Thinking Schools Academy Trust

"Transforming Life Chances"

Behaviour for Learning Policy

Goodwin Academy

This policy was adopted in September 2020
The policy is to be reviewed September 2021

Contents

Goodwin Academy Behaviour for Learning Policy

The Behaviour for Learning Policy at Goodwin Academy aims to ensure our BEST (**B**rilliance, **E**nrichment, **S**ociety, **T**hinking) decisions reflect our commitment to life-long learning and our values of respect. Promoting BEST positive behaviour requires the commitment of all members of the school community, students, parents, governors and staff; it requires a consistency of BEST practice across the School to ensure that students know and understand the standard of behaviour that is expected of them. If all members of the School 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 will promote achievement and success, and will enable our students to access aspirational destinations. Learning, therefore, needs to take place in a well ordered environment supported by effective behaviour for learning systems and the promotion of our BEST ethos.

Aims:

- To support the staff to ensure that BEST 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 School community that enables effective learning to take place so that students can achieve their BEST.
- To develop mutual respect between all members of the School community.
- To have consistent BEST expectations and guidance with routines and procedures.
- To ensure that students and parents are introduced on entry to the School's expectations via the Home/School agreement and associated documents.
- To ensure that the application of BEST 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 BEST partnerships between home, School and the wider community.
- To create a supportive environment where BEST 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 School as a central part of the community.
- To prepare students to undertake an effective role in society, being their BEST.

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 School 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 (SLT) 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.
The School expects staff to:
- Create a positive learning environment based upon the School'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 School.
- 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 School to parents/carers. The School expects parents/carers to:

- Support the School in promoting and upholding the highest standards of behaviour and support their child to understand the need to follow the Academy rules and to demonstrate positive behaviour at all times.
- Support the School if a sanction has been issued because of non-compliance with the School Behaviour Policy.
- Encourage their child to complete learning tasks to the BEST of their ability by providing a regular time and a quiet environment for personal learning, whether this be at home or using the Academy's on-site facilities.
- Ensure their child arrives on time every day, not to take holidays in term time and to contact the Academy on the first day of absence if my child cannot attend due to illness.

- Ensure their child is always fully equipped for learning (uniform, PE kit, pencil case, books etc.), and arrives in the correct uniform. The School will ask students to return home to dress correctly if rules have been breached.
- Encourage their child to treat all members of the School community with respect and courtesy.
- Support the School's work to provide equal opportunities for all students and encourage their child's involvement in these.
- Attend all meetings about their child, respond to all communications and be involved in the wider life of the School.
- Encourage their child to participate in extra-curricular and enrichment activities.
- Communicate directly with the school and refrain from posting comments on social media.

Students – The Goodwin Academy Home School 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 part in every lesson, take responsibility for their own learning and respect the rights of other students to learn.
- Take responsibility for their own behaviour and be socially responsible inside and outside of the Academy.
- Develop their confidence, doing everything, they can to be an enthusiastic and effective learner and support the learning of others.
- Treat all members of the Academy community with respect and to be courteous, kind and considerate at all times.
- Organise their self so that they are always fully equipped and correctly dressed for a day's learning.
- Arrive on time every day and strive for 100% attendance.
- Meet all personal learning deadlines set by the teachers.
- Respect the right of all children and adults to be equally valued in the life of the Academy whatever their background.
- Behave in an exemplary fashion when away from the Academy site and be respectful of the general public and local environment.
- Become involved in any extra-curricular activities that interest them and give service to the Academy where possible.

Reducing Low Level Disruption

The Academy is operating a common framework to reduce low-level disruption and promote BEST engagement.

Aim: To improve the learning of all students, enabling them to achieve their full potential.

Objectives:

This will be achieved by:

- Ensuring that learning is not disrupted by others
- Ensuring that students stay focused on their learning by eliminating any unnecessary and off-topic conversations.
- Identifying students who cause disruption to learning and intervening swiftly and effectively
- Giving teachers and cover supervisors a common framework to address disruption and a procedure that can be relied upon when students push the boundaries of authority.
- Staff modelling positive language to support the de-escalation of negative behaviours (See appendix 1).

Key points

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

It is not meant to replace other methods of managing the classroom. The framework complements the teachers' positive behaviour strategies, usually considered much the more powerful means to achieve good behaviour for learning.

This will include:
- Consistent modelling of BEST practice for behaviour and learning.
- Praising success and celebrating BEST endeavours through the rewards system.
- BEST planning and delivery with appropriate pace and challenge.
- Use of BEST language for learning to de-escalate and refocus students when poor behaviour is being exhibited.
- Provide a broad range of activities and use of appropriate grouping to support engagement and BEST outcomes.

Classroom Behaviour remains in the first instance, the responsibility of the classroom teacher and the department with support from the Senior Leadership Team.
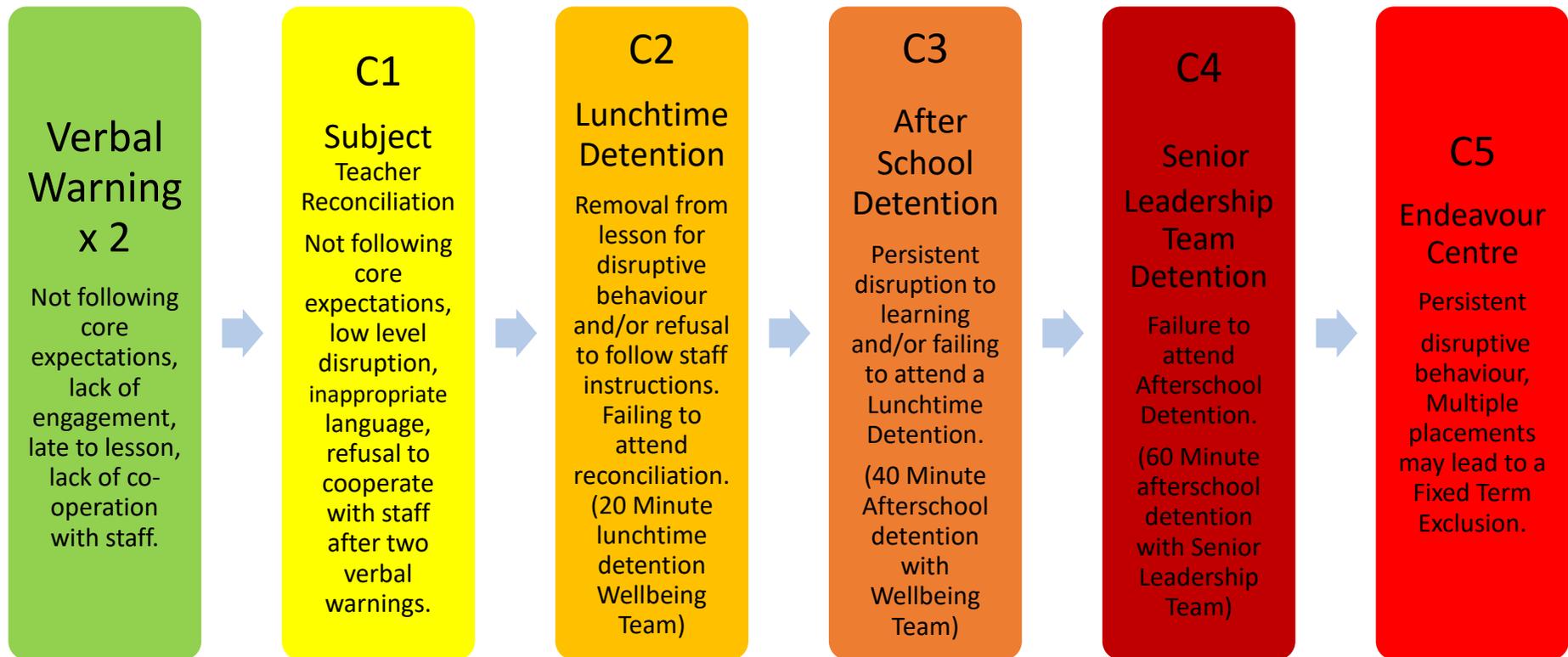
Non-Negotiable Standards

Students should abide by the following rules and these will be consistently applied by all staff:

- To be wearing correct uniform (as defined in School 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 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 must not be allowed to move to their next lesson until the bell goes.

Consequence system

The BFL policy is based on a staged "Consequence" system, with students given a "C" as a result of their inappropriate behaviour. The flow map below shows the staged approach with students given the opportunity to take ownership of and improve their behaviour. If the inappropriate behaviour continues, there is a clear and consistent escalation of consequences for that behaviour.

School Behaviour Flow Map

Verbal Warning x 2

Not following core expectations, lack of engagement, late to lesson, lack of co-operation with staff.

→

C1

Subject Teacher Reconciliation

Not following core expectations, low level disruption, inappropriate language, refusal to cooperate with staff after two verbal warnings.

→

C2

Lunchtime Detention

Removal from lesson for disruptive behaviour and/or refusal to follow staff instructions. Failing to attend reconciliation. (20 Minute lunchtime detention Wellbeing Team)

→

C3

After School Detention

Persistent disruption to learning and/or failing to attend a Lunchtime Detention. (40 Minute Afterschool detention with Wellbeing Team)

→

C4

Senior Leadership Team Detention

Failure to attend Afterschool Detention. (60 Minute afterschool detention with Senior Leadership Team)

→

C5

Endeavour Centre

Persistent disruptive behaviour, Multiple placements may lead to a Fixed Term Exclusion.

Consequences for Behaviour

Verbal Warnings	C1	C2	C3	C4	C5
Behaviours May include: • Not following Core Expectations. • Late to Tutor/ lessons. • Lack of equipment. • Incorrect uniform. • No PE kit. • Lack of engagement in lessons. • Lack of co-operation with staff. • Disrespectful to others.	**Behaviours** May include: • Refusal to follow Core Expectations. • Persistent low level disruption. • Inappropriate language. • Refusal to cooperate after receiving 2 Verbal Warning.	**Behaviours** May include: • Refusal to follow Core Expectations. • Refusal to follow instructions. • Walking out of a lesson without consent. • Truancy. • Swearing and use of foul language. • Disrupting the learning of others. • Failing to attend Reconciliation time. • Escalation from C1. • Incident of bullying.	**Behaviours** May include: • Unsafe/ Inappropriate physical contact within a classroom/ around the School building. • Health and Safety issues within lesson/ School. • 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 school by acting inappropriately outside the school site. • Failing to attend the Lunchtime Detention.	**Behaviours** **May include:** • Refusal to/ persistently fail to attend Reconciliation. • Refusal to attend after school Detention. • Severe and frequent poor behaviour.	**Behaviours** May include: • Assault on peers. • Assault on Teaching staff. • Drugs/smoking paraphernalia. • Weapons bought onto the school site. • Severe safeguarding behaviours within the school. • Intentional damage to school property. • Theft. • Bullying in line with the Anti-Bullying School Policy. • Severe Health and Safety issues within the school.
Sanction	**Sanction**	**Sanction**	**Sanction**	**Sanction**	**Sanction**

Reflection	Reconciliation	Repercussion	Repercussion	Repercussion	Repercussion
May include:	**Restorative Time 2:45-3:00PM** May include:	**Detention: 20 Minute** May include:	**Detention: 40 Minute** May include:	**Detention: 60 Minute** May include:	May include:
• 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. • 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	• Restorative time allocated with teacher at the end of the day in relevant teacher classroom. • If student fails to attend, inform parent and rebook for following day. In addition, a lunchtime detention with the Wellbeing team will be issued. • Department parking. • Inform HOY/ WBC. • Record Information onto SIMS. • If issues persist place student on Tutor Report.	• 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 an after School detention for 20 mins, set with Head of Subject/Head of Year. The HOS/HOY detentions will be managed twice weekly. • Student to immediately leave the lesson and go straight to the Resolution room.	• 40 minute Detention set for the same day. The detentions will be managed by the Resolution Manager and supported by the Wellbeing Team. • 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 Resolution room. • Student withdrawn from mainstream circulation. • Teacher/ WBC to inform parents. • Dependant on severity could be escalated to FTE. • Persistent high levels of C3's can result in time in the Endeavour Centre.	• 60 minute SLT Detention. • Failure to attend Senior Leadership Detention will be placed in the Resolution Room for one Day and complete their SLT detention after school. • Place student on Head of Year/ SLT report. • Record Information onto SIMS.	• 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 school. • Fixed Term Exclusion. • Reduced TT. • Student could be placed in the Endeavour Centre dependant on the Principal's decision. • Student could be placed on an alternative external inclusion placement.

issued a lunchtime detention.		• Parent to be informed by Wellbeing. • HOY and Well Being Officer 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. • Record information in bullying log.	• HOY/ WBM parent meeting. • If there is no reduction in behaviour – SLT meeting. • HOY to be informed. • Record information onto SIMS. • Record information in bullying log.		• HOY/Tutor informed. • Parent/carer informed. • Record all information onto SIMS.
Support • Inform parents. • Standard letter home reiterating the Core Expectations. • Tutor/ WBC/HoY to monitor for persistent uniform issues/ contact parents/ carers.	**Support** • Monitor student. • Seating plans. • Tutor report. • Acknowledge positive outcomes. • Educational/ SEN differentiation strategies in place for student.	**Support** • Teacher to call home and discuss concerns with parent/carer. • If persistent issue, teacher to invite parent in for a meeting.	**Support** • Hoy to communicate with parents to discuss issue/concerns. • Persistent issues, PSP to be created with HOY/ WBM. • Revise support strategies from C1+2. • Report System.	**Support** • SLT to invite parent in for a meeting/ send a letter home. • Place student on Head of Year/ SLT report. • Reflection of Behaviour pack to be completed by student.	**Support** • SLT parent meeting. • SLT Report. • Revise support strategies from C1+2+3. • PSP. • Student Behavioural Contract.

• If persistent lateness to school/lessons escalate to Punctuality Report. • Recognition for non-offenders through reward system. • All information recorded on SIMS.	• 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.	• 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.	• 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.	• Targeted Interventions for students with identified issues. • All information recorded on SIMS.	• 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 secondary provision. • All information recorded on SIMS.

Consequences

All incidents at the School 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 school'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 the relevant staff classroom and may last between 5 and 15 minutes. These allow the teacher and student to repair their relationship before behaviour escalates. Teachers complete 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. The student will still be required to complete reconciliation.

Lunchtime Detention (20 minutes) – If a student fails reconciliation, is late to two lessons in one day, or if a student's 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/Heads of Year, will also notify students of their detentions during tutor time. Students failing to attend this detention will then be escalated to an after school detention for 20 minutes, managed by the Head of Subject (HOS)/ Head of Year (HOY). The HOS/HOY detentions are coordinated twice weekly and rotated between staff.

After School Detention (40 minutes) – If a student fails to attend a Head of Subject/Head of Year 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. The detentions will be managed by the Resolution Manager and Wellbeing Manager, supported by the Wellbeing Team.

Senior Leadership Team Detentions (60 minutes) – If a student fails to attend an after school detention or their behaviour denotes it, staff will set a Senior Leadership Team detention, these happen after school on a Friday. 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 a SLT Detention, they will be placed in the Resolution room for 1 day and also complete an After School Detention for 60 minutes.

Removal and On Call – On call can be requested by sending a reliable student with a note to Wellbeing, or by telephoning for assistance via the dedicated support number 26999. 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 school expectations and receive an after school detention.

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 school Behaviour for Learning Policy.

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 be used for persistent disruptive behaviour and/or refusal to comply with the school Behaviour for Learning 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.

Internal Exclusion within Endeavour Centre – Internal Exclusion bookings can be made by the Wellbeing Manager and the Senior Leadership Team. These must be verified by the Assistant Principal (Attitudes, Behaviour & Safeguarding). 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. Pupils will follow an adjusted timetable with work being provided by teaching staff and centre staffs.

Alternative External Inclusion – The aim of the External inclusion is to remove students from the school community due to a breach of the school Behaviour Policy. Students will spend an allocated number of days or a day at an external provision within 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. The Assistant Principal (for Attitudes, Behaviour and Safeguarding) and the Principal can make Alternative External Inclusion bookings. HOYs and the Wellbeing Team collect the appropriate evidence and an alternative external exclusion form is completed. The Principal or Assistant Principal (for Attitudes, Behaviour and Safeguarding) liaises with other local secondary schools to confirm a placement. A member of staff from the school meets the student at the Alternative External Inclusion placement and provides work for them to complete during their placement. Before they return to the school, Parents/Carers are invited to attend a Return from inclusion meeting.

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

Permanent Exclusion – 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 school rules, including the bringing 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 School day. Before they return to the School 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.

Managed Move – The aim of a managed move is to give students a fresh opportunity at another local school, where they can better engage with their learning. The Assistant Principal (Attitudes, Behaviour & Safeguarding) and Principal agree these and they last for six weeks but can be extended if required. At the end of this six-week period, the student would transfer to the new school permanently if successful. If the placement were unsuccessful, the student would return to Goodwin Academy.

Pupil Referral Unit Placement – The aim of a pupil referral unit placement is to provide enhanced behaviour support within an alternative provision to improve behavioural engagement and behaviours for learning. These placements are agreed by the Assistant Principal (Attitudes, Behaviour & Safeguarding) and Principal and can be short term or long term placements.

Sanction/ Detention Procedures – In order to maintain consistency across the school, 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 school can impose. However, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour.

Reports

Stage 1
- **Form Tutor Report**
- Form Tutor to communicate with Parents/ Carers & monitor the report daily

Stage 2
- **Head of Year Report**
- Head of Year/Wellbeing Officer to communicate with Parents/ Carers and monitor the report daily

Stage 3
- **SLT Report**
- Member of SLT to communicate with Parents/ Carers prior to report commencing
- Report to be reviewed daily

Stage 4
- **Principal Report**
- Principal to communicate with Parents/ Carers prior to report commencing
- Report to be reviewed daily

Attendance Report

Attendance
- Attendance Report
- Attendance officer to communicate with Parents/ Carers 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. 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 school 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 Head of Year Report. The tutor should contact Parents/Carers when the student is placed on report and if the student does not engage.

- **Head of Year Report (Green)** – This type of report should be used in response to persistent disruptive behaviour or for failing Tutor report. This report should last no longer than a period of two weeks. Failure to complete the Head of Year report will result in the student advancing to SLT Report.

- **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 appropriate Assistant Principal / Vice Principal. This report should last no longer than a period of two weeks. Failure to complete the SLT report will result in the student advancing to the Principal's 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.

- **Principal's Report** – This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing Vice Principal's 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/or attendance. It will be issued and monitored by the Attendance Officer. Please see the Attendance Policy for more information.

Searching and Confiscation Guidance

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

Searching Pupils

School staff can search a pupil for any item banned under the school 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 Principal or delegated members of staff can search a pupil on school 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. School staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The school 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.

CCTV

In some circumstances, subject to the Trust's CCTV policy, Goodwin Academy may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider school community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

<u>Confiscation of property</u>

The school 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 school 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.

Mobile Phones

Goodwin Academy will operate as a mobile-free zone between the hours of 8am and 3.30pm. This means that students will not be allowed to use their mobile phones, or any other personal electronic devices including earphones, at all on school premises, including at break times and lunch times. Smart watches will be permitted, but only for students to tell the time. Students must not be seen with mobile phones at all anywhere on the school premises. Their mobile phones should also not be heard and if evidence of mobile phone activity on school premises emerges, sanctions will be applied.

We do understand, however, that many parents would like to know that their son/daughter have access to a phone during travel to and from school in case of an emergency situation. Therefore, students are permitted to have their phones in their bags, out of sight, and turned off whilst on school premises. If a student breaches the above rules they will have their phone confiscated immediately and it will be returned at the end of the day. For students, who continue to breach this rule, they will have their phone confiscated for a period of 24 hours after which time their parents are invited to collect it. In these cases, we will not return phones directly to students unless we have a written request to do so from the student's parent. Students who refuse to hand over their phones can expect to be withdrawn from their usual lessons as a consequence of their defiance.

Phones can be used on school trips if staff have agreed this beforehand and Sixth Form students may use mobile phones in the Sixth Form Common Room.

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 the school and wearing school uniform. Any form of inappropriate behaviour which could adversely affect the reputation of the school will result in an appropriate sanction being issued in-line with the Behaviour for Learning Policy.

Additional Guidance

Positive handling

Please refer to our Force and Restraint Policy

Uniform

Please refer to our Uniform Policy

Attendance

Please refer to our Attendance Policy

Rewards and Awards

There are a range of categories for rewards, based upon the BEST agenda and these are incremental.

Students Rewards

Reward	Description	Staff Processes and display	Staff responsible
BEST Postcards	Students receive postcards home as a recognition of successful engagement with elements of the BEST agenda.	Staff via Main Office.	All Staff
Terrific Texts and Fantastic Phone Calls	Staff to make positive contact with student's home following outstanding work.	Staff to contact home.	All Staff
BEST Rewards	Staff to award stamps in lessons to students who demonstrate 'Being Their BEST'.	Staff to record in planner which are banked by students and cashed in at the Rewards shop.	D Bradford
Gateways to Success Awards	Students to work towards Bronze, Silver and Gold awards for demonstrating the development of the Goodwin Gateways.	Teachers to identify through class work/ interaction.	D Bradford
BEST '100' Club	Termly invite to high tea for students who have outstanding attendance and minimum behaviour points in that term.	Students to be identified who deserve recognition.	J Partridge
20 Day Attendance Challenge	Rewards for those who have 100% attendance over a specific 20 days.	Students to be identified who deserve recognition.	J Partridge
Striving for Accuracy Tutor Recognition	Tutors to display on tutor boards the attendance of the students in the tutor group as well as BEST Rewards Ladder.	Tutor to display in Tutor Rooms.	Tutors
Shining Stars	Tutors to nominate students for Star of the Term certificates.	Displayed on tutor boards and celebrated in Goodwin's BEST Assembly at the end of term.	Head of Year
Tutor Group Attendance Reward	The tutor group in each year group with the highest attendance each week to go Rewards Room during Tutor Time.	Head of Year to identify tutor group, announce in assembly and organise reward.	Head of Year
Subject Student of the Fortnight	Subjects to identify a student who has stood out in their area, their names recorded on the BEST Subject Board.	Subject teachers to communicate with Curriculum Leaders.	Curriculum Leaders

Hot chocolate with the Head	Students who have been nominated as Subject Students of the Fortnight to have breakfast with Mr. Smith.	Fortnightly breakfast with Subject Students of the Fortnight.	CLTs to communicate names to Principal's PA
Principal's Letters of Praise	Staff to identify students to receive a letter home from the Principal for special commendation.	Staff to identify work and pass on to Principal's PA. Photo to be taken and letter sent home.	Principal's PA
Recognition in Principal's Bulletin	Recognition of students through the termly newsletter or social media.	Staff to identify work and pass to Principal's PA for inclusion in Principal's Bulletin.	Principal's PA
End of Year BEST Awards	Subjects to nominate outstanding students for the end of year awards celebration.	Head of Year to co-ordinate during Term 6.	Heads of Year

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 Prefect team). 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 planner on the relevant page. 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 Gateway pages a gold award badge is awarded 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

See Attendance improvement plan, rewards section.

Gateways to Success Awards Flow map

| Student demonstrates habit | → | Teacher identifies habit with sticker in the book | → | During data drops, the teacher would record the habits demonstrated |

| Once a student has achieved 15-recorded habits across subjects, they are awarded Bronze | → | Once a student has achieved 30-recorded habits across subjects, they are awarded Silver | → | Once a student has achieved 45-recorded habits across subjects, they are awarded Gold |

| Once a student has achieved 60-recorded habits across subjects, they are awarded Platinum | → | At the end of each academic year there are trips relevant to the level of badge earnt |

Appendix 1: BEST Language for Learning

BEST Language for Learning

Red hat:
Are you feeling your BEST today?
Will this affect the way you work?
Shall we talk about this?``

White hat:
I can recognise you are feeling…………, What will help you to be your BEST?

Yellow hat:
What went well for you whilst you were trying to be your BEST?
Will you let me know how it goes, so I can support you to be your BEST?

Green hat:
I think you are able to achieve this, but how can I help you be your BEST?
Lets see how we can help you be your BEST.

Black hat:
I would like you to try and be your BEST, but I can see something is………………………….

Blue hat:
How well has that worked? And do you think we could improve anything to enable you to be your BEST?

Appendix 2: Addendum to School Behaviour Policy – use of face coverings – 05.03.21

The Use of Face Coverings.

This addendum to the school's behaviour policy outlines the school's expectations of how face-coverings should be used in school.

In response to the continuing Covid-19 situation, we expect the wearing of face coverings when students and adults are indoors and unable to maintain 2m distance. This follows specific government guidance on the use of face coverings in school from 8th March, is a proportionate response to the current situation and is in line with the expectations on the use of face coverings in wider society.

Failure to follow our face covering rules is a breach of our health and safety requirements and the measures we are putting in place to keep our community safe. Therefore, we will be using our behaviour policy to support compliance where students are not wearing a face covering, and are not exempt from doing so, including:

• Students will receive verbal reminders of the need to wear their face covering indoors.

- Students will have the opportunity to reflect on the importance of mask wearing. Staff will encourage, educate and remind students.

- In the event of continued failure to comply with the expectations the student could be removed from the setting to an area where they can work in a safe, socially distanced way. We will then support the student to understand why it is important for them to wear their face covering. We will also look to engage parents in supporting us in enforcing this expectation.

- Should a student repeatedly refuse to comply with the expectation to wear a face covering then our behaviour policy will be used including escalating sanctions.

<u>What face covering is permitted?</u>

- **Students are only permitted to wear a plain single colour "facemask"** which covers the mouth and nose held in place by straps around the ears. See example below:
- Patterned or adorned "facemasks" are NOT permitted.
- No other type of face covering (e.g. scarf or bandanna) is permitted.

What will happen if I wear a face covering that is not permitted?

- You will be required to remove the face covering.
- You will be required to hand the face covering in to the Wellbeing Team for the rest of the day.
- You will be able to pick the face covering up at the end of the school day.
- We will provide you with a spare face mask.
- The parents/carers of students that fail to comply to the regulations of face covering will receive a telephone call from their Wellbeing Officer.

Looking after your face covering:

- Students are expected to look after their own face covering and follow government guidance on wearing their face covering.
- Students are responsible for ensuring any reusable face masks are regularly washed at home so they are clean and hygienic.
- Whenever a student takes off their face covering it must be safely put away or disposed of in a lidded bin.

Government guidance on wearing a covering is as follows:

- When wearing a face covering you should:

  - ✓ Wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on.
  - ✓ Avoid wearing on your neck or forehead.
  - ✓ Avoid touching the part of the face covering in contact with your mouth and nose, as it could be contaminated with the virus.
  - ✓ Change the face covering if it becomes damp or if you've touched it.
  - ✓ Avoid taking it off and putting it back on a lot in quick succession.

- When removing a face covering:

  - ✓ Wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing.
  - ✓ Only handle the straps, ties or clips.
  - ✓ Do not give it to someone else to use.
  - ✓ If single-use, dispose of it carefully in a residual waste bin and do not recycle.
  - ✓ If reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric.
  - ✓ Wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed.

Staff Guidance: When encountering a student not wearing a face covering indoors. (confirm they are not exempt)

REMIND
ENCOURAGE & THANK
EDUCATE
EMPATHISE
REMIND AGAIN

Refusal to comply: Student will be removed from a lesson to an area where they can work in a safe, socially distanced way. We will then support the student to understand why it is important for them for wear their face covering. We will also look to engage parents in supporting us in enforcing this expectation.

Repeated refusal to comply: The school's behaviour policy will be used including escalating sanctions.

Appendix 3: Covid-19 School Behaviour Flow Map

	C1	C2	C3	C4	C5
Verbal Warning x 2 Not following core expectations, lack of engagement, late to lesson, lack of co-operation with staff.	**Subject Teacher Reconciliation** Not following core expectations, low level disruption, inappropriate language, refusal to cooperate with staff after two verbal warnings.	**Lunchtime Detention** Removal from lesson for disruptive behaviour and/or refusal to follow staff instructions. Failing to attend reconciliation. (20 Minute lunchtime detention Wellbeing Team)	**After School Detention** Persistent disruption to learning and/or failing to attend a Lunchtime Detention. (40 Minute Afterschool detention with Wellbeing Team)	**Senior Leadership Team Detention** Failure to attend Afterschool Detention. (60 Minute afterschool detention with Senior Leadership Team)	**Endeavour Centre** Persistent disruptive behaviour, Multiple placements may lead to a Fixed Term Exclusion.

Any student repeatedly breaching the Covid-19 social distancing guidance will immediately be issued with a C2.

Child First ➤ Child Safe ➤ Adult Safe

Appendix 4: Addendum to School Behaviour Policy – Remote Learning – 11.01.21

1) **Expectations**

For young people working remotely at home, we expect them to:
- Be contactable during the school day
- Make every effort to engage with remote learning
- Remain muted until spoken to
- Seek help if they need it, from teachers or relevant members of support staff
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages and suitable behaviour when on screen
- Maintain the same high standards of behaviour when working online as if they were face to face in school with a member of staff

2) **Training and support**

It is important that students receive appropriate training and support on how to behave in a digital environment. This takes a number of forms such as;
- Learning about digital citizenship during IT lessons
- Learning about online safety during IT lessons
- Learning how to use features that support good behaviour e.g raising their hand during live teaching sessions and understanding how to prepare themselves for, and manage, a live session.

Student tips for successful **VIDEO CALLS**

1. Check in with your teacher. Gather your materials.
2. Be on time. Check in thru the chat when you arrive.
3. Stay engaged (nod or thumbs up) if others are talking.
4. Mute your mic if you're not speaking.
5. Use the chat or raise hand to share ?s/ideas.
6. Wait for teacher to call on you or unmute your mic.
7. Take notes in a doc or on paper for reference.
8. If using video, look at the camera, not the screen.

Text by Karly Moura @KarlyMoura. Infographic by Matt Miller @jmattmiller. Icons by The Noun Project.

During live sessions, teachers also remind children and students how to behave appropriately, for example they may show a slide like the one below;

We wish to remind you that both you, and your parent, have signed our E Learning Acceptable Use Agreement

* You will make sure that your online behaviour does not upset other students or staff or damage the reputation of the school.

* You will follow the rules for Live Learning sessions or there will be consequences such as the teacher removing you from the session and reporting your behaviour.

* You will not take images of students, or staff, and share them outside of the Teams classroom.

* You will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If you come across any such material, you will use 'Report It' on the school website to make the Principal aware of it.

These rules are designed to keep everyone safe and able to learn.

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS ACADEMY TRUST

3) Monitoring and Sanctions

Occasionally, behaviour will fall short of expected standards and teachers must act to address this to protect everybody's wellbeing. They are trained in how to prevent students from using the technology inappropriately and the setup of every live event is designed to ensure that it runs smoothly and safely.
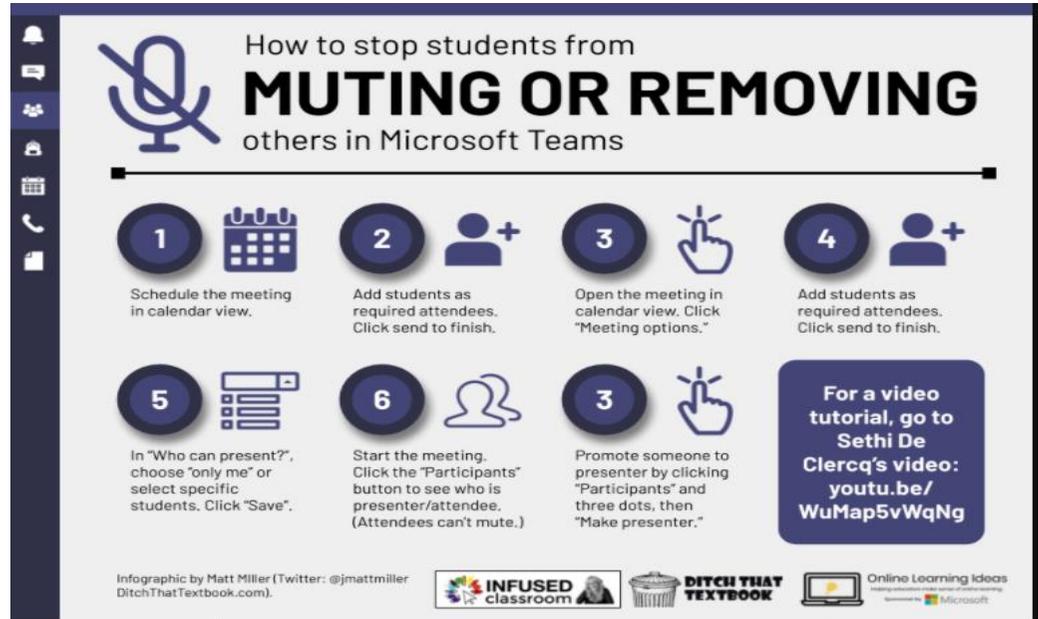
It is important to note that teachers have the authority to remove a student from participation in a live event if their behaviour is unacceptable. The teacher will then follow the school's consequences procedure which is outlined below.

Academy Remote Learning Behaviour Flow Map

Verbal Warning x 2	C1	C2	C3	C4	C5
V1 and V2 issued via the chat function in Teams and or stated verbally.	Log on SIMs MyEd Message home. Not following remote core expectations after two verbal warnings.	Log on SIMs Remove participant from lesson Wellbeing officer emails/telephones home to discuss behaviours.	Log on SIMs If 2 x C2's issued in subject. Teacher does not admit the student to the next remote lesson. Wellbeing Officer contact made home.	Log on SIMs If 3 x C2's issued in subject. Teacher does not admit the student to remote lessons for all other sessions in that self-isolation. Student completes work via Oak Academy resources. HoY contact made home.	Log on SIMs If 5 x C2's issued in total. The student completes work via Oak Academy resources on the school site. SLT contact made home.