



**GOODWIN
ACADEMY**

Behaviour for Learning Policy

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Goodwin Academy Behaviour for Learning Policy

The Behaviour Policy at Goodwin Academy aims to ensure our decisions reflect our commitment to life-long learning and our values of respect. Promoting positive behaviour requires the commitment of all members of the Academy community, students, parents, governors and staff; it requires a consistency of practice across the Academy to ensure that students know and understand the standard of behaviour that is expected of them. If all members of the Academy community are to develop and aspire to achieve their best then they must be free to learn and teach in an environment that is caring and respectful.

Effective teaching and learning at Goodwin Academy can only take place in a well ordered environment that is supported by effective behaviour for learning systems.

Aims:

- To support the staff to ensure teaching and learning can take place in a positive working environment.
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions.
- To create a positive ethos and environment within the Academy community that enables effective learning to take place so that students can achieve beyond their expectations.
- To develop mutual respect between all members of the Academy community.
- To have consistent expectations and guidance about routines and procedures.
- To ensure that students and parents are introduced on entry to the Academy's expectations via the Home/Academy agreement and associated documents.
- To ensure that the application of rewards and sanctions is consistent and systematic and to celebrate the success of the students in all aspects of school life.
- To ensure Equality of Opportunity for all students.
- To foster partnerships between home, Academy and the wider community.

- To create a supportive environment where positive attitudes are encouraged and respected.
- To involve the community in celebrating both achievement and the positive aspects associated with appropriate conduct as appropriate.
- To promote the Academy as a central part of the community.
- To prepare students to undertake an effective role in society.

Roles and Responsibilities

The Principal and Governing Body – The Regional Governing Body will establish, in consultation with the Principal, staff and parents, a policy that promotes the desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of desired behaviour of students and staff. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Senior Leadership Team –The Senior Leadership and Wellbeing Team will support staff in classes and corridors by maintaining a high presence and implementing the Behaviour for Learning policy. Severe problems will be dealt with by Senior Leaders and, in exceptional cases, the Principal.

Staff – Staff have a responsibility to ensure the policies and procedures that are outlined in this document are followed consistently and fairly.

- Create a positive learning environment based upon the Academy's ethos and high expectations.
- Teach and model appropriate behaviour and high standards of attendance and punctuality.
- Deliver high quality, engaging lessons.
- Record and monitor the behaviour of students within their care on SIMs behaviour.
- Encourage students to be socially responsible both inside and outside of the Academy.
- Communicate with other staff, parents, and students regarding individual students and their learning, behaviour and achievements.

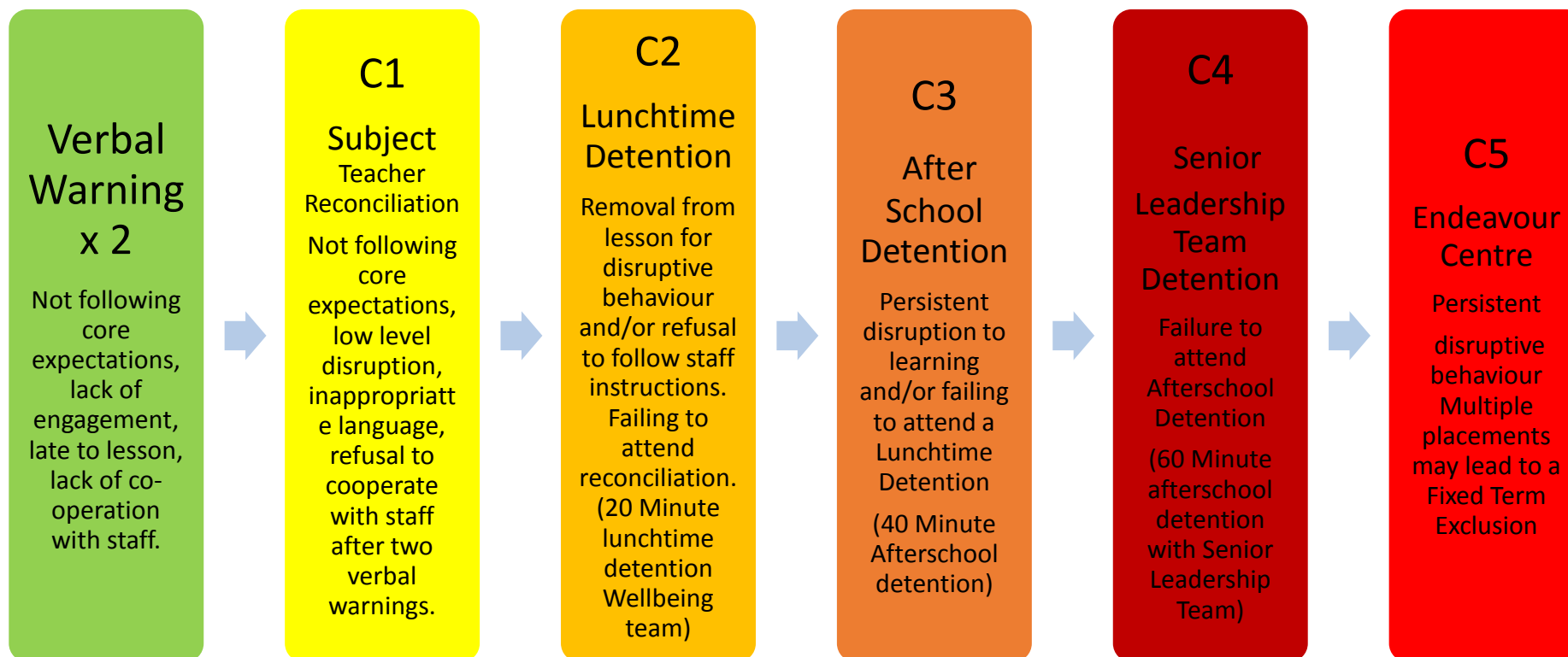
Parents and Carers – The Goodwin Academy Home School Agreement clearly sets out and communicates the expectations of the Academy to Parents/Carers. The Academy expects Parents/Carers to:

- Support the Academy behaviour for learning policy
- Support their child's learning and behaviour by discussing any problems that may arise.
- Work in partnership with the Academy to assist in maintaining high standards of behaviour.
- Take responsibility for the behaviour of their child both inside the Academy and in the wider community.

Students – The Goodwin Academy Home Agreement clearly sets out and communicates the expectations of the Academy to students. The Academy expects students to:

- Abide by the Home School Agreement
- Take responsibility for their own behaviour and be socially responsible inside and outside of the Academy.
- Show respect for and co-operate with all members of the Academy community and its policies.
- Be prepared to learn by ensuring you have the correct equipment in all lessons.
- Work to the best of their ability and use class time appropriately to complete all work and coursework.
- Wear the correct uniform at all times during the Academy day, in accordance with uniform expectations.
- Arrive on time each day, be punctual to lessons and move between lessons calmly and quietly.
- Report any incidents of disruption, violence, bullying and any form of harassment.
- Follow Academy building regulations for health and safety.
- Smoking is not permitted in school, and whilst travelling to and from school or any other time whilst wearing the school uniform. This extends to, and includes, all types of e-cigarette.
- Mobile phones and electronic devices are not to be used or seen within the Academy buildings. If mobile phones and electronic devices are seen or heard within these areas, they will be confiscated. The device will be locked in a safe until collected by the students from the Wellbeing Centre at the end of the school day.

Academy Behaviour Flow Map



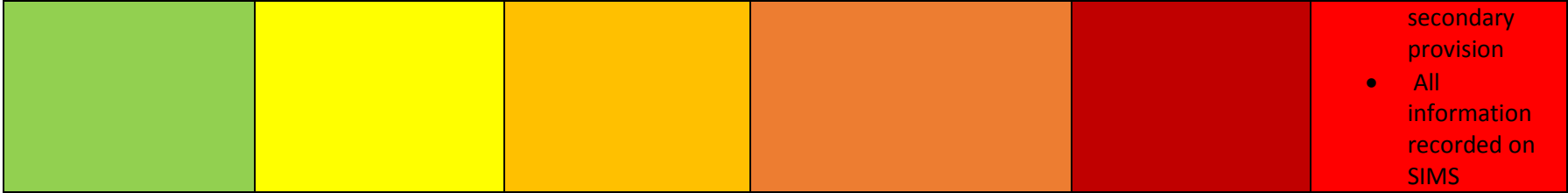
Consequences for Behaviour

Verbal Warnings	C1	C2	C3	C4	C5
<p><u>Behaviours</u> May include:</p> <ul style="list-style-type: none"> • Not following Core Expectations • Late to Tutor/ lessons • Lack of equipment • No PE kit • No homework • Lack of engagement in lessons. • Lack of co-operation with staff • Disrespectful to others 	<p><u>Behaviours</u> May include:</p> <ul style="list-style-type: none"> • Refusal to follow Core Expectations • Walking away from outside the classroom when placed for reflection time • Walking out of the classroom during a lesson/ tutor time, without consent • Persistent LLD • Inappropriate language • Refusal to cooperate after receiving 2 	<p><u>Behaviours</u> May include:</p> <ul style="list-style-type: none"> • Refusal to follow Core Expectations • Refusal to follow instructions • Walking out of a lesson • Truancy • Swearing and use of foul language • Disrupting the learning of others • Failing to attend Reconciliation time • Escalation from C1 	<p><u>Behaviours</u> May include:</p> <ul style="list-style-type: none"> • Unsafe/Inappropriate physical contact within a classroom/ around the school building • Health and Safety issues within lesson/ Academy • Fighting • Persistent disruptive behaviour to learning • Refusal to leave a classroom • Sustained bullying of others • Discriminatory comments towards peers/ adults • Discrediting the reputation of the Academy by acting inappropriately outside the school site 	<p><u>Behaviours</u> <u>May include:</u></p> <ul style="list-style-type: none"> • Refusal to persistently fail to attend Reconciliation • Refusal to attend After School Detention • Severe and frequent poor behaviour 	<p><u>Behaviours</u> May include:</p> <ul style="list-style-type: none"> • Assault on peers • Assault on Teaching staff • Drugs/smoking paraphernalia • Weapons bought onto the Academy site • Severe safeguarding behaviours within the Academy • Intentional damage to school property • Theft • Bullying in line with the Anti- Bullying School Policy

	Verbal Warning.		<ul style="list-style-type: none"> Failing to attend the Lunchtime Detention 		<ul style="list-style-type: none"> Severe Health and Safety issues within the Academy
<p><u>Sanction Reflection</u> May include:</p> <ul style="list-style-type: none"> Allow Student to make the correct choice Allow student to stand outside the classroom for 2 minutes to reflect on behaviour Praise student for rectifying the situation If the behaviour is repeated, then escalate to C1 level Inform Tutor 	<p><u>Sanction Reconciliation</u> Restorative Time 2:45-3:00PM May include:</p> <ul style="list-style-type: none"> Restorative time allocated with teacher at the end of the day in designated room If student fails to attend, inform parent and rebook for following day. In addition, a lunchtime detention with the Wellbeing 	<p><u>Sanction Repercussion</u> Detention: 20 Minute May include:</p> <ul style="list-style-type: none"> Issued a lunchtime detention for the same day, if after lunch then it will be carried to the next day. Failing to attend this detention will be escalated to after school detention for 40 mins Student to immediately leave the lesson and 	<p><u>Sanction Repercussion</u> Detention: 40 Minute May include:</p> <ul style="list-style-type: none"> 40 minute Detention set for the same day. If student does not attend escalated to SLT Detention. Full investigation to be carried out by WBC. SLT/WBO to remove student from lesson and immediately escort to the Inclusion Centre. Student withdrawn from mainstream circulation. Teacher/ WBC to inform parents. 	<p><u>Sanction Repercussion</u> Detention: 60 Minute May include:</p> <ul style="list-style-type: none"> 60 minute SLT Detention Failure to attend Senior Leadership Detention will be placed in the Resolution Room for one Day Place student on Key stage Manager/ SLT report Record Information onto SIMS Inform the Resolution room to 	<p><u>Sanction Repercussion</u> May include:</p> <ul style="list-style-type: none"> Student to be placed immediately in the Resolution Room, pending investigation. Full investigation to be carried out by WBC. All information/ evidence to be presented to the Principal of the Academy. Fixed Term Exclusion Reduced TT

<ul style="list-style-type: none"> • Report uniform issues to the WBC to enable them to log information and action • Record information onto SIMS. • If a student is late to lesson twice in one day, they will be issued a lunchtime detention 	<p>team will also be issued.</p> <ul style="list-style-type: none"> • Department parking. • Inform HOY/ WBC • Record Information onto SIMS • If issues persist place student on Tutor Report 	<p>go straight to the WBC, where they will be escorted to the Resolution room.</p> <ul style="list-style-type: none"> • Parent to be informed by Wellbeing • HOY to be informed • Record information onto SIMS • If a student receives two C2's in a day they will remain in the Resolution room for the rest of that day. 	<ul style="list-style-type: none"> • Dependant on severity could be escalated to FTE. • Persistent high levels of C3's can result in time in the Endeavour centre. • HOY/ WBM parent meeting. • If there is no reduction in behaviour SLT meeting. • HOY to be informed. • Record information onto SIMS. 	<p>escalate to 1 Day</p>	<ul style="list-style-type: none"> • Student could be placed in the Endeavour Centre dependant on the Principles decision. • HOY/Tutor informed • Parent/carer informed • Record all information onto SIMS
<p><u>Support</u></p> <ul style="list-style-type: none"> • Inform parents • Standard letter home reiterating 	<p><u>Support</u></p> <ul style="list-style-type: none"> • Monitor student • Seating plans • Tutor report 	<p><u>Support</u></p> <ul style="list-style-type: none"> • Teacher to call home and discuss concerns with parent/carer 	<p><u>Support</u></p> <ul style="list-style-type: none"> • Hoy to communicate with parents to discuss issue/concerns. 	<p><u>Support</u></p> <ul style="list-style-type: none"> • SLT to invite parent in for a meeting/ send a 	<p><u>Support</u></p> <ul style="list-style-type: none"> • SLT parent meeting • SLT Report • Revise support

<p>the Core Expectations</p> <ul style="list-style-type: none"> • Tutor/ WBC/HoY to monitor for persistent uniform issues/ contact parents/ carers • If persistent lateness to school/lessons escalate to Punctuality Report • Recognition for non-offenders through reward system • All information recorded on SIMS 	<ul style="list-style-type: none"> • Acknowledge positive outcomes • Educational/ SEN differentiation strategies in place for student • Mediations with teaching staff to resolve any issues • Create a support plan for persistent issues • WBM to identify any issues around the family/ financial difficulties • All information recorded on SIMS 	<ul style="list-style-type: none"> • If persistent issue, teacher to invite parent in for a meeting • Revise support strategies from C1 • Report System • Reflection of Behaviour pack to be completed by student • Complete any referrals identified for student support • Lesson support • All information recorded on SIMS 	<ul style="list-style-type: none"> • Persistent issues, PSP to be created with HOY/ WBM • Revise support strategies from C1+2 • Report System • Reflection of Behaviour Pack to be completed by student • Complete any referrals identified for student support • Students with high levels of C3's could escalate to Student Contract • Targeted interventions for students with identified issues • Lesson support • Mentoring • All information recorded on SIMS 	<p>letter home.</p> <ul style="list-style-type: none"> • Place student on Head of Year/ SLT report • Reflection of Behaviour pack to be completed by student • Students with high levels of C4's could escalate to Student Contract • Targeted Interventions for students with identified issues • All information recorded on SIMS 	<p>strategies from C1+2+3</p> <ul style="list-style-type: none"> • PSP • Student Behavioural Contract • Reflection of Behaviour Pack to be completed by student • Mentoring internal/ external • Targeted interventions • Alternative provision placement • External Agency Support • Students who demonstrate high levels of risk taking behaviour could be offered a managed move to another
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Consequences

All incidents at the Academy should be dealt with on an individual basis, taking into account the students individual circumstances and those surrounding the incident. As a result, different sanctions and support may be put in place for different students based upon their needs.

Detentions whilst a sanction, should be used to clarify expectations and move the situation forward so there is no repeat.

Reconciliation Time (5-15 minutes) – All teachers can and should issue students with detentions if they do not meet the Academy’s expectations on behaviour and work. Reconciliation time must be set on the day of the incident and will take place at the end of the day in a designated area for between 5 and 15 minutes. These allow the teacher and student to repair their relationship before behaviour escalates. Reconciliation times are held in a central location and are led by members of the Wellbeing team. Teachers must attend the reconciliation to ensure the relationship is repaired before the next lesson. If a student fails to attend their reconciliation, the class teacher will contact parents/carers and will arrange a Wellbeing Team detention.

Lunchtime Detention (20 minutes) – If a student fails reconciliation, is late to two lessons in one day, or if a students’ behaviour denotes it the Wellbeing Team will set a 20-minute detention. These detentions should take place as soon after the incident as possible. Form tutors will also notify students of their detentions during tutor time. If a student fails to attend a Wellbeing Detention they will be placed in a Head of Year detention.

After School Detention (40 minutes) - If a student fails to attend a Wellbeing Team Detention or their behaviour denotes it, staff will set an After School Detention. After School Detentions last 40 minutes and should take place the day after an incident.

Senior Leadership Team Detentions (60 minutes) – If a student fails to attend a Head of Year Detention or their behaviour denotes it; staff will set a Senior Leadership Team Detention. Detentions last 60 minutes and will take place weekly. Form tutors will notify students of their detentions during tutor time. If a student fails to attend an SLT Detention, they will be placed in the Resolution room for 1 day and complete an After School Detention.

Removal and On Call – On call can be requested by sending a reliable student with a note to Wellbeing, The Wellbeing team will support and investigate the situation and the student will be placed in the Resolution Room. Work should be supplied if a student is removed from the lesson. If a student is placed in the Resolution Room more than twice in a day, they will remain in the Resolution room for the remainder of that day for persistent disruptive behaviour and refusal to comply with the Academy expectations.

Resolution Room – The aims of the Resolution Room are to improve student behaviour, support staff and reduce the number of fixed term exclusions. The Resolution Room should be used if a student has displayed inappropriate behaviour and has been removed from

lesson The Resolution room will also be used for failing to attend an SLT Detention and for persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour Policy.

Discovery Centre – The aims of the Discovery Centre are to improve student behaviour, support staff and reduce the number of fixed term exclusions. The Discovery Centre should be used if a student needs additional pastoral support and is unable to attend or return to their timetabled lessons. This may include supported or adjusted timetables for students with social emotional mental health issues.

Endeavour Centre – The aims of the Endeavour Centre are to improve student behaviour, support staff and reduce the number of fixed term exclusions. The Endeavour Centre should be used if a student has displayed inappropriate behaviour and is unable to attend or return to their timetabled lessons. The Endeavour Centre will also be used for persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour Policy. The Endeavour Centre will where the need dictates run an adjusted school day that can operate from 9.30am – 3.30pm with different break and lunchtimes.

Alternative External Inclusion – The aim of the External inclusion is to remove students from the Academy community due to a breach of the Academy Behaviour Policy. Students will spend an allocated number of days or a day at an external provision at another local school to prevent a fixed term exclusion. Students are expected to attend the alternate provision in full-school uniform and be fully equipped for learning.

Fixed term exclusion – Exclusion from the Academy is seen as the most serious sanction and the Academy will do everything in its power to avoid this. In some circumstances, the Academy may use fixed term exclusions, up to permanent exclusions from the Academy for behaviour that is extreme and threatening to the safety and wellbeing of staff or other students. Before making the decision to exclude, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version of the events both orally and on a Student Statement form.

Sanction/ Detention Procedures

In order to maintain consistency across the Academy, it is imperative that the sanction procedures are followed by all staff. In order to ensure incidents are dealt with as quickly as possible, students will only ever be given one chance to complete the set sanction. There is a clear hierarchy and increase in the severity of the sanctions the Academy can impose. However, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour.

Exclusion

Internal Exclusion within Endeavour Centre – Internal Exclusion bookings can be made by Wellbeing Managers and the Senior Leadership Team. These must be verified by the Assistant Principal for Behaviour & Attitudes. The Wellbeing Team collect the appropriate evidence and fill in a referral form. This is then passed to the appropriate member of SLT for verification. Once verified the student is booked into the Endeavour Centre and contact is made to Parents/Carers.

Students are expected to arrive promptly with basic equipment and correct uniform. As per the Behaviour Policy, mobile phones and electronic devices are not permitted. Pupils will follow an adjusted timetable with work being provided by teaching staff and centre staffs. Pupils are usually well behaved and the work they produce is of a good standard, this gives Parents/Carers and the Academy the opportunity to praise.

Alternative External Inclusion – the Assistant Principal for Behaviour & Attitudes and the Principal can make Alternative External Inclusion bookings. HODs/HOYs and the Student Services Team collect the appropriate evidence and an alternative external exclusion form is completed. The Principal or Assistant Principal for Behaviour & Attitudes liaises with other local secondary schools to confirm a placement. A member of staff from the Academy meets the student at the Alternative External Inclusion placement and provides work for them to complete during their placement. Before they return to the Academy, Parents/Carers are invited to attend a Return from inclusion meeting.

Fixed term and Permanent Exclusion – The decision to externally exclude a student can only be made by the Principal or Vice-Principal in his absence. Each exclusion is dealt with on an individual basis and individual circumstances will be considered. Only the Principal, in consultation with the Governors, can make the decision to permanently exclude. This is a final sanction and only used if the behaviour displayed is extreme, endangers the safety and well-being of students or staff or is the result of a persistent breach of Academy rules, including the bringing in on site of prohibited items or weapons.

The Wellbeing Team must collect the appropriate evidence and fill in an exclusion form with all sections filled in. This is then passed to the Principal for verification. No student will be sent off site before the end of the day unless contact has been established with Parents/Carers. In the event of contact not being made, the student must remain on site and be withdrawn from class until the end of the normal Academy day. Before they return to the Academy all students and their Parents/Carers must have a return from exclusion (RFE) meeting with the appropriate Wellbeing/Head of Year or member of SLT. If a Parent/Carer fails to attend, the Return from Exclusion meeting it could result in the student being placed into the Resolution Room or Endeavour Centre until a parental meeting has taken place.

Reports

Stage 1

- **Form Tutor Report**
- Form Tutor to communicate with Parents/ Guardians & monitor the report daily

Stage 2

- **Wellbeing Centre Report**
- Wellbeing Centre to communicate with Parents/ Guardians and monitor the report daily

Stage 3

- **Head of Year Report**
- Head of Year to communicate with Parents/ Guardians prior to report commencing
- Report to be reviewed daily

Stage 4

- **SLT Report**
- Member of SLT to communicate with Parents/ Guardians prior to report commencing
- Report to be reviewed daily

Stage 5

- **Vice Principal Report**
- Vice Principal to communicate with Parents/ Guardians prior to report commencing
- Report to be reviewed daily

Stage 6

- **Principal Report**
- Principal to communicate with Parents/ Guardians prior to report commencing
- Report to be reviewed daily

Report Procedure:

The report system is used to support and monitor the behaviour and attendance of students. A judgement will be made as to the appropriate level of report and the student should report to the member of staff they are on report to at the start and end of the day. The member of staff issuing the report must fill in the appropriate details on the report. It must be clear what the student's targets are and these should be specific to their needs. The student is responsible for handing the report to subject teachers at the start of each lesson and then handing it to the appropriate member of staff at the end of the day. It is important that all staff use the report system to inform the appropriate members of staff of a student's progress and therefore should be filled in accurately. It is also important to ensure the appropriate sanction is put in place by the class teacher.

A student can fail their report by not engaging with it. This includes:

- Failing to collect or hand in their report.
- Failing to get it signed by their class teacher
- Failing to meet their targets by receiving '3s' across two or more lessons throughout the day.

A number of different reports may be used depending on the students' needs.

- **Tutor Report (Blue)** – This type of report should be used in response to whole Academy behavioural issues (3 or more lessons) and is issued and monitored by the student's form tutor. This report should last no longer than a period of two weeks. Failure to complete the form tutor report will result in the student advancing to Wellbeing Centre Report report. The tutor should contact Parents/Carers when the student is placed on report and if the student does not engage.
- **Wellbeing Team Report (Green)**- This type of report should be used in response to persistent disruptive behaviour or for failing Tutor report.
- **HOY Report (Yellow)** - This type of report should be used in response to more severe and persistent whole Academy behavioural issues across three or more subject areas, returning from an exclusion or for failing a Wellbeing Team Report. It is issued and monitored by the student's HOY. This report should last no longer than a period of two weeks. Failure to complete the HOY report will result in the student advancing to an SLT report. The HOY should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' Parents/Carers.
- **SLT Report (Amber)** - This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing a HOY report. It is issued and monitored by the Vice Principals. Failure to complete the SLT report will result in the student advancing to the Principals Report. The member of SLT should contact

Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a Parental meeting.

- **Vice Principal Report**- This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing SLT report. It is issued and monitored, by the Vice Principal. Failure to complete the Vice Principal report will result in the student advancing to the Principal's Report.
- **Principals Report** -This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing Vice Principals report. It is issued and monitored by the Principal. Failure to complete the Principal's report will result in an escalation to a Trust Director of Education behaviour panel.
- **Attendance Report (White)** – This type of report should be used in response to a student with persistently poor punctuality and attendance. It will be issued and monitored by the Attendance Officer. Please see the Attendance Policy for more information.

Reducing Low Level Disruption

The Academy is operating a common framework to reduce low-level disruption.

Aims:

- To improve the learning of all students, those whose lessons are disturbed by others who disrupt and the disruptive students alike, by taking concerted action against disruption, showing we take it seriously.
- To deter students who are fundamentally keen to study but fall into conversation too readily.
- To identify students who cause a low-level nuisance across the curriculum more quickly enabling achievement to improve.
- To give teachers and cover supervisors a common framework to address disruption and a procedure we can rely on when students push at the boundaries of authority rather than our instant decisions.

Key points:

This is a common framework of sanctions to deter and deal with low-level disruption. It must be operated in all lessons to create maximum impact and ensure all students and teachers have a fair deal.

It is not meant to supplant other methods of managing the classroom. The framework

complements the teacher's positive behaviour strategies, usually considered much the more powerful means to achieve good behaviour for learning.

To include:

- modelling mutual respect and enthusiasm
- praise and rewards
- teaching good behaviour
- consistency
- good planning and effective delivery with appropriate pace and challenge
- use of lesson 'signposts'
- defusing and distracting when poor behaviour is in the offing
- sense of humour
- variety of activity and grouping
- giving a measure of choice; engaging students in targets, assessment and how to move on (AFL), etc.

Classroom Behaviour remains in the first instance, the responsibility of the classroom teacher and the department with support from SLT.

Non-Negotiable Standards

The following standards must be adhered to by all students and consistently enforced by all staff:

- To be wearing correct uniform (as defined in Academy uniform policy)
- To arrive on time to all lessons
- To bring correct equipment to every lesson (minimum of pen, pencil, ruler)
- To maintain a positive attitude to learning
- To place student planners on their desks in lesson
- To follow the "Five Rules"
- To start and end every lesson, students should enter the classroom quietly and sensibly
- To start and end every lesson by being met and greeted by the teacher at the start of the lesson.
- To ensure consistent dismissal from lessons, students should not prepare to leave at the end of the lesson with more than 5 minutes remaining, and they must not be allowed to move to their next lesson until the correct time with the teacher supervising exit from class.

Searching and Confiscation Guidance

The aim of this guidance is to explain the Academy's powers of searching pupils so that Academy staff have the confidence to use them.

Searching Pupils

Academy staff can search a pupil for any item banned under the Academy Rules, if the pupil agrees. In addition, the Principal, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Academy also has a legal right to search without the pupil's consent for any other item that may be banned under the Academy Rules when it is specifically stated in the Academy Rules that such an item may be searched for. This includes any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. The Principal or delegated members of staff can search a pupil on Academy premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to Academy discipline. The Academy is not legally required to inform parents before the search takes place.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Confiscation of property

The Academy reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any item specified in the Academy Rules such as a mobile phone, music player and electronic device.
- Any item of incorrect uniform, such as a hoodie, scarf or coat.
- Any illegal substance, weapon or imitation weapon.
- Any item that poses a threat to others.
- Any items of inappropriate jewellery.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device they may examine any

data or files on the device if they think there is a good reason to do so. Any data or files may be erased if necessary.

Positive Handling Policy

The aim of this policy is to explain the Academy's powers on the use of force to help staff feel more confident about using this power when they feel it is necessary.

The Academy and its staff may use reasonable force to either control or restrain a student if necessary. The term 'reasonable force' refers to the use of physical contact with students to prevent violence or injury. Physical intervention and reasonable force should be used as a last resort. All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It also applies to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This may include, but is not limited to the following:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student causing deliberate damage to property.
- Prevent a student leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts.

The use of reasonable force extends to carrying out a search of a pupil without consent for the following prohibited items.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force should not be used to search for items banned under the school rules or as a form of punishment at any time.

Students conduct outside the school gates

Goodwin Academy have the power to discipline students for misbehaving outside of the school premises whilst travelling to and from school and wearing school uniform. Any form of inappropriate behaviour which could adversely affect the reputation of the Academy will result in an appropriate sanction being issued in-line with the Academy Behaviour Policy.

Additional Guidance

Uniform

Please refer to our Uniform Policy

Attendance

Please refer to our Attendance Policy

Rewards and Awards

There will be three categories for rewards:

BEST Recognition Postcards, Be Your Best Rewards and Gateways to Success Awards.

BEST Recognition Postcards

If a teacher feels a student has demonstrated one of the elements of the BEST agenda then the relevant postcard is then sent home.

BEST Rewards

Teachers would give out BEST Rewards in lessons to students who have demonstrated being their best in that class. Teachers can only give out one BEST stamp per lesson per student, recording them in their planner on the relevant reward card page. The maximum that

students can get in one week is 25 stamps, which they can then redeem in the Reward Shop on a Friday (run by the JLT). The tutor will log the BEST stamps in tutor time to create a running total, the tutor will use Sims to record the rewards. If the students spend any credits these are deducted at the Reward Shop as well as crossed off in the planner, if they choose to save up the BEST rewards they can build them up to put towards larger prizes. This is immediate gratification and achievable for all students.

The students who achieve the highest total of BEST Rewards throughout the year for each year group will receive the BEST Award on Awards Evening.

Gateways to Success Awards

When a student demonstrates a Gateway consistently in a subject, the teacher would place the relevant Gateway sticker in that student's assessment folder. During data drop the teacher would log if the student had achieved a Gateway in the relevant column on SIMS. The record of achievement would transfer across each year and enable the student to progress towards the platinum 'Gateways to Success' Badge.

Record of achievement sheets will be placed on the inside cover of each student's subject book. Students can log their journey to success and identify which habits they need to focus on.

Once they have completed 15 gateways they are awarded a bronze award badge. Finally, once they have completed all of the gateway pages they are awarded a gold award badge and get to go on the gold award trip. Gateways are meant to become habits therefore they cannot be awarded lightly and need to be evidenced. The award should be marked as being of significance. Year on year students can build up their badges and these could count towards becoming prefects.

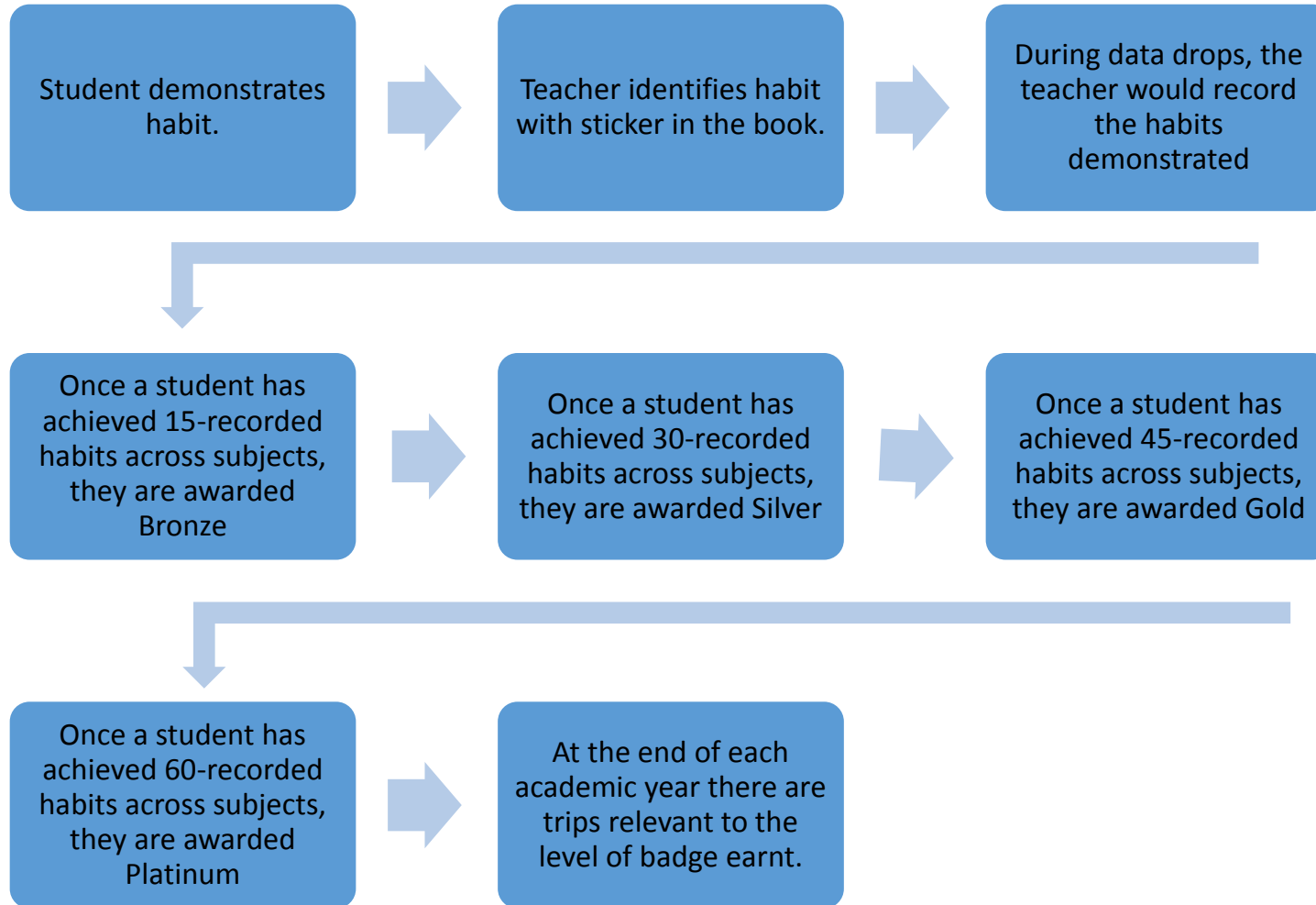
Award	Gateways to Success needed
Bronze	15 habits identified across subjects
Silver	30 habits identified across subjects
Gold	45 habits identified across subjects
Platinum	60 Habits identified across subjects

Attendance

To support attendance there will be a running competition between tutees within forms, tutor groups within years and Houses as whole school. The totals are awarded on a weekly, termly and yearly basis.

Group	Regularity	Reward
Tutees	Termly	Recognised and commended in assembly, voucher for reward shop
Tutor group	Weekly	Allotted lunch time in rewards space.
House	House cup awarded	Own clothes day for the house with the overall best attendance.

Gateways to Success Awards Flow map





GOODWIN
ACADEMY



It is up to you – make the right choice



Arrive on time with everything you need to work



Listen in silence to your teacher and other students



Put your hand up when you need attention



Follow instructions immediately and without argument



Keep hands, feet, objects and inappropriate comments to yourself

Students are expected to conform to these five rules in the Classroom and at all other times while at the Academy



GOODWIN
ACADEMY

What is low level disruption?



-  Late without reason.
-  Missing essential basic equipment.
-  Talking when you should be listening.
-  Calling out to other pupils across the room or outside.
-  Answering back / arguing.
-  Interfering with another student's possessions.
-  Eating, drinking (other than water) or chewing.
-  Drawing / graffiti on a person or furniture etc.
-  Making an inexcusable mess.
-  Not keeping to the Classroom Code of Conduct (See The Five Rules)

