



Behaviour Policy

Review Date	Reviewer	Approved By	Date Approved	Implementation
September 2022	J Hardwick	A Hook	September 2022	September 2022
September 2023	C Rodgers	A Hook	September 2023	September 2023
September 2025				



Revision History

Issue No	Date	Description
2	September 2020	Included Covid-19 Addendum & Virtual Learning Behaviour Expectations. Consequences flowchart updated.
3	September 2021	No changes
4	September 2022	Merits
5	September 2023	Remove all references to Home – Academy Agreement. Remove reference to non-prescription drugs. Updated section on The Behaviour Support Unit (BSU).

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Introduction

The North East Learning Trust and the Academy at Shotton Hall is dedicated to ensuring that our Academy environment supports learning and the wellbeing of students and staff through a keen sense of community cohesion and sense of moral purpose. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe Academy where students feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour. We promote the values we expect, only using sanctions fairly and proportionately when needed. This extends to all members of our Academy community and is written in line with the Local Academy Council statement of behaviour principals. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their Academy years.

Aims

The Academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy, built on trust and understanding, and that through the use of this policy we can support all students in developing a high level of social awareness. Recognition, rewards, finding the good and both sharing and celebrating this is our supporting principles of maintaining the learning environment. Our aim is to ensure that all our students leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

Our behaviour policy operates on the following:

1. Knowing and understanding our pupils and their influences
2. Teach learning behaviours alongside managing any misbehaviour
3. Using classroom management strategies to support good classroom behaviour
4. Use simple, shared, and transparent approaches as part of our normal routine
5. Use targeted approaches to meet the needs of individuals within school

Academy code of conduct/Standards of behaviour

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate students or colleagues.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. We are very clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. This policy is the starting point for laying out this vision and is one of the important ways our school culture is communicated to pupils, staff, and parents and carers. It is important to stress that in doing this our behaviour policy is implemented so we effectively create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

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Our aim is that students learn to self-regulate their behaviour, holding high standards of moral value, personal responsibility, accountability, and sense of community. We have many measures in place to give students varied and rich experiences. Both general and targeted interventions are used to improve pupil behaviour, support is provided to any students needing help to meet behaviour standards. Reasonable adjustments for students with a disability as required.

Good behaviour (Positive reinforcement and self-regulation)

We communicate clearly what our expectations and values are. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of behaviour culture. Examples of rewards may include:

- verbal praise.
- communicating praise to parents via phone call or written correspondence.
- certificates, prize ceremonies or special assemblies.
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- whole-class or year group rewards, such as a popular activity

We are clear how students are expected to behave, highlighting the good to create a climate for positive reinforcement.

We work hard to ensure that discipline when needed is consistent across the Trust so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering SEN (Special Educational Needs) needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained with face-to-face CPD and online Educare programme to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the Trust curriculum and reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the Academy.

At the Academy we work consistently with all Primary Feeder schools to manage transition well, taking regard for student behaviour, attendance etc into account.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy Day, and at lunch times, to check that students are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual students are engaging in continuing disruptive behaviour this can be because of complex emotional needs. If such needs are identified, we will do all we can to ensure that the student receives a personalised approach to support.

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The Academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, proactive means, and preventative strategies through the active development of students' social, emotional, and behavioural skills.

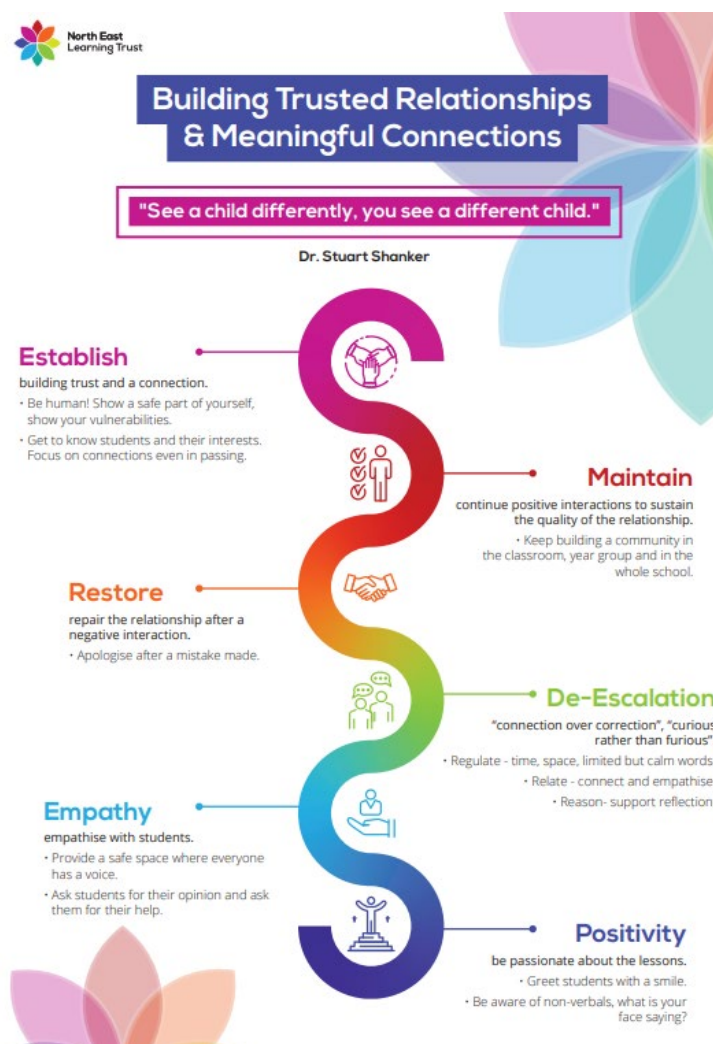
Rewards policy

The Trust and the Academy believe that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

The Merit Rewards System exists to reward students. We use these liberally and regularly. Everything is shared with students and their parents/carers. Recognising good behaviour (conduct, good manners, community values and work ethic), in school is a corner stone of our values. All research highlights the very significant role rewards have and we fully support this in our practice.

Students

Our basic principle for working with students is 'see a child differently, you see a different child.'



The Academy expects all its students to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm

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to other students or staff will not be tolerated. Students are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to conduct themselves appropriately by listening, following instructions by staff, and accept and learn from any mistakes. This extends to any arrangements put in place to support their behaviour, such as Level 1, 2 or 3 reports, IBP (Individual Behaviour Plan) or PSP (Personal Support Plan). Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions.

Under no circumstances will illegal or inappropriate items be brought into Academy, and all students will respect and look after the Trust premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances. (For more information on exclusions, see The Trust's Exclusion Policy).

- verbal abuse to staff and others
- malicious allegations about staff
- verbal abuse to students
- cyber bullying of students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- Persistent unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour.

Parents/Carers

Parents/carers play a big part in ensuring that their children are responsible for their own behaviour in the Academy. We ask that parents/carers respect and support the Academy's Behaviour and Rewards Policy and the authority of Trust staff. Building Academy life into a natural routine in ensuring that your child is at Academy on time, appropriately dressed, rested, and equipped which will encourage your child to adhere to Academy rules and procedures.

We ask parents/carers to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers to be prepared

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to attend meetings at the Academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents/carers provide appropriate supervision for their child during the time that they are excluded from Academy and will be invited to attend a reintegration interview at the Academy with their child.

Academy rules that apply at all times to all members of the school community

- Always be on time.
- Keep your appearance smart and tidy and wear regulatory Academy uniform at all times to and from Academy.
- Rude, derogatory, racist, or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other students, any visitors to the Academy, and to members of the public.
- Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from Academy will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- False allegations against staff will not be tolerated.

The following items are not allowed in Academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have, such as racist, homophobic, or pornographic material
- High energy drinks
- Gambling is not allowed on Academy property.
- No student may sell items on the Trust site.

Drugs

The Trust and the Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Trust and the Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students will be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

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Prescription drugs

Carrying, supplying, or taking prescription drugs illegitimately could result in a permanent exclusion.

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication.

Alcohol

Consuming, carrying, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from Academy.

Bullying

The Trust and the Academy wants to make sure that all students feel safe at the Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour and Rewards Policy and will not be tolerated.

Bullying can be verbal, physical, and virtually and can be directed at both staff and students. The Trust and the Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident using CPOMS system
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

Disciplinary sanctions

We acknowledge the Trust's legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of those with Special Educational Needs and Disabilities (SEND).

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Equally Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Appendix 1 – Consequences Flow Chart can be found at the end of this policy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the Trust. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the rules say must not be brought into Academy. Principals and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- smoking paraphernalia
- fireworks
- pornographic/ sexualised images
- articles that have been or could be used to commit an offence or cause harm.

Mobile Phone

Mobile phones must be switched off and in bags. Any phones found in blazer pockets will be confiscated for parents/carers to collect

All technical equipment (this includes smart watches) must be switched off and unseen whilst students are on school site. If such equipment is in view of members of staff, it will be confiscated. The equipment will be placed in the school safe until a parent/carer comes into school to collect it.

The Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases the mobile phone will be confiscated, and the student's parent/carer will be required to come to the Academy to collect it.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE (Department for Education) guidance also states that there is **no need to have parental consent** to search through a young person's mobile phone. These data or files may be erased before returning the item if they believe there is good reason to do this.

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Bullying

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Two useful and comprehensive definitions are:

A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through subtler methods of coercion.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling, and put-downs, including ethnically based or gender-based verbal put-downs, and extortion of money or possessions.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, emails, or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site (e.g., Face Book) or online (blog or YouTube)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or email.

Sexting and Searching - Definition of 'sexting'

There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: **by** children under the age of 18, or **of** children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting, and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school, and the child. The range of contributory factors in each case also needs to be considered to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child. Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate

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protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

In an Academy-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. The Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

However, the decision to view imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the child protection policy and procedures of the school.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the designated safeguarding lead would need to be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e., it is not possible to establish the facts from the young people involved?)
- is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or

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the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL (Designated Safeguarding Lead) should:

- Never copy, print, or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated.

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

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Use of force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student).
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise.

The Trust does not encourage the use of force and it will be used very rarely in special circumstances. All staff have completed an Educare online module in the use of reasonable force. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff employed by the Trust have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. This policy also links with the Academy's Restraint Policy.

Attendance

Regular attendance at Academy is required by law, and the Trust and the Academy takes attendance very seriously. There is a register taken daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents/carers will be contacted to discuss reasons and Academy support systems that could help. More information can be found in the Academy's Attendance Policy.

Uniform and appearance

Effective teaching and learning need proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students and reduces the risk of distraction in lessons.

The standard uniform is as follows:

Blazers, shirts, and jumpers	<ul style="list-style-type: none">• Blazer (straight or fitted version) (required and only available from our official supplier Emblematic) with school badge and colour strip - sleeves must not be rolled up. Year 7 students starting in September 2023 will have a purple colour strip on their school badge.• Black V-neck jumper with the school badge (optional and only available from Emblematic). This should be worn underneath the blazer. It is not compulsory but cannot be used instead of a blazer.• Plain white school (required, generic) shirt buttoned to the neck.
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	<ul style="list-style-type: none"> • School tie (required and available from Emblematic and the school Finance Office).
Trousers and skirts	<ul style="list-style-type: none"> • Plain black formal straight cut trousers not jeans, leggings or stretchy style and no jean style pockets. The trouser must be at least 6 inches wide at the bottom. • (required and generic trousers purchased elsewhere MUST be in the same style and fit as those provided by the uniform supplier). • Knee length skirt (required and only available from Emblematic). This skirt is heavily subsidised to support families.
Footwear	<ul style="list-style-type: none"> • Plain, black, formal, leather or leather style shoes or boots which can be polished. No trainers, plimsolls, or pumps.
Outerwear and accessories	<ul style="list-style-type: none"> • Outside coats (generic) must be removed before entering classrooms. No caps and/or hats in the building. • Large fashion belts are not permitted.
PE kit	<ul style="list-style-type: none"> • Red and black t-shirt (required and only available from Emblematic). • Black shorts/tracksuit bottoms/leggings (required, generic). • Black jumper or black tracksuit top can be worn over the PE T-shirt in the colder months (optional, generic, black jumpers with the Academy logo are available from Emblematic). • Trainers must be worn in PE lessons. Plimsolls, Converse, or canvas type shoes are not suitable. Students are advised to wear football boots for football and rugby. Dance is barefoot.
Equipment	<p>Most of the equipment required will be provided to students. Students are expected to provide and bring the following items to school every day:</p> <ul style="list-style-type: none"> • School bag (larger enough to carry an A4 folder/exercise book). • Pencil case with a pen, pencil, ruler, rubber etc. • PE Kit (On PE days). • Reading book (issued to you by your teacher).
General appearance	<p>Hair Hair should be a natural colour. The Academy reserves the right to decide that the cut and colour of a student's hairstyle is inappropriate e.g., tramlines, Mohicans, or extreme short sides with longer on the top. Hair bands should be thin and not overly decorative e.g., no large flowers.</p>

Jewellery

Students may wear one small, single metal stud in each earlobe - no other piercings are allowed.
No necklaces, bracelets, or rings.
Body piercings are not allowed e.g., nose, top of the ear, tongue.
Students will not be allowed to cover piercings with an Elastoplast.
Parents/carers are advised that if a child is to have a piercing it must take place at the start of the six weeks holiday and it must be removed on the first day of term.

Make-Up

No make-up. Students in Years 10 and 11 can wear discreet, natural make-up. No false, gel or acrylic nails - natural coloured nail varnish only. For health and safety reasons, nails need to be of a sensible length for work. No false eyelashes or eyelash extensions.

Tattoos

Tattoos are not permitted.

Any students whose appearance or uniform does not match the standards described in this leaflet will be sent to the pastoral office. They will also be given a blue uniform slip to be displayed in their top blazer pocket to ensure all staff are aware the student has been spoken with and repeated offences will result in sanctions.

The uniform should be worn by all students in year 7 through to year 11. Students who come in repeatedly without the correct Academy uniform will be sanctioned.

Regulating student's offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the Academy, or near the Academy premises, could be disciplined by the Academy. This also applies to students who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Complaints

The Trust has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the principal, and we will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaint's procedure see the Trust's Complaints Procedure. For information on complaints relating to exclusions, see the Trust's Exclusions Policy.

The Behavioural support unit (BSU)

If a learner is involved in a serious incident this may result in the learner being placed in the behaviour support unit for a specified number of days.

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The unit usually operates between the hours 9.30am and 3.30pm.

Each learner is marked with a 'C' on the register for the entire time they spend in the unit.

The learners will carry out work requested from the relevant teaching staff.

If a learner is absent from school, the placement will roll over until the learner returns to school when the placement will be completed.

When the learner's placement is completed, the learner will be monitored on report by their learning manager. The level of report will be dependent on the previous and current situation.

Some learners will be slowly re integrated back into lessons.

In some cases, a parental meeting will be required before the learner leaves the behavioural support unit.

Appendix 1 – school rules



Issue No:	5	Quality Document Type:	Policy
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Consequences and actions

INCIDENT	ACTION	STAFF	TIMESCALE
Behaviour incident logged on the system	Email automatically sent to parents	PARS	Immediately
3 incidents of poor behaviour logged in a particular subject in Half term	Phone call home Subject report issued	HOD HOD	Within 24 hours For next lesson
3 incidents of poor behaviour logged across subjects in Half term	Parental contact to outline risk of being placed on L1 report.	LM/ALM	Within 24 hours
Further incident	L1 report	Holding room with ALM	

LEVEL 1 REPORT ISSUED	BREAK ISOLATION	LM	DAILY (2 weeks)
2 on report	Details on PARS + 30-minute PM detention	Class teacher	PARS - immediate
2 x 2's on report	Isolation with LM or SLT link in the relevant zone	LM/SLT	Following day
2-4 x 2's on report	Further week on report – Parental phone call	LM	Within 24 hours
SLT on call	1 day isolation with LM or SLT link in the relevant zone	LM/SLT	Following day
Lost report	1 day isolation with LM or SLT link	LM/SLT	Following day
5+ 2's on report – L1 failure	L2 report issued – contact with parents	LM	immediate
Serious incident – L1 failure	L2 report issued – contact with parents	LM	immediate

LEVEL 2 REPORT ISSUED	LUNCH ISOLATION – PACKED LUNCH	LM	DAILY (2 weeks)
2 on report	Details on PARS + 60-minute PM detention	Class teacher	PARS - immediate
2 x 2's on report	Isolation with LM/SLT link in the relevant zone	LM/SLT	Following day
2-4 x 2's on report	Further week on report – Parental contact	LM	Within 24 hours
SLT on call	1 day isolation with SLT link or LM	SLT/LM	Following day
Lost report	1 day isolation with LM or SLT link in the relevant zone	LM/SLT	Following day
5+ 2's on report – L2 failure	L3 report issued – Parental contact	LM	immediate
Serious incident – L2 failure	L3 report issued – Parental contact	LM	immediate

LEVEL 3 REPORT ISSUED	BREAK + LUNCH ISOLATION: PACKED LUNCH	SLT LINK	DAILY (2 weeks)
2 on report	Details on PARS + 60-minute PM detention	Class teacher	PARS - immediate
2 x 2's on report	Isolation with SLT link or LM in the relevant zone	SLT or LM	Following day
2-4 x 2's on report	Further week on report – parental contact	LM	Within 24 hours
SLT on call	1 day isolation in BSU	BSU	Following day
Lost report	1 day isolation with SLT link or LM in the relevant zone	SLT/LM	Following day
5+ 2's on report – L3 failure	IBP report issued – Parental contact	LM + SLT	immediate

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Serious incident – L3 failure	IBP report issued – Parental contact	LM + SLT	immediate
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INTERNAL EXCLUSION	BSU PLACEMENT	BSU STAFF	VARIABLE
	Details on PARS – Parents contacted immediately		.

IBP REPORT ISSUED	BREAK + LUNCH ISOLATION: PACKED LUNCH	BEHAVIOUR LEAD/SLT	DAILY (2-4 weeks)
Failure of IBP	Parental meeting. (Using zoom etc if possible) Referral to Governing Body. Review of curriculum. Final warning.	Head of school Behaviour Lead Governing body	

PSP REPORT ISSUED	BREAK + LUNCH ISOLATION: PACKED LUNCH	BEHAVIOUR LEAD/SLT	DAILY (2-4 weeks)
Failure of PSP	Parental meeting. (Using zoom etc if possible) Referral to Governing Body. Managed move	Head of school Behaviour Lead Governing body	Managed move for a 6-week trial.

AT EACH STAGE OF REPORT, IF SUCCESSFUL, REPORT LEVEL WILL DEESCALATE TO ONE WEEK AT EACH PREVIOUS LEVEL

MANAGED MOVE			6 WEEKS
Failure of managed move	Parental meeting. (Using zoom etc if possible) leading to alternative provision or permanent exclusion	Head of school Behaviour Lead Governing body	.
FIXED TERM EXCLUSION		HEAD OF SCHOOL	VARIABLE
	Details on PARS – Parents contacted immediately		3+ lead to PEX

AT ALL STAGES A TEXT AND THEN A LETTER SHOULD BE SENT IF PARENTS ARE HARD TO REACH

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VIRTUAL SCHOOL BEHAVIOURAL EXPECTATIONS

The Shotton Hall Virtual School has very clear expectations regarding acceptable usage and conduct whilst students are working online. This is to ensure that all students can work in an environment that is productive, conducive to learning and upholds the Academy's high standards. By working online, and in collaboration with teachers and peers, students agree that they will:

- Obey the rules outlined in this document, **listen**, and **follow** instructions from teachers **at all times**.
- Be **sensible** and **respectful**. This includes interactions with both teachers and peers.
- Display **politeness** when receiving work and/or help from teachers and peers; remember to use 'please' and 'thank you'.
- Use **full** and **correct grammar** when sending or receiving emails; informal language and 'text speak' is not appropriate. This includes interactions on Teams via the chat facility.
- **Complete work** to the **best possible standard** and to the deadlines set by teachers; submitting this when requested to do so.

UNACCEPTABLE BEHAVIOUR

The following behaviour is considered completely unacceptable and can/will result in students being removed from the Academy's online community:

The following behaviour is considered completely unacceptable and can/will result in students being removed from the Academy's online community:

- Verbal abuse to teachers and students.
- Cyber bullying of students.
- Posting material deemed prejudicial, indecent, or generally inappropriate in a professional workspace.

Any such incidents will be dealt with immediately through communication with parents/carers and will also result in further consequences once normal school resumes.

The Virtual School provides a unique opportunity for students and teachers to work together in a new environment. We hope that all students can respect the rules outlined within this document which will allow us to work collaboratively and maintain our school community and standards.

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