### The following transgressions will result in an automatic Consequence 4:

- Refusing to wear full academy uniform having been offered the opportunity to borrow replacement uniform, have uniform brought in by parents, or (where appropriate permissions are sought) return home to change uniform. Tutors to enforce this each morning during tutorial period. All colleagues to monitor throughout the day. In the event of refusing to wear full uniform, students will be isolated with immediate effect for the remainder of the day in addition to the normal C4 sanction the following day
- Internal Truancy (during lessons)
- Damage to Academy property
- Being caught smoking
- Refusal to cooperate with the Academy's policy on the use of mobile phones and MP3 players – *see it, hear it, lose it*
- Total non-compliance (extended periods of refusal to follow instructions from a variety of staff over an extended period of time)
- Swearing at a member of staff

**EACH NEW LESSON IS A FRESH START FOR A STUDENT AND CONSEQUENCES FROM ONE LESSON DO NOT CARRY FORWARD TO THE NEXT**

## Summary of Attitudes to Learning Policy Protocols - Rewards:

Rewards schemes only work when they are applied consistently and fairly. All colleagues at the Academy should aim to give out approximately 3-5 credits per lesson. Heads of Curriculum and Subject Leaders should monitor colleagues' giving of credits and also ensure commendations are used appropriately. All credits and commendations need to be recorded by colleagues using SIMs.

Rewarding students for doing simply what is expected of them is not acceptable, hence the A1-A2-A3 format below:

Achievement / Effort Event Number	Consequence	Example
A1	Praise	Offering a good response during Q and A
A2	Praise	Taking a lead role during group work
A3	Credit (Colleague logs on SIMs)	Offering ideas during plenary
Exceptional		Commendation (log on SIMs)    Leading presentations at Open Evening/making accelerated progress

Students will be able to redeem credits and commendations collected in much the same way as any other rewards scheme in that they can *cash-in* smaller numbers of credits for smaller gifts or bank credits and hope to achieve enough for a larger reward. The rewards benchmarks will be as follows:

20 Credits	Selection of Academy Stationery in a Gift Bag
35 Credits	Cinema Ticket <b>or</b> two Games of Bowling
60 Credits	Cinema Ticket <b>and</b> two Games of Bowling
100 Credits	Outdoor Activity Day – Canoeing/Climbing/Abseiling/High Ropes (Provisionally Friday 23 April)
120 Credits	Theme Park Ticket including Bus Transport from the Academy (Provisionally Friday 9 July)/Free Prom Ticket if Year 11 Student
200 Credits	Two Tickets to a Premiership Football/Rugby Match/Musical (Dates TBC)

**All staff at the Academy can issue credits; examples of consistent courtesy, helpfulness and selflessness should also be recognised and celebrated using the same format.**

**Students can redeem their rewards at any time by visiting Student Reception. Cinema/bowling passes can be redeemed at any time. Outdoor activity day, theme park and ticketed events will be dictated by availability.**