

GOSFORTH FEDERATED ACADEMIES



BEHAVIOUR & REWARDS POLICY

General Statement

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The Trustees value the good relationships fostered by the Academy and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this Academy and will not be tolerated. The Academy will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the Academy will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

Aims of this policy

- To promote positive attitudes in students towards behaviour, learning and progress
- To define what is acceptable and what is unacceptable behaviour
- To demonstrate that the Academy takes poor behaviour very seriously and that it will not be tolerated
- To explain how we celebrate the success and achievements of students
- To explain the strategies we may use to support those who struggle to achieve high standards of conduct and behaviour
- To outline the consequences of poor behaviour, including poor behaviour off-site
- To raise awareness of the statutory rights of schools in promoting good behaviour
- To promote core values, which include fundamental British values.

Responsibilities

Trustees

The Trustees will discuss, review and endorse agreed strategies and will discuss the Headteacher's annual report on the working of this policy. The role of the Trustees with regard to exclusions is outlined in the Exclusions Policy.

The Headteacher

The Headteacher will:

- ensure that all staff have an opportunity to discuss strategies and review them;

- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Group;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and students; and
- report annually to the Trustees.

Jesmond Park Academy Senior Leaders will:

- be responsible for the day to day management of the policy and the systems;
- ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere;
- keep the Headteacher informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents and other agencies in the solution of individual problems; and
- make a termly report to the Headteacher .

Directors of Key Stage, Heads of Year, Year Managers, and Sixth Form Tutors will:

- be responsible for ensuring that the Academy's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported; and
- play a key role in supporting individual students to change their behaviour.

All staff will:

- know the policy and procedures;
- be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary;
- be observant and try to create an environment where behaviour incidents do not arise
- deal with any incidents according to the policy; and
- challenge and report if necessary when students' comments or actions run counter to our policy of supporting British values and promoting mutual respect and tolerance.

Parents and carers:

- Parents and carers are responsible for working in partnership with the Academy and for assisting the Academy in maintaining high standards of behaviour.

Fundamental British Values

The Academy recognises its duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards system are as follows:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the Academy and to society more widely;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures; and
- encourage respect for other people.

Other Relevant Policies & Publications

This policy should be read in conjunction with the Academy's Exclusion Policy, the Academy's Drugs and Alcohol Policy and the Academy's Anti-bullying Policy. It should also be read in conjunction with the relevant parents' handbooks, and the PRAISE code guidelines for the Academy. Relevant Government publications include 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' February 2014 and the Education and Inspections Act 2006

Government Guidelines

In 'Behaviour and Discipline and Behaviour in Schools' February 2014, the following points are made:

- The Headteacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers' powers to discipline include the power to discipline students even when they are not in school or in the charge of a member of staff in certain circumstances.
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions.
- Teachers can confiscate students' property.

The Academy exercises these rights.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from students and the Academy reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Academy staff also have the power to search without consent for prohibited items, which include: 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 or any item banned by the school rules which has been identified in the rule as an item which may be searched for.

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or

- a search of school property, e.g. students' lockers or desks; and/or
- a search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation.

When items are confiscated by staff the following will be the result:

Mobile phones or other personal devices will be handed in to Student Reception or Sixth Form Office. They will usually be returned in the way outlined in the guidance for each section of the Academy.

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.

Other confiscated items may be returned to the student at an appropriate time at the discretion of the Senior Leadership Team or other members of pastoral staff.

Power to Use Reasonable Force

In line with Government advice, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of 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 to cause harm.

Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a student may have. Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

Investigating Behaviour Incidents: Advice for Investigating Staff

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed and a written statement may also be requested from those involved.

- Any written statement should be signed and dated. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should still be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the Academy's sanctions system may be applied, e.g detention, isolation, exclusion.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of exclusion, contact should be made with a parent. Ideally this will be by phone, but if this is not possible then leaving a voicemail, sending an email or sending the student home with a copy of the exclusion letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean students will have to be kept isolated from other students pending parental contact.
- An official exclusion letter should be sent in the post, whether or not the student has taken home a copy.

Malicious Allegations Against Staff

An accusation made against a member of staff will be dealt with by the Academy according to its nature by application of the relevant Academy policy giving due regard to the statutory guidance from the Department for Education.

Where students are found to have made malicious allegations the Academy will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Academy Rules

Jesmond Park Academy has some essential school rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- bullying, either physical or verbal;
- deliberate damage to school or personal property;

- deliberate disruption of teaching;
- smoking on the school premises or the approaches to school or being in the presence of smokers;
- use, possession of or supply of alcohol or any illegal substance.

We always expect students to be:

- On time
- On task
- On side

Main School rules:

Around school

1. Do as you are asked – first time, every time.
2. Respect yourself, other people and your environment.
3. Move around the school calmly and purposefully at all times.
4. Carry your planner at all times.
5. Wear the correct uniform at all times.
6. Keep mobile phones and music systems switched off and out of sight whilst in the school buildings.

In the classroom

1. Attend lessons punctually.
2. Be correctly equipped and prepared for all lessons. Sit where you are directed to by your teacher.
3. Planners should be placed on your desk or designated area at the start of the lesson. They must be opened at the correct page.
4. Listen attentively and speak only when invited. Complete all work to the best of your ability.
5. Clear away only when the member of staff asks you to do so.
6. Leave in an orderly manner, after making sure your chair is under the table.

Staff decision is final.

Sixth Form rules:

Behaviour in General

There are very few rules and regulations concerning Sixth Form, as we simply start with the expectation that students will conduct themselves around the site, the local community and in lessons in a mature, polite and responsible manner. Students should act as role models for younger students and should set a positive example for them. We follow the same discipline and exclusions policy as Main School. Staff can give sanctions, including detentions, to Sixth Form students for poor conduct and behaviour.

In extreme cases of bad behaviour, such as racist, homophobic, bullying, sexually inappropriate, violent or drug related incidents, then the normal school fixed and permanent exclusion procedures will be followed.

Around school/Within school:

Our non-negotiables:

1. Phones are only to be used in the common room or in the Sixth Form cafe. Any student who has a phone out outside of these areas will have it confiscated.
2. Students must have ID badges visible at all times. Any student without an ID badge will be asked to go home.
3. Library Lessons are compulsory lessons and students must sign in and out at the Sixth form Library.

4. If students are free periods 1 & 2 they are expected to be in school working. No student should leave the site before 10.30am unless they have permission from their tutor. All Year 12 students must attend morning registration.
5. Smoking is not permitted on or around the school site. If a student is referred by a member of staff to the Head of Sixth Form, the first occasion will be a verbal warning, the second a letter home, the third a fixed term exclusion. NB Smoking includes e-cigarettes.
6. There are Sixth Form sanctions for poor behaviour. Students who behave poorly will be given a formal warning and letter will be sent home to inform parents. If a student receives 3 formal warnings they will do a whole school detention.

In the classroom:

The minimum expectations:

1. Attend lessons punctually.
2. Keep well organised files/folders.
3. Be correctly equipped and prepared for the lesson.
4. Listen attentively.
5. Be fully engaged in all lessons at all times.
6. Take an active part in group work, paired work or whole class discussion.
7. Develop independent learning skills - a worker, a learner and a helper.

Staff decision is final.

Rewards

Sixth form students can expect to receive rewards from Sixth Form staff and subject teachers. Sixth form students can expect to be rewarded for:

- Consistently high standards of attendance and punctuality
- Excellent Attitude to Learning
- High achievement
- Being an excellent role model to lower school students or a good ambassador for the school
- Volunteering in school or in the community

Staff decision is final.

• Fixed period exclusion

Fixed period exclusion will be considered if a particular offence or offences are deserving of such disciplinary action. Following any fixed period exclusion each student will have a re-integration meeting with a senior member of the Pastoral Team. Parents will be invited to attend a meeting to discuss the exclusion. Following the re-admission of the student to school appropriate strategies and interventions will be considered in order to help avoid a repeat of the behaviours which lead to the fixed period exclusion.

Depending upon the severity of a particular offence, a student may be excluded for any (appropriate) number of days.

• Permanent exclusion

Permanent exclusion will be considered when appropriate.

Main School

The PRAISE code is our Positive Behaviour System and is detailed both below and in a separate booklet called PRAISE code. This will be brought home by students in the first week of term.

How is achievement rewarded?

Praise Code Rewards

Ongoing departmental reward system

Each department has their own style of STAMP. It is expected that all good work will be rewarded with one stamp, very good work with two stamps and excellent work with three stamps. Students who have worked in lessons and been ON TASK, ON TIME, ON SIDE should receive at least one stamp per lesson.

Tutor Stamps

Each week 3 stamps are issued by tutors for students who have a clean sheet (no planner comments the previous week) and the planner signed by the parent/guardian. They MUST have both.

Ongoing Certificates

A record is kept by the tutor of how many stamps have been earned and students receive certificates for their achievement. Certificates are distributed half-termly.

Bronze Award	500 Stamps
Silver Award	1000 Stamps
Gold Award	1400 Stamps
Platinum Award	1800 Stamps
Diamond Award	2200 Stamps
Certificate of Achievement Award	2600 Stamps
Diploma of Outstanding Achievement Award	3000 Stamps
Headteacher's Special Award	3400 Stamps
Headteacher's Outstanding Achievement Award	3800 Stamps
Headteacher's Exceptional Achievement Award	4200 Stamps

Postcards / Star Student Nomination

Hard-working students may also receive a departmental postcard commendation or a star student teacher nomination.

Termly Rewards

Students reaching the end of term targets for stamps will be rewarded on the last day of each term.

End of Term Rewards

Major end of term rewards are given to students with the most stamps in each year group.

Senior Leadership Team Involvement

Students are referred to attached members of the Senior Leadership Team for special praise as appropriate and are given stamps by the members of the Senior Leadership Team and the Headteacher on a weekly basis.

Year 11 Rewards

At the end of Year 11 students are rewarded for long term 100% attendance and there are also awards from faculties and form tutors.

Following the GCSE examination results there is a formal evening that recognises the highest attaining students alongside those who have made the most progress based on their Key Stage 2 results.

The criteria for attendance at the Year 11 Prom ties in with the Praise Code Rewards and Sanctions.

All staff have the right to praise students, including contacting parents, as and when they choose to do so.

What are the poor behaviour and sanctions procedures?

Staff decision is final

Do as you are asked

FIRST TIME - EVERY TIME

Phase 1 – Formal Verbal Warning

*You will be given a **FORMAL VERBAL WARNING** if you behave in the following way:-*

- Being off-task in the lesson.
- Minor disruption of the lesson.

- Interrupting the teacher or another student.
- Silly, but minor, poor behaviour in class or around school.
- Breaking school or classroom rules.

Phase 2 – Planner Comment

*You will be given a **PLANNER COMMENT** for the following behaviour:-*

- Misbehaviour around school (code = AS).
- Failing to behave after a **FORMAL VERBAL WARNING** has been issued (code = B).
- More serious disruption in the classroom (code = B).
- Not following the one way system (code = AS).
- Chewing (code = Ch).
- Dropping litter (code = Li).
- Eating outside of designated areas (code = F).
- Lateness (code = L). Students arriving late to school will receive a late comment for registration and an additional comment for each subsequent lesson that they arrive late to.
- Lack of book or other equipment (code = E).
- No homework (code = H).
- Out of bounds (code = O).
- Disobedience (code = D).
- Truancy (code = T) – automatic detention + day in isolation/internal exclusion for persistent truancy.
- Being caught with smokers (Cs).
- Smoking (code = Sm) – automatic detention + isolation. Smoking includes e-cigarettes.
- Mobile phone / Smartwatch / Music device visible or in use inside the school buildings (code = P). These are then confiscated and placed in the school safe. If parents wish to reclaim confiscated phones before the end of the week, they may do so between 2:40pm and 3:45pm, Monday to Thursday, or 2:40pm and 3:15pm on Fridays. Phone can be collected from student reception. Only parents listed on SIMS as contacts will be able to reclaim phones and ID must be presented. Students may reclaim their own phones from student reception at 2:40pm on the Friday of each week, without the need for parents to come in. If a phone is confiscated on a Friday it will be kept until the following Monday at 2:40pm.
- Wearing incorrect uniform (code = U) – isolation, if this cannot be remedied. Any student that is unable to wear full school uniform due to a medical condition will need to supply the school with a suitable letter from a medical professional explaining how wearing uniform would have a negative effect on their condition. For ongoing issues, such a letter would need to be renewed at the start of each academic year. Students who are medically excused from PE must always bring their PE kit.

If a planner comment has been issued by mistake students must see the teacher who issued it and they must contact Mrs. Alamo-Keilty, Mr. Underhay, Mr. Merrifield or Mrs. Walker to have it “cancelled” **before the next Praise Session**. Students must not cross out planner comments. If a student or a member of staff crosses out a comment it will still count as a comment.

Phase 3 – Move Seats

You may be asked to move seats if the teacher decides that it is necessary as a Phase 2 sanction. You will be asked to move seats in class for the following behaviour:-

- Failing to behave after a **PLANNER COMMENT**.
- Repeated disturbance of other students around you.

Your teacher may also ask you to move seats at any time in the lesson if they feel it is appropriate.

Phase 4 – Detentions

You will be asked to **MOVE ROOMS** for the following behaviour:-

- Failing to behave after your second planner comment.

You will be given a **WHOLE SCHOOL DETENTION** for the following behaviour:-

- Receiving 3 behaviour planner comments in a lesson.
- Repeated refusal to follow staff instructions.
- Being caught smoking on school property or out of school whilst still in school uniform.
- 3 or more planner comments in one week.
- “Losing” planner when stamps and comments are due to be counted – (automatic 2 hour detention).

Detentions – Detentions vary in length depending on the number of planner comments:-

Number of Comments		Length
3 – 5	=	1 hour (detention A)
6 – 8	=	1.20 hours (detention B)
9 – 11	=	1.40 hours (detention C)
12 or more	=	2 hours (detention D)

Parents can check the length of detention by counting the comments for the previous week.

Parents can check if detention has been attended by looking for the PAID stamp issued by staff when detention is attended.

Missing Detention

Students who are in school and miss a detention of any length will receive an automatic two hour detention the following week on a Thursday and may still have a normal detention on the Friday. Refusal to attend the catch-up detention will result in internal exclusion or a fixed-term exclusion. Students who are unable to attend a detention for a medical appointment must provide proof of this in writing from a medical professional.

Phase 5 – Isolation/Internal Exclusion

List of misdemeanours that normally result in isolation:

- No planner.
- Not in full uniform.
- Poor behaviour after moved rooms or refusal to move rooms.
- Misuse of planner or damage to planner.
- Dangerous or unruly behaviour.
- Smoking.
- Truancy.
- Pending investigation of an incident.
- ICT misuse.
- Insolence to staff.
- Refusal to hand over a planner, mobile phone/ Smart-watch or music device.
- Persistent disobedience.
- Receiving 12 planner comments in one week. Students will be placed in Internal Exclusion on the second and subsequent days.
- Selling any items to other students.

INTERNAL EXCLUSION is also used for:-

- Fighting (equal blame).
- Poor behaviour in isolation.

- Failing to attend detentions.
- Verbal abuse of staff.
- Dangerous behaviour.
- Bringing the school into disrepute.
- Handling stolen goods.
- Truancy (persistent).
- Poor behaviour on a school trip.
- Poor behaviour in detention.
- Poor behaviour in exam.
- Bullying.
- Minor damage to school property.
- Ongoing missing planner.
- Ongoing uniform issue.

Phase 6 – Daily Report

You may be placed on a **daily report** for the following behaviour:-

- One-off serious offences.
- Regularly accumulating large numbers of planner comments in a week.
- Persistent poor behaviour.
- Returning from exclusion.
- Persistent or frequent lateness.

Phase 7 – Fixed & Permanent Exclusion

You will be given a **FIXED TERM EXCLUSION** for the following behaviour:-

- Theft.
- Severe defiance of staff.
- Serious verbal abuse of staff.
- Threat of assault on staff.
- Severe assault of another student (possibly a permanent exclusion, depending on the severity of the attack) or incitement of such an assault.
- Being under the influence of alcohol or controlled drugs or bringing them on site on a first occasion.
- Peer on peer abuse.
- Repeated bullying.
- Serious disruption of an exam.
- Repeated or serious disruptive or threatening behaviour.

- Breaking rules of internal exclusion, despite warnings.
- Malicious allegation against staff (may be permanent depending on the nature and extent of the allegation).
- Bringing the school into serious disrepute.
- Any other serious incident.

There are a limited number of **EXCLUSIONS** which may increase should further offences occur. Support will be given to students exhibiting behaviour problems.

Fixed Term Exclusions

Number of days	Follow up
1	Return from exclusion meeting with parent and student. Year Manager, Head of Year or Director of Key Stage intervention. Alternative provision. Daily Report.
3	
5	
10	
15	

We may also decide on the length of a fixed term exclusion based on the seriousness of the incident.

Following fixed term exclusions the student and parent must attend a return from exclusions meeting with their Head of Year or Director of Key Stage.

A daily report may be placed in their planner. Behaviour or reward targets will be set. At the beginning of the school day the student reports to have their progress checked by the Year or SLT Manager. Failure to pass daily report will lead to further sanctions.

Under government regulations for fixed term exclusions of 1, 3 or 5 days it is the parents' responsibility to supervise the student away from school at school times.

On the 6th and subsequent days of a Fixed Term exclusion the student will be accommodated at a site away from Jesmond Park Academy (Gosforth Academy, North Gosforth Academy or Gosforth Junior High Academy) and be monitored by our staff. For Looked after Children this begins on the first day of exclusion.

Jesmond Park Academy reserves the right to direct students to alternative provision if to do so would benefit their behaviour.

Permanent Exclusions

Permanent exclusions would be as a result of:

- Having received forty-five days of exclusion in a year.
- Supplying banned substances or appearing repeatedly under the influence of them, carrying them on site for a second time.
- Defiance of the Headteacher.
- Assault or serious threat of assault on a member of staff.
- Setting off the fire alarm.
- Serious or persistent theft.
- Carrying an offensive weapon.
- Repeated racial or sexual harassment.
- Persistent instances of severe bullying.
- Severe assault of another student.
- Serious malicious allegation against staff.
- Any other serious offence.

Staff decision is final

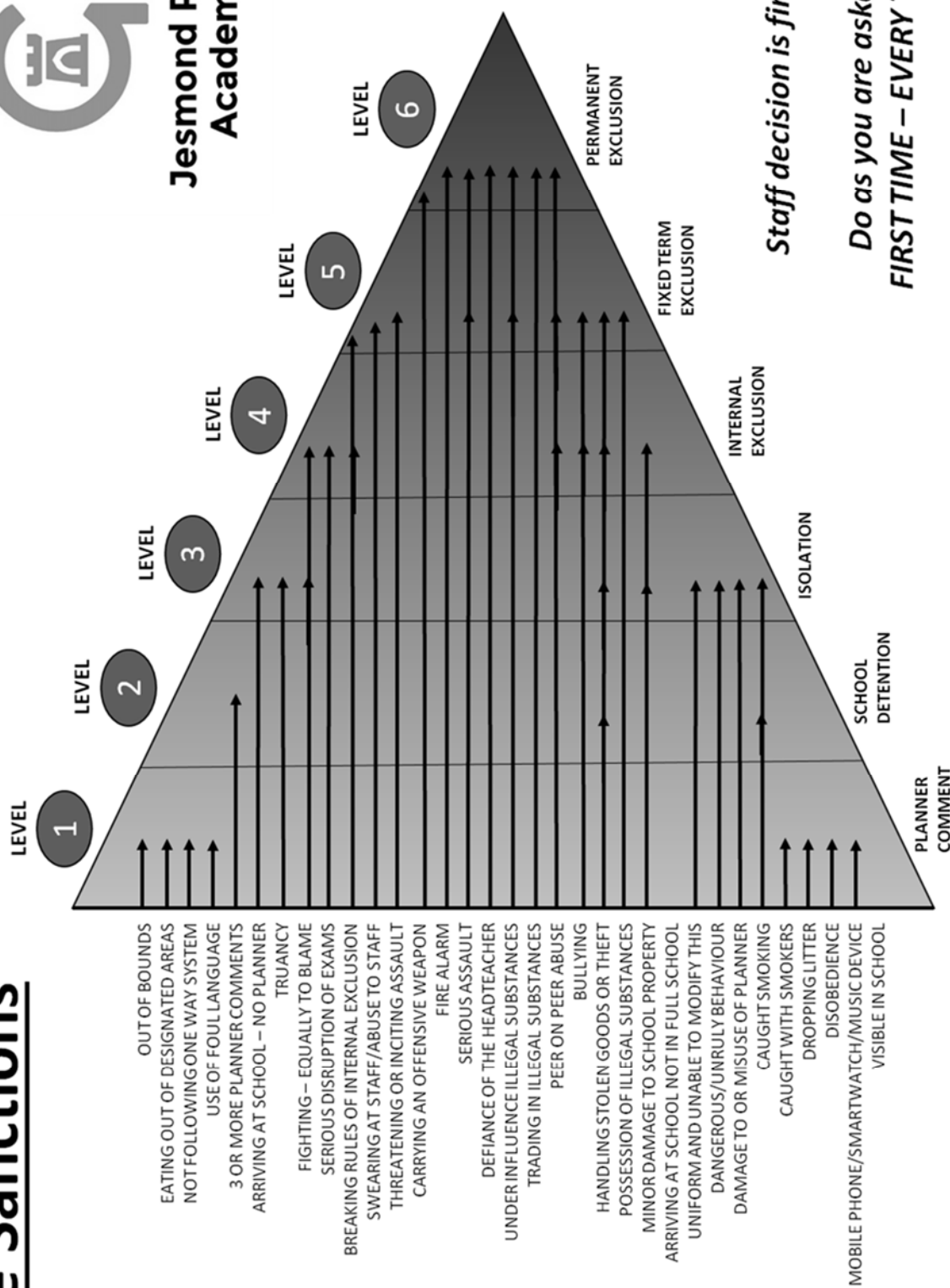
Do as you are asked

FIRST TIME - EVERY TIME

PRAISE Code Sanctions



**Jesmond Park
Academy**



Staff decision is final

*Do as you are asked
FIRST TIME - EVERY TIME*

PLANNER CODES

AS = Around School

Li = Litter

L = Late

Cs = Caught with smokers

Ch = Chewing

U = Uniform

P = Mobile phone, Smartwatch or music device

F = Eating in wrong area

T = Truancy

O = Out of bounds

B = Behaviour

Sm = Smoking

D = Disobedience

E = Equipment

H = Homework

Monitoring and Review

Details of students in after school detentions are maintained. This enables the pastoral team to audit how well the school is managing behaviour.

Records of major incidents of poor behaviour and school detentions are maintained electronically. We also maintain a record of rewards received for each student.

The behaviour policy will be reviewed annually by the Trustees.

Date approved: September 2019

Signed:

Date to be reviewed: September 2020