Filey
EBOR ACADEMY

Behaviour for Learning Policy

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Ebor Academy Filey Behaviour for Learning Policy

School Specific Guidance – Ebor Academy Filey

Introduction.

Parents and students can refer to the student planner for guidance on behaviour and Academy expectations.

Ebor Academy Filey behaviour for learning procedures are formulated ensuring the rights of teachers to teach and students to learn in a safe, orderly and caring environment.

This is further embedded by our core values of:

- Excellence.
- Belonging.
- Opportunity.
- Respect.

As an academy we recognise that all students are unique and as such we encourage them to develop their individual gifts and talents to the full whether it be intellectual, physical, artistic, technical, practical or social skills.

This is further embedded by our key drivers:

- Mastery.
- Resilience
- Purpose

We recognise that good behaviour and effective behaviour management help to maximise the opportunities for every child to reach their full potential.

Ebor Academy Filey will strive to be a centre of academic excellence and to achieve the very highest standards for all students of all abilities. Good behaviour is necessary for effective teaching and learning, an important outcome of education.

Everyone should understand that any community requires basic rules in order to function properly and our school community is no different.

It is important that all students know what is expected of them and what the limits are. This is achieved by having clear, unambiguous learning habits which are understood by all within the academy and which are administered consistently and

focused on supporting effective teaching and learning. We will be open and fair with our students, rewarding positive behaviour and successes but having clear and consistent sanctions for when things go wrong.

The good behaviour of our students is NOT reliant on sanctions but on developing a culture of achievement and success for all.

The expectation is "we expect good behaviour at all times". We recognise that the majority of our students are well behaved and show respect towards peers and adults alike within the academy. We also recognise that there will be times when students' behaviour falls short of our expectations.

The Behaviour for Learning Policy is in place to support our students in achieving this expectation by providing clarity and consistency in terms of our rewards and sanctions.

Aims

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with parents and carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.

These aims are supported by regular and appropriate in-service training; close parental and community links, student organisation which takes account of gender balance, the boosting of students' self-esteem through positive reinforcement and extra-curricular activities and Academy social events aimed at pulling together the different life experiences of groups within the community.

Principles

- Ebor Academy Filey is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful.
- We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices.

- We also want our students to understand their role in developing a common purpose across our Academy community and beyond.
- Ebor Academy Filey Learning Habits provide a framework to ensure our key drivers (Mastery, Resilience and Purpose) and core values (Excellence, Belonging, Opportunity and Respect) are embedded within our daily practice and routines.
- We fully believe that appropriate praise and reward can be very powerful in developing a happy purposeful school environment.

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Appendix 1 - Student Charter.

*All students at **Ebor Academy Filey** have certain basic **rights** and **responsibilities.***

- I have the **right** to learn and the **responsibility** to behave in a way that allows staff to teach and other students to learn.
- I have the **right** to be and feel safe, and have a **responsibility** to act in a way that allows other students to be and feel safe.
- I have the **right** to expect that my property remains safe and have a **responsibility** to act in a way that allows my property and that of others to remain safe.
- I have the **right** to be treated fairly and with respect and a **responsibility** to treat others fairly and with respect.
- I have the **right** to have my efforts recognised and have a **responsibility** to recognise the efforts of others.
- I have the **right** to attend a good school and the **responsibility** to keep it pleasant.
- I have the **right** to benefit from the good name of Ebor Academy Filey and have a **responsibility** to dress and behave in a way that builds upon this reputation.
- I have a **responsibility** to meet the Academy's expectations which are displayed in every classroom.

Appendix 2 – Learning Habits

The Academy has a sanctions' pathway designed to provide students with assistance and strategies to correct poor behaviour. Corrections are issued for failing to follow Academy expectations and Learning Habits in relation to low level issues and red lines for more serious incidents of poor behaviour.

The Learning Habits:

All members of staff are expected to actively promote and model the Ebor Academy Filey Learning Habits:

Learning Habit 1: Deadlines / Lack of Work

Students who wish to be successful complete homework on time. Completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines should be met with work that is done to the best of students' ability. If corrections are given for deadlines or lack of work then students will receive a same day correction and are expected to attend the correction session on

the same evening. During this session they will be expected to complete any work they did not complete in the lesson or at home. Students will complete this outstanding work in the company of the relevant teaching member of staff. Staff will collect students given a correction for deadlines from the correction room.

Learning Habit 2: On-Task Behaviour

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes it will be hard work for students to remain on task but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what they have planned. We expect all students to track the person who is talking to demonstrate that they are listening carefully. Students are expected to remain in silence during DEAR (Drop Everything and Read) sessions, and move quietly and in an orderly fashion around the stairs and along corridors. When in lessons or student briefings, students are expected to remain in silence until they are invited to speak by the member of staff leading the session or student briefing. Staff members will raise their hands to show that they want silence and it is expected that students respond immediately. Failure to be on-task in lessons or around the Academy will result in a correction on the same day as the off-task behaviour.

Learning Habit 3: Punctuality/attendance

Students who wish to succeed always attend and are on time each day. The Academy is open from 8.25 am each morning and students are expected to arrive in time to enable them to prepare for learning and arrive at registration or student briefing by 8.40 am. Failure to be on time for registration or a lesson or student briefing will result in an Academy correction on the day the lateness occurs. Students who arrive late to the Academy are expected to sign in at reception.

Students are expected to attend every day of the Academy year. Anything less than 96% is not good enough and the Academy would expect this only to be the case for students with serious medical issues. If students are ill then parents / carers must contact the Academy on the morning of each day of absence. Any planned absence should be requested using the Academy's leave of absence form and passed to the Headteacher. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Learning Habit 4: No Answering Back

We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. We expect students to trust staff and never question an adult's decision anywhere in the Academy. If students fail to demonstrate this learning habit

they may then cross the 'red line' resulting in isolation or exclusion. If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff then they should speak to either the Headteacher or a member of the Pastoral team.

Learning Habit 5: Correct Uniform

Students who wish to succeed wear correct uniform. It is important that our students take pride in themselves and in our Academy. It is important that students contribute to our Academy's common routines. It is important all members of our Academy are treated fairly. If students breach any one part of our strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be isolated until their uniform is perfect. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our uniform expectations and some don't.

Further details of the academy uniform including PE kit are provided within the individual student planners.

Learning Habit 6: Equipment

Students who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. For any important role in life we need the right equipment and students need to make sure they provide it. We have stationery on sale at reception so that students can solve issues around lost equipment before lessons begin.

Students are expected to bring the following to school:

- Black pen
- Pencil
- Ruler
- Rubber
- DEAR reading book
- PE kit (on days they have PE)
- A sensible and suitable bag (not a fashion accessory)

Students should use their personal lockers to store any unnecessary equipment, not relevant to lessons at the start of the day. They should not be wearing coats around the Academy during school hours, except at authorised breaks. Students should place bags in their lockers at the start of the day. Bags should only be carried when required for PE lessons and put away again after PE. Before the start of any session (i.e.: start of day, break and lunchtime) students should return to their lockers to collect the necessary books and equipment they need for each lesson during that

session. Forbidden items such as chewing gum and jewellery (other than one pair of studs and a watch) are not allowed in the Academy. If any of these items are brought into the Academy they will be confiscated and may be collected from reception at the end of the day. Mobile phones are not to be switched on or seen in the Academy. We would strongly recommend students do not bring a mobile phone into the Academy. If parents want their child to bring a phone to the Academy for safety reasons, they must be switched off and kept in lockers (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and an adult must collect it from reception – this is not negotiable.

If students fail to have the correct equipment they will receive a correction on the same day that they failed to demonstrate this vital learning habit.

- **RULES:**
- No chewing gum (on the site)
- No eating other than in designated areas.
- No Mobile phones (anywhere on the site)

Each breach of a learning habit will carry a sanction of 30 minutes in after school correction in order for the student to reflect on their behaviour and to catch up with homework, or class work that has not been done. A student will stay for a maximum of 1 hour (two breaches of learning habits) unless provision is made with parents/carers for this to be extended.

Appendix 3 - Expectations in class, movement around the Academy and social times.

Summary of Learning Habits

It is important that ALL students know what is expected of them. The aim of this policy is to be open and fair with students, presenting clear rules that are aimed at removing barriers to learning and reducing low-level disruption. Rules and procedures must be consistently applied. This will require ALL staff to challenge unacceptable behaviour wherever and whenever it occurs.

Staff have a duty to set a good example at all times for others to follow. All behaviour must be based on consideration for others. The rules are not designed to make life difficult, or to curtail a student's freedom and rights, but to ensure the safety and convenience of all members of the Academy and others within our communities.

Expectations for lessons – We must:

- Arrive on time, fully equipped, in correct Academy uniform, and ready to start the lesson. Undertake the "do now" activity as instructed.
- Take planners to **every** lesson, have them on your desk and accurately record all homework details within them. Planners **must** be handed to a member of staff if they ask for it.
- Follow instructions given first time and every time.
- Concentrate and participate.
- Speak and act towards others in a courteous and respectful manner.
- Do **not** distract others – allow teachers to teach and other students to learn.
- Complete class and homework to the best of our ability and meet all deadlines.
- Take pride in work; keep books, including planners in good condition.

Expectations around the Academy and social times.

- Be in morning registration/student briefing before 8.40 am. Key stage 3 students should be in lessons after lunch by 12.30pm and key stage 4 students in lessons after lunch by 1.25pm.
- Wear full and correct uniform.
- Move calmly and quietly about the Academy corridors and stairwells, keeping to the left.
- Avoid confrontation and do as we are told first time every time.
- Be polite, do not use offensive language and respect the feelings of others at all times.
- Understand that **ALL** form of bullying are unacceptable.
- Eat only within the designated areas and place all litter in the bins provided. (No chewing gum is allowed in the Academy)
- Treat all property (whoever it belongs to) and the Academy premises with respect.
- Ensure that whilst on the Academy site mobiles phones are not seen or heard. This includes before and after school and social times. It also includes walking in and out of school and waiting for school buses.

Appendix 4 - The Student Planner

Rewards and sanctions are recorded within the student planners. The student planner is key and vital to the success of the "Behaviour for Learning" policy.

Students are expected to take their planner to every lesson and place it on the desk. Staff should use the planner to record rewards and sanctions, thus providing an ongoing record of each student's behaviour (both positive and negative). The planner should be used as the first and most regular means of communication with

parents/carers. The planner will be checked regularly to ensure students, staff and parents are using it effectively.

Appendix 5 - Key roles within the welfare system.

The role of the Form Tutor.

Within the Academy the Form Tutor plays a vital role in underpinning the behavior and welfare. They are essential in making sure every student is known personally. They are a vital link with parents/carers, subject teachers and other members of staff within the academy's community. They ensure all students in their form are aware of and follow the academy rules. They work with the students in their form to provide assistance and guidance to help the student achieve the academy's expectations in relation to behavior and academic performance.

It is the Form Tutor's daily responsibility to ensure all students are prepared for learning, in the correct uniform and in possession of their planner.

A Form Tutor is responsible for recording corrections/red lines in planners when another member of staff has been unable to do so at the time. This may be necessary if a student did not have their planner when a correction was issued. (social time or refusal to hand it over)

The member off staff issuing the correction has the responsibility to e-mail the Form Tutor with details of the correction and why it has not been entered.

The Form Tutor should check and sign planners on a weekly basis and talk with the student about their acquisition of rewards and sanctions. (The academy expects parents/carers to check and sign planners on a weekly basis)

The role of the Key Stage Leader.

The role of the Key Stage Leader is to be the main point of contact when the next tier of support is required after the Form Tutor. They will help support the students to achieve their full potential and assist the Senior Leadership Team in pursuit of academic excellence in an atmosphere of outstanding behavior and effective student support. They will lead the Form Tutors and monitor the quality of form times and support form tutors, particularly those new to the academy or new to the teaching profession.

The role of the Pastoral team.

Ebor Academy Filey want every one of their students to maximise their full potential and be assured that support is available to help to achieve this. Our pastoral team are available to ensure any concerns are quickly addressed and students should feel reassured that the team can offer a variety of care, guidance and support beyond the classroom. The pastoral team is available through the on call system and ensures there is a mentor available within the pastoral area throughout the day so students are able to access them whenever they need. All students' progress is monitored and reviewed at the end of the 13 week cycle of which there are three of these

throughout the academic year. Should a student's progress fall below our expectations then appropriate actions will be discussed with both the student and their parent and an action plan agreed to allow the student to get back on track.

Appendix 6 - Applying Rewards.

An effective rewards system is the most important part of any behaviour system. If we can catch our students doing the right things and build a positive culture where effort and respect are celebrated then it is our belief that the regularity of negative behaviour will decrease.

Ways in which we reward our students:

- Merits
- Postcards home
- Telephone calls home
- Awards for exceptional performance in each subject (Student of the Month)
- Progress and Effort Certificates
- Certificates for 100% attendance
- Verbal praise in class and in student briefings
- School trips targeted at key students
- Headteacher Commendation
- End of term Celebration briefing
-

Reasons for these rewards:

Merits:

Awarded for a range of reasons such as: politeness, good work in class, excellent behaviour on an educational visit or exceptional effort with a piece of homework. Merits should be available to all students from Year 7 to 11. We recognise there is a tendency for staff to not give merits to Years 10 and 11 because they are perceived as more suitable for KS3 but student voice reveals older students do value them and staff are regularly encouraged to award them across the age range.

Merits are accumulated towards badges/prizes/vouchers. Students earn merit badges of achievement – 100 (Bronze), 150 (Silver), 200 (Gold) and 250 (Platinum).

Postcards and telephone calls home:

Used as a way of informing parents of the good work their child has completed or the contribution to academy life they have made.

Awards for students of the Month:

A highly visible way of recognising positive contributions from students in front of the whole key stage cohort.

Awards for exceptional performance in each subject: a chance for teachers to acknowledge exceptional contribution from individual students. Winners of the award are photographed and displays around the academy celebrate their achievements.

Progress and Effort Certificates

At the end of each cycle two students from each class receive a certificate: one awarded for most progress and the other for consistent high levels of effort. These certificates are presented to students during our appreciation assemblies.

100% attendance certificates:

Part of our constant campaign to encourage better attendance at the academy.

Verbal praise:

Should be part of everything we strive to do. The teacher tracker is used to record positivity between students and teachers. Students like and value verbal praise but also recognise when it is overused or not deserved.

School trips as a reward:

Used as a tangible recognition of significant contribution to academy life.

Headteacher Commendation

These are based on requests/recommendations by a class teacher for an outstanding piece of work or a student contribution to the life of the school.

End of Term Celebration Briefings

Student achievement is celebrated and merit prizes given which include Love2Shop vouchers where the students with the highest merit totals in KS3 and KS4 are put into a raffle for the chance to win a Love2Shop voucher.

We are constantly trying to refine our rewards system. Students and staff are encouraged to make suggestions and the School Council is regularly consulted. External visitors regularly comment upon the positive relationships between staff and students and we believe real progress has been made since the last OFSTED report but there is always more that can be done.

Appendix 7 - Applying Sanctions.

All staff should apply sanctions consistently, in line with the processes outlined in this policy and in the spirit with which it has been written.

When applying sanctions, staff should focus on the **behaviour** and not the

individual.

Staff must state a clear reason why the sanction is being given. There should be no need for confrontation. **Students who argue should automatically move up to the next sanction, which would be a red line – A red line attracts a higher sanction.** Where it has become necessary to apply either a sanction by way of a correction or red line this should whenever possible be entered in the students planner. Where it has not been entered in the student planner the staff giving the sanction MUST e mail the form tutor who WILL ensure it is entered the following day. This ensures the planner is a true reflection of rewards and sanctions and assists with the school home relationship. Details of any sanction given must be entered onto e portal.

A student will start each day and each lesson with a "clean slate". Effort will be made to restoring the working relationship and placing the emphasis on rewarding student's positive behaviour. However this does not mean a strategy used in a previous lesson to support behaviour cannot be carried over if it will contribute to effective teaching and learning. For example, if a member of staff has changed the seating plan for a student within their lesson they can continue with this strategy as long as it is deemed necessary.

Where a student chooses not to follow and agreed expectation sanctions should be applied (see procedure for issuing corrections and red line sanctions) The hierarchy of sanctions indicates to staff and students where they are at any one time within the system. It is important that all staff follow the procedure laid down in this policy to ensure consistency in approach.

Students should very quickly become familiar with the approach and will therefore be making obvious choices if they decide to display poor behaviour.

Applying Sanctions around the Academy.

To ensure the success of the system, all staff must take responsibility for challenging unacceptable behaviour between lessons, at social times, wherever and whenever it occurs. Always look to be positive and encourage students to correct the behaviour. If they choose to continue follow the system sanctions as for correction and red lines.

Be sure to follow through with any sanction you have given to the student.

For students who fail to attend or fail an after school correction due to poor behaviour there will be a stepped approach to increasing the sanction (See sanctions' pathway later in this policy)

Appendix 8 - How do we support students to not get corrections

Term 1

To assist students in being organised and to meet deadlines staff will remind students to use their planners to record homework, upcoming deadlines and equipment that they require for lessons. We understand that after a long summer break it may take students time to readjust to school expectations. During the first 2 weeks of Term 1 (Autumn), a 1st warning will be given to Students for the following learning habits:

1: Deadlines or Late/missing homework
3: Punctuality to school
5: Uniform
6: Equipment and readiness to learn

Staff will write in students' planners to point out that a warning was given this time and that a failure to meet expectation next time will result in a correction. This may also be followed up with a telephone call/text message home to notify parents.

It is expected that students would meet Academy expectations in lessons at all times and that in order to maximise learning time for all students exceptions (warnings) are not made for the following learning habits:

2: On-Task Behaviour
4: No answering back

Term 2

This does not apply to students in Year 10 & Year 11 who are in the process of preparing for GCSE's. Students in these year groups should now be fully aware of Academy expectations and may well have work over the Christmas break to prepare for assessments in January.

To assist students in being organised and to meet deadlines staff will remind students to use their planners to record homework, upcoming deadlines and equipment that they require for lessons. We understand that after a Christmas break it may take students time to readjust to school expectations. During the first week of Term 2 (Spring), a 1st warning will be given to Students for the following learning habits:

1: Deadlines or Late/missing homework
3: Punctuality to school
5: Uniform
6: Equipment and readiness to learn

Staff will write in students' planners to point out that a warning was given this time and that a failure to meet expectation next time will result in a correction. This may also be followed up with a telephone call/text message home to notify parents.

It is expected that students would meet Academy expectations in lessons at all times and that in order to maximise learning time for all students exceptions (warnings) are not made for the following learning habits:

2: On-Task Behaviour
4: No answering back

Term 3
It is expected by now that all students are aware of the Academy expectations, students should now be organised and prepared to meet deadlines set by staff no additional exceptions (warnings) are given during this period.

Amnesty:
Staff are instructed by the Headteacher to not give corrections on the 1st day of school after a holiday period or Bank Holiday for following learning habits:

1: Deadlines or Late/missing homework
3: Punctuality to school
5: Uniform
6: Equipment and readiness to learn

It has been found that both parents and students appreciate these allowances. An example of such is that a student may be returning from holiday and may have left items of uniform at another location. Normally the student would receive a correction, however, with this allowance they are awarded an additional 24hrs to self-correct before receiving a correction.

Appendix 9 - More serious incidents (Red Line)

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:

- The student has not responded to being given a correction and their behaviour has not improved; in this situation students should be asked whether or not they are going to cross the 'red line'.
- The student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'red line'.

When a 'red line' has been crossed a member of SLT / Behaviour Team will be called to remove the student from the situation. The student will remain in isolation at the discretion of the SLT member on call. Parents will be contacted and informed of the 'red line' and the circumstances surrounding this. The student will receive a one hour correction.

Persistent Removal / Red Lines

Students who receive three remove / red lines from a recurring lesson will be expected to make the duration of that lesson up with the relevant member of staff. The Key Stage Leader will contact the parents and a meeting will be held with the student, parent/carer, Key Stage Leader and the relevant member of teaching staff. The outcome of this meeting will be all parties to agree when the learning time lost will be caught up on and strategies to avoid further remove / red lines will be discussed.

Students who receive three consecutive red lines will be placed in IE for one full day.

The Red Line Codes:

A student will be issued a Red Line for incidents which go beyond Low Level. These can be categorised into medium level, more serious medium level and High Level. (See Appendix 10)

Appendix 10

Sanctions Pathways - Examples of Inappropriate behaviour.

Low Level (Corrections)

- **OT Behaviour.** (Low level disruption that distracts students/staff or inappropriate behaviour)
- **No Answering back.** (Follow instruction first time, every time.)
- **Equipment** . (Failure to bring appropriate equipment to lesson or using inappropriate equipment)
- **Uniform** (Wearing uniform incorrectly, wearing make-up or a forbidden item(s) of jewellery)
- **Punctuality.** Late for a lesson or late to school without a good reason)
- **Deadlines.** (failure to complete homework)
- **Work** Insufficient or poor quality of work in lessons.
- **RULES:**
  - No chewing gum (on the site)
  - No eating other than in designated areas.
  - No Mobile phones (anywhere on the site)

Medium Level (Red Line)

- Foul Language. (Not directed at staff)
- Leaving lesson without permission.
- Misbehaving in correction.
- Not attending correction.
- Misuse of Academy equipment.

More serious Medium Level (Red Line)

- Rudeness to staff.
- Blatant refusal to follow instruction.
- Intimidating (verbal/physical) another student.
- Smoking.
- Truanting from lesson.
- Vandalism of any property. (belonging to the Academy, Staff or student.)
- Disrupting exams.

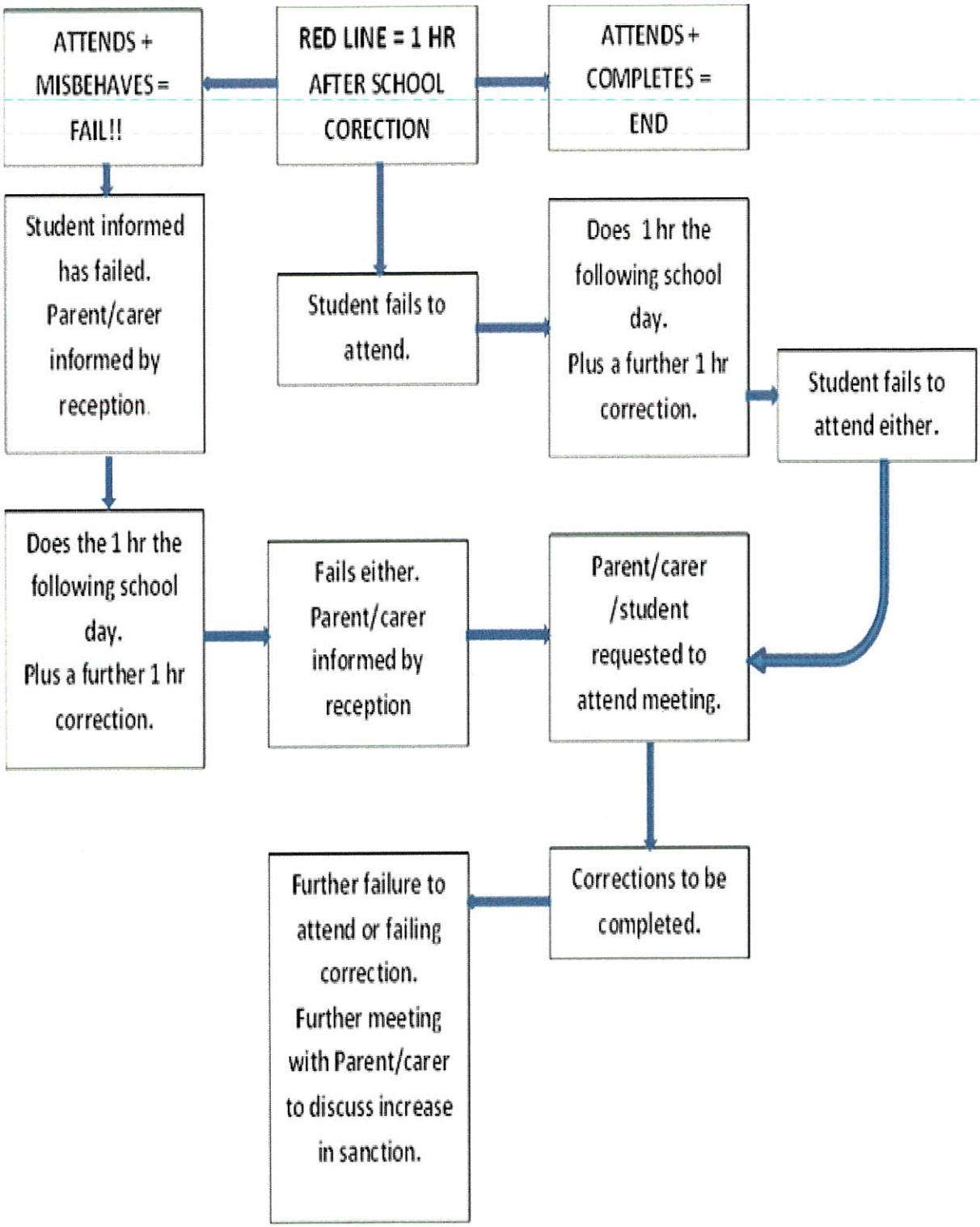
High Level (Red Line)

- Foul Language. (Directed to staff)
- Possession/abuse of drugs. (other than cigarettes)
- Possession of /drinking alcohol.
- Serious assault on student.
- Verbal/physical abuse of staff.
- Carrying an offensive weapon.
- Setting off Academy alarms.
- Serious vandalism. (Setting objects alight. Deliberately/recklessly breaking windows etc.)
- Racist or homophobic comments or actions.
- Theft.
- Cyberbullying/intimidation through social media.

Appendix 11

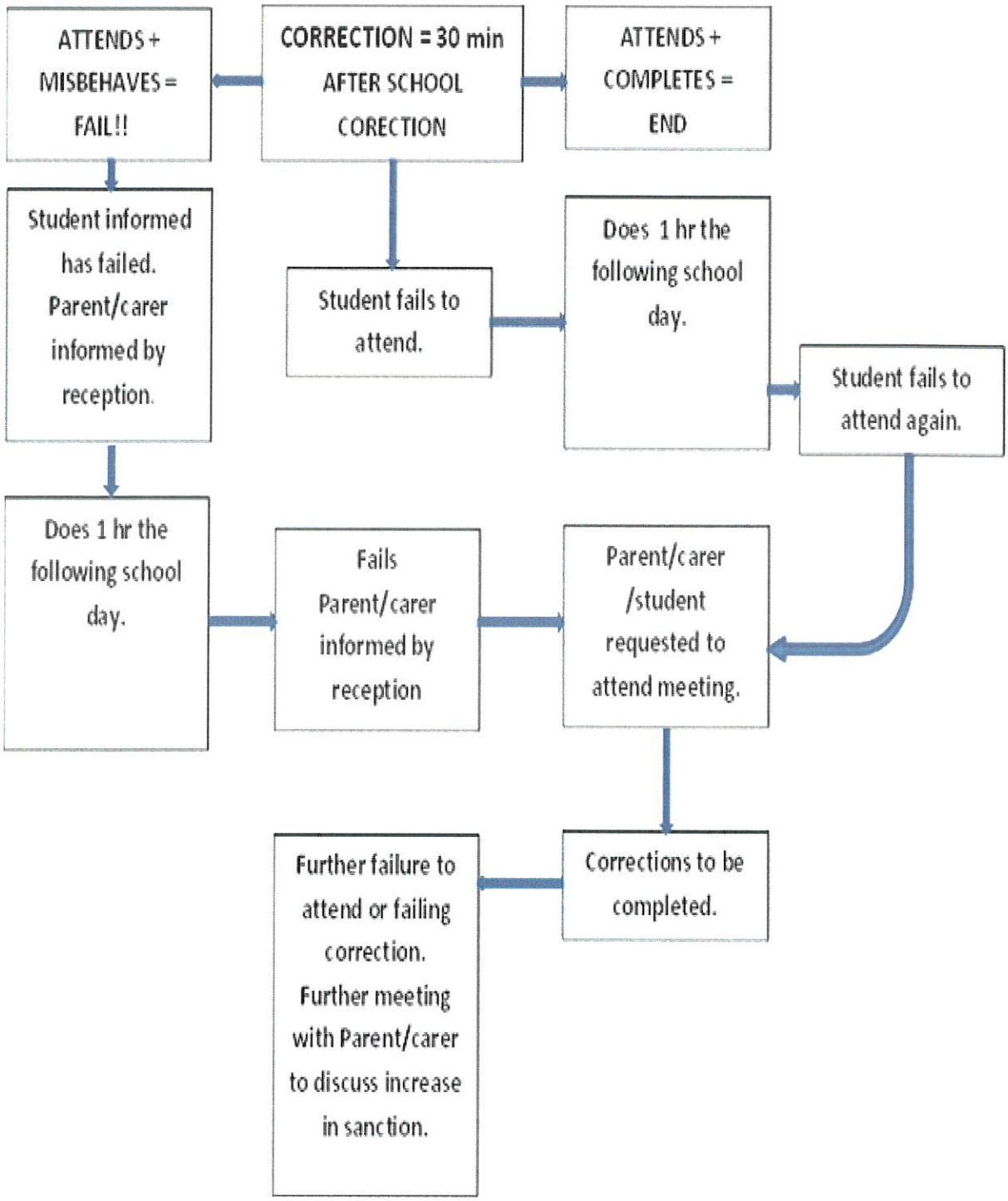
After school corrections – sanction pathway for failing to attend or failing to complete.

RED LINE INCIDENTS.



After school corrections – sanction pathway for failing to attend or failing to complete.

LOW LEVEL CORRECTION INCIDENTS. (Breach of Learning habits)



Appendix 12 - Academy Afterschool Correction procedure.

Corrections will take place every evening after school in the hall.

The Academy adopts a same day after school correction in order that the student can reflect on the behavior within an appropriate timescale.

Parents/carers will receive a text message by 2.45pm informing them if their son/daughter has an hour or 30 minute correction.

Students who receive a red line will get an immediate 1 hour correction and this will always be undertaken in the hall. If they have received any further sanctions during the day this will be carried into the next day.

Students who receive corrections for "Off task behavior" (low level disruption that distracts students/staff or inappropriate behavior) and "No Answering back" (follow instructions, first time, every time) will always undertake the correction in the hall.

Students may for other corrections be collected from the hall by the member of staff only that gave them the correction in order to catch up or complete any missed work including homework.

Should a student receive more than one sanction in a day the above categories will take precedent and all the sanctions will be completed in the hall.

Should a parent/carer have particular problems with same day corrections they should discuss the issue with a Key Stage Leader or the Deputy Head Teacher.

Expectations in after school Correction.

- All students must attend the hall no later than 3.15pm. Students who arrive after this time without a valid reason will fail the correction. (see Appendix 8 for process re failing the correction)
- All students should attend the correction with the minimum of a pen, reading book and planner. If students have school work that they need to catch up on they should bring this to the correction.
- All students will be silent and sit where they have been instructed by the members of staff running the correction.
- There must be no communication of any sort between students.
- Students must not continually ask questions or put their hands up.
- Students will continue to work/read throughout the correction.

Appendix 13 - <u>Reports and Exclusions.</u>

Students with persistent poor behaviour may be placed on report. This is for a fixed period of two weeks for each level of report. If a student's behaviour does not improve further sanctions will apply leading to a final warning which then places the student at risk of losing their place at the Academy. Students on report will be given targets tailored to their specific issues of behaviour. The student must present the report to the subject teacher at the start of every lesson. This will be completed by the teacher who will show if targets have been met or not. They will also be given an attainment grade. If the student has a poor lesson it is the

responsibility of that subject teacher to provide a sanction in line with the behaviour for learning policy.

Type of Report	**Person Responsible**	**Reason**
Lilac Monitoring Report.	Form Tutor`	Student has received 5 or more corrections in a two week period. Other concerns the tutor may have. Parental/student request. Parents must be contacted and made aware. Details entered on E portal.
Blue Report	Form Tutor	Student has not improved behaviour since being on Lilac report. **PSP 1** – Discussion with parents and personal support plan documented. Details entered on E portal. Student has improved behaviour – removed from report system. Parents informed. Details entered on E portal.
Yellow Report	Key stage Leaders. • (If required supported JCO) • (If required supported SLT)	Student has not improved behaviour since being on blue report. **PSP 2** – Discussion with parents and personal support plan documented. Details entered on E portal. Student removed from form group to be given additional support. If the student fails this report they are at risk of a fixed term exclusion. Student has improved behaviour – They drop down to blue report and return to normal form group. Parents informed. Details entered on E portal.
Red Report	Senior Leadership Team (Excluding Head Teacher)	Student has not improved behaviour since being on yellow report. A formal meeting will be held with parents/carers. An Acceptable Behaviour Contract will be written and signed by both parents/carers. Any unacceptable behaviour whilst on red report will lead to fixed term exclusion. Student has improved behaviour – They drop down to yellow report. Parents informed. Details entered on E portal.

Amber Warning	Deputy Head Teacher	If the student fails to improve their behaviour whilst on red report they will be given an amber warning (PSP3). A meeting will be held where the parent(s) and Student sign the contract. The area collaborative group will be informed that the student is at risk of losing their place at the Academy. Any further incident of poor behaviour will result in a fixed term exclusion. The student can still by changing behaviour work their way down the reports' ladder.
Final Warning	Head Teacher	A meeting will be held with at least one Governor. A red final warning contract (PSP 4) will be agreed and signed by parents and student. Collaborative will be aware the meeting is taking place. Any further incident of poor behaviour will result in the student losing their place at the Academy. The collaborative will be notified and further educational provision decided upon.

Exclusion Ladder.

Exclusions are used at the Academy where behaviour of students is unacceptable. Below is the ladder of Exclusions. (it is not possible to be totally prescriptive and circumstances could arise where the behaviour is of such a serious nature that the steps below are by-passed)

Type of Exclusion	**Reason for Exclusion.**
Internal Exclusion. (up to 3 days)	This will be for medium level offence where the student has no record of poor behaviour. The parent/carer will be notified and details entered on E portal. Any future incident could lead to a fixed term exclusion.
1 Day Fixed Term Exclusion.	This will be given for a second offence after an internal exclusion or a more serious medium/high level offence. It may also be given if the student fails their yellow report. Reintegration meeting will be held with parents and an SLT member before they will be allowed to come into mainstream lessons.

3 Day Fixed Term Exclusion.	This will be given for a second offence after an initial fixed term exclusion or a more serious medium/high level offence. It may also be given if the student fails their red report. Reintegration meeting will be held with parents and an SLT member before they will be allowed to come into mainstream lessons.
5 Day Fixed Term Exclusion.	This will be given for a second offence after a 3 day fixed term exclusion or a more serious medium/high level offence. Reintegration meeting will be held with parents and an SLT member before they will be allowed to come into mainstream lessons.
Permanent Exclusion	The Governors are aware of the DofE advice that a decision to exclude a student permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy, and/or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The Governors also consider the following to be very serious incidents that may well result in the permanent exclusion of a student: • serious actual or threatened violence against another student or member of staff • supplying an illegal drug • carrying an offensive weapon • sexual abuse or assault • repeated verbal abuse of staff • persistent defiance and disruption • deliberate activation of the fire alarm without good intent • repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network. The sanction imposed against students involved in drugs-related incidents will be determined in the light of the particular situation but all incidents carry the risk of permanent exclusion, even if it is a first offence, particularly where the incident involves the supply of a controlled or unauthorised drug to another student (whether for payment or otherwise).
Final Warning by Governor's Disciplinary Panel / Academy's Head Teacher.	This can be issued after a 5 day fixed term exclusion or if there are any further offences. After the warning is issued any further incident may lead to permanent exclusion or a managed move.

Appendix 14 - Expectations during Internal Exclusion.

- Students will work in one of the purpose built booths.
- Students will work in silence.
- Students will complete all work set and to the best of their ability.
- All work must be handed in at the end of the day.
- Students will not have morning break.
- Students will eat their lunch within inclusion.
- Students will not have ant social time during the lunch break.
- Any toilet breaks will be taken during normal lessons.
- Students will not damage or write graffiti on the booths.
- Where possible students will be supplied with work by their subject teachers. If this is not possible other work will be set.
- **Students must realise that the behavior for learning policy also applies within internal exclusions therefore correction and red line sanctions will be used. If poor behavior continues within internal exclusion a member of the senior leadership team will requested to attend and make any further decisions regarding what further steps/sanctions will be added.**

Appendix 15 - Exclusion – information to parents and carers.

Ebor Academy Filey will as a matter of principal always try to avoid issuing a fixed term exclusion. However there are times when it is the appropriate course of action in order to improve student behaviour.

The head teacher has the authority to exclude a student from the Academy. This authority may be delegated to members of the Senior Leadership Team as appropriate.

Once an exclusion has been issued the Academy will contact parents/carers giving details of the reason for and length of exclusion. The parent/carer will be asked to attend the Academy to collect the student. The student will be placed in isolation until collected. Where a student demonstrates offensive or violent behaviour the academy may call the police or involve PCSO's.

A letter will be sent to the parents/carers confirming details of the exclusion and a re-integration meeting may be arranged. The Local Authority is informed of all exclusions and information can be kept for up to 10 years. This information can be shared with other agencies as appropriate.

Regrettably sometimes student behaviour warrants a final warning. These are given for "one-off" serious offences or after a period of time on report where there has been no improvement in behaviour. A final warning is given by the head teacher following a meeting with governors and unless there is an immediate improvement in behaviour a managed move or permanent exclusion will follow.

At any time a parent/carer may request a referral to the Area Collaborative Partnership. The partnership is made up of school senior leaders from the area and members of the Local Authority. The partnership will consider the behaviour record of a student and recommend a course of action. This will usually entail a transfer to another school or education provider.

Once a decision to permanently exclude a student has been made it cannot be overturned by an outside agency. Parents/carers can appeal to an independent review panel if they feel the decision is wrong. This panel does not have the power to reinstate a student but it can direct a governing body to review the case and reconsider its decision.

Further details on this can be found at:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion