



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

Behaviour Policy

Policy Title:	Behaviour Policy	Owner:	Matthew Dimond
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THE STOCKWOOD PARK ACADEMY BEHAVIOUR POLICY

The Stockwood Park Academy is committed to developing the character and competence of every student so they fulfil their potential both academically and as a responsible member of society.

1. AIMS

This policy aims to ensure the consistent application of the Academy's behaviour procedures, so our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate their own behaviour by developing skill and confidence in managing conflict and difficulty
- Value highly their own and others' learning and well-being
- Understand what constitutes 'responsible behaviour' and to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop positive ethical approaches and values in their lives including the promotion of anti-bullying
- Demonstrate outstanding standards of discipline both in and out of the classroom
- Manage their behaviour and conduct so that the Academy is an orderly, safe and purposeful environment where all students are able to achieve and exceed their potential
- Show respect and courtesy towards all members of the Academy and community

The Behaviour Policy determines the boundaries of acceptable and unacceptable behaviour. The policy aims to demonstrate the hierarchy of rewards and sanctions and how they will be systematically and consistently applied to ensure that all students are able to make an exceptional contribution to a safe, positive learning environment.

The Academy aims to create a safe and supportive environment in which students are able to learn and teachers teach. Learning, teaching and behaviour are inseparable. We recognise that relationships built on mutual respect and trust between staff and students are crucial in developing a positive attitude to learning. We are therefore committed to ensuring that we provide positive behaviour modelling for our students.

2. PRINCIPLES, ETHOS AND VALUES

- 2.1.** Behaviour management at TSPA is designed to encourage young people to take responsibility for their actions. Staff should use our rewards system to motivate students to learn and behave. Our rewards system is designed to celebrate success and our consequence system to hold students to account for their behaviour.
- 2.2.** We recognise that some behaviours result from special educational needs and disabilities (SEND) such as emotional and behavioural difficulties. In such cases we will work with relevant agencies to ensure appropriate intervention takes place to help students manage their behaviour more effectively and where possible make reasonable adjustments to support students with SEND. Similarly, other groups identified as at risk by OFSTED, such as children looked after may need us to take into account their individual needs and circumstances. Department for Education (DfE) guidelines are followed throughout the policy.

3. ROLES AND RESPONSIBILITIES

3.1. The Board Trustees will:

- Support the Academy in reaching its aim of improving behaviour
- Monitor the effectiveness of the Behaviour for Learning Policy taking note of its impact in improving both behaviour and progress
- Be involved, when necessary, in formal disciplinary action for students
- Trustees or Cluster group members will ensure that the policy is non-discriminatory and the expectations for all are clear

3.2. The Executive Principal will:

- Monitor the effectiveness and impact of the behaviour policy

3.3. The Head of School will:

- Authorise suspension and permanent exclusions when necessary • Monitor the number of permanent exclusions and suspensions

3.4. The Vice Principal will:

- Oversee the strategic direction of the behaviour policy
- Ensure the policy is applied fairly to all students
- Monitor and evaluate behaviour for learning procedures and ensure they are consistently and appropriately applied
- Hold staff to account for managing behaviour
- Promote the behaviour policy within the Academy, with parents and the wider community
- Review the behaviour policy periodically
- Regularly review behaviour data and plan whole school interventions and behaviour strategies
- Plan, coordinate and deliver training in behaviour for learning
- Maintain behaviour systems

3.5. Assistant Principal / Senior Head of Year will:

- Be responsible for the day to day running of the Rewards and Consequences systems
- Provide weekly data for the Senior Leadership team
- Work in an operational fashion, monitoring corridors, lesson change overs and breaks and lunches
- Support the Vice Principal in managing behaviour across the academy
- Hold staff to account for managing behaviour
- Regularly review behaviour data and plan interventions and behaviour strategies for students and year groups
- Plan, coordinate and deliver training in behaviour for learning

3.6. SLT will:

- Support the Head of Year and Assistant Head of Year to maintain excellent behaviour within the year group to which they are linked
- Support with the day to day management of behaviour and attend reintegration meetings

3.7. Heads of Year and Assistant Heads of Year will:

- Challenge unacceptable behaviour
- Tell students what behaviours are acceptable and why

- Contribute to reviews of behaviour for learning procedures
- Identify and lead strategies to support students who are behaviour concerns
- Try to find out why a student is behaving this way
- Meet with students and parents to support improvements in behaviour
- Monitor the implementation of the rewards and sanctions school procedures
- Engage in resolution meetings with students
- Use the rewards system to support students' behaviour for learning
- Communicate and meet with students and parents to support improvements in behaviour

3.8. Staff - Including teachers, support staff and volunteers will:

(Staff have a statutory authority to impose sanctions on behalf of the academy)

- Ensure they follow and apply the behaviour for learning policy and procedures consistently
- Apply the policy and procedures fairly and consistently to all students
- Lead on behaviour in their own teaching or work area and around the academy
- Demonstrate excellent professional standards at all times by following the Stockwood Park Essentials and teaching standards (if applicable to their role)
- Treat students, staff, parents and community members with courtesy and respect
- Take into account the needs and circumstances of students with particular identified difficulties when applying the behaviour for learning policy
- Adopt a warm / strict approach to managing behaviour

3.9. Parents / Carers will:

- Take responsibility for the behaviour of their child both inside and outside the academy
- Work in partnership with the academy to promote outstanding behaviour and Character
- Allow the Academy to implement support for their child
- Ensure their child attends on time every day
- Sign and agree to the Home – School partnership (**Appendix A**)
- Support the academy by supervising their child if they receive a suspension
- Support the academy in upholding Trust seclusions
- Monitor their child's behaviour via the academy's app – Arbor
- Treat school staff with respect. Parents can be barred from the academy premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban
- Make an appointment if they wish to meet with a member of staff, we can not guarantee we can meet with parents who arrive for a meeting without an appointment

3.10. Students will:

- Follow The Stockwood Park Way (**Appendix B**) at all times both in and out of the academy
- Always treat staff, other students and community members with respect
- Take responsibility for their actions by following the consequence system
- Be proud of their achievements
- Inform staff if they have a problem in school
- Accept support when it is offered
- Not bring the academy into disrepute and remember they are representing the academy at all times
- Respect school property (the Academy will invoice parents/carers if damage is intentionally caused and can enforce payment)

4. JURISDICTION

- 4.1. Teachers can discipline and sanction students at any time either within in the academy or elsewhere whilst students are in the care of a member of staff, this includes school trips, fixtures and any other occasions when representing the Academy
- 4.2. Staff have a statutory power to discipline students for misbehaving outside the Academy premises even when the student is not in the care of the member of staff. Staff may discipline a student if a student is, or has been, engaging in misbehaviour that:
- Could have repercussions for the orderly running of the Academy
 - Poses a threat to another student, member of staff or member of the public including cyberbullying or harassment through the use of the internet and social media
 - Could adversely affect the reputation of the Academy
- 4.3. The Academy has the power to sanction students for behaviour outside of the Academy. The Stockwood Park Academy will sanction any student who brings the Academy into disrepute, is rude to a member of the Academy or wider community or puts another student or member of the community in danger. If the student's behaviour or actions pose a threat to the well-being or learning of other students, fixed term or permanent exclusion will be considered.

5. REWARDS AND CONSEQUENCES

5.1 REWARDS

Rewards are seen by The Stockwood park Academy as the most positive way in which to encourage good behaviour, motivation and academic progress. Staff will be encouraged to ensure that the majority of their communication with students focusses on recognising and rewarding positive engagement with learning behaviour.

Students may be rewarded for numerous reasons, including those listed below the list is not however intended to be exhaustive:

- Strive (effort), achieve (progress/attainment) and believe (character)
- Good work / effort in the classroom / homework / coursework
- Demonstrating: determination / respect / equality / resilience or any of the TSPA Habits
- Weekly attendance improvements
- Marked improvement in behaviour & organisation
- Consistently excellent work over the course of a unit or scheme of work within a Faculty
- Consistently excellent work over the course of a Term
- Excellent progress report
- Representing the academy
- Community Project and Community representation
- Excellent work over the course of a term or year

The Academies reward system coincides with the Trusts vision of Strive. Achieve. Believe. Students can be rewarded for Strive (effort), Achieve (progress / attainment) and Believe (character). Staff record these rewards on the Academy's Electronic Information Management System (Arbor). Students will also be given 'surprise' and 'strategic' rewards throughout the year. Please refer to **Appendix C – Rewards Procedure** for more detail on these reward procedures.

5.2 CONSEQUENCES

The Behaviour consequence chart (**see Appendix D – Consequences Chart**), outlines behaviour types and the consequence of that behaviour. Often the way students behave is as a result of an earlier incident or trigger, therefore our consequence system is applied to each incident on an individual basis. Incidents of a serious nature will be investigated and a relevant and proportional sanction applied. ***No two incidents are exactly the same so there may be times when the outcome to a behaviour type is different. When investigating incidents the Academy works on the balance of probabilities principal.***

Please refer to (**Appendix E – Consequence Flow Chart**) for the Academies consequence flow chart which along with The Stockwood Park Way (**Appendix B – The Stockwood Park Way**) are displayed around the academy.

All behaviour concerns are logged on the Academy's Electronic Information Management System (Arbor) so that potential trends can be identified and allocation of appropriate interventions and sanctions can be applied across the academy. The Behaviour Consequence system will also uphold TPSA's Uniform Policy (**Appendix F – Uniform Expectations Overview**) which helps to set expectations and raise standards within the academy.

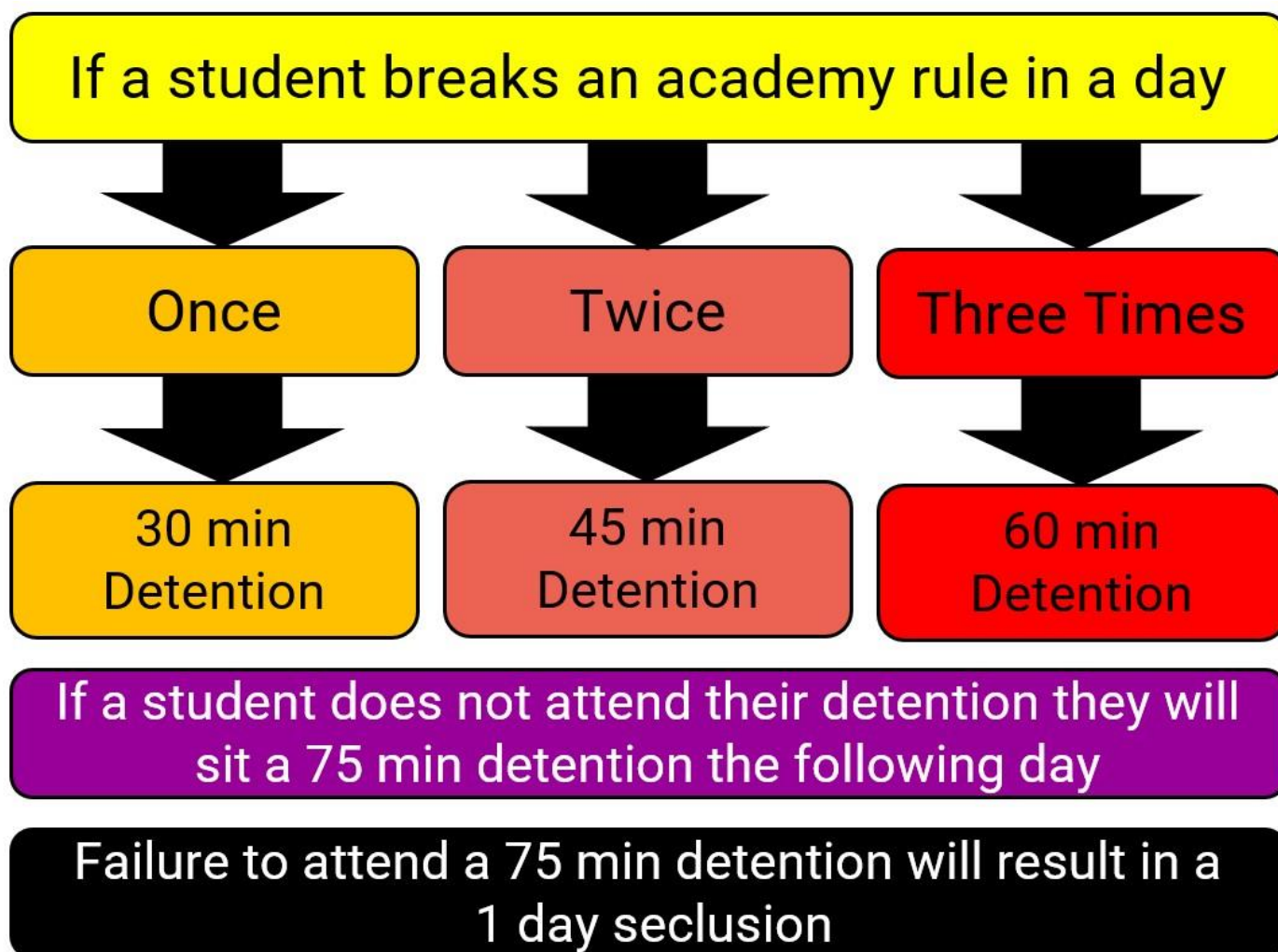
5.3 DETENTIONS

Students can receive detentions for different reasons as outlined in **Appendix D – Consequences Chart**. All C3 behaviour detentions are served the day after they were issued e.g. if a student's gets a C3 – 'Rudeness to staff' on a Monday they will sit the detention on the Tuesday. The exception to the next day detentions is for C3 – 'late to school' detentions which are served on the same day as they are issued.

If a student receives one Behaviour based C3 in a day they will receive a 30 minute afterschool detention, there is no obligation to inform the parent / carer of a detention, however staff are encouraged to call parents / carers to inform them of the behaviour which led to the child's detention. If the detention is longer than 30 minutes, parents / carers will be informed of the detention via the academies app. Arbor, or phone call.

If a student does not attend their detention they will sit a 75 minute detention the following day. Repeatedly refusing to attend detentions could result in a Seclusion or a suspension.

5.4 LENGTH OF DETENTION



If a student breaks more than three school rules in a day they may be taken to their Head of Year for immediate sanction. This could be seclusion or a suspension.

5.5 SHADOW TIMETABLE

Students may be removed from a classroom via a procedure known as Departmental Shadowing. The shadow timetable will be used in instances where students have been given a C1, a C2 and a C3 but still continue to not meet our expectations or students perform a serious one off event in a class or if there is consistent (over a period of lessons) disruption of others' learning which would mean that they can no longer remain in the classroom. If a student is sent to the shadow timetable they are expected to continue working in a different classroom and all the usual academy rules apply.

A student can fail the shadow timetable if they:

1. Continue to not meet our expectations and go through the consequence system again
2. Perform a serious breach of our behaviour policy whilst in the shadow room
3. Refuse to go to the shadow timetable

If a student fails the shadow timetable then they will be placed in seclusion for '24 hours' this means if they enter at the start of period 3 they will stay in the seclusion until the end of the day and then return to seclusion the next day until the start of period 3.

5.6 SECLUSION

A Seclusion could be implemented for any behaviour that is more serious than a C3 behaviour but, not so serious as to warrant removal from the Academy (Suspension). Work will be provided for the students to complete and they will be allowed supervised breaks (at a different time to the rest of the Academy) throughout the day. The Seclusion Manager will always inform parents of a seclusion in writing.

This is not an exhaustive list, however examples of behaviours, which may lead to seclusion are:

- Walking away from a member of staff / not following staff instructions
- Fighting
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Smoking / Vaping
- Damage / Vandalism
- Persistent disruptive behaviour
- Malicious communication
- Stop means stop / Refusal to follow instructions
- Sexual harassment
- On-line sexual abuse
- Truancy
- Missed detention

The length of the seclusion will depend on the context of the incident. If a student repeatedly displays behaviour which leads to seclusion, it is likely to result in a suspension.

There may be occasions when it is necessary to put a student into Trust Seclusion, this means the student will serve their seclusion at one of the other Academies in our Trust.

5.6 FAILING SECLUSION OR TRUST SECLUSION

If a student does not meet our expectations in either seclusion or trust seclusion they may be asked to resist their seclusion / trust seclusion or could receive a suspension. When a student actively opts for a suspension as opposed to a seclusion or trust seclusion they will be expected to sit their seclusion on return from their suspension.

5.7 EXCLUSIONS

If it is deemed necessary to exclude a student from school, an initial phone call will be made to explain the circumstances and inform the parent / carer of the decision. This will be followed up by an official letter as soon as possible. We follow DfE guidelines on exclusions and the decision to exclude can only be made by the Principal. When deciding to exclude the Principal will ensure there has been a thorough investigation. The standard proof applied in school exclusions is the balance of probabilities. Exclusion from The Stockwood Park Academy is usually reserved for the most serious of offences or persistent breaches of the Academy's behavioural policy.

5.7.1 SUSPENSIONS

In the case of suspensions, the Principal or a Vice Principal in their absence may suspend a student **for up to 45 days in any one academy year**. Students on suspension will be forbidden from attending the academy, or being in the vicinity of the academy for the term of their suspension. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is suspended and ensure that they are not in a public place without good reason during academy hours (8:00am to 4:30pm) within the first five academy days of any suspension. Where a parent/carer refuses to comply with the terms of suspension the Academy may notify the Social Services Department and the police if, in the Principal's view, the student or any other person may be at risk as a result of a failure to meet the terms of the suspension.

If a student is suspended for more than 5 days it is the responsibility of the academy to provide education from the student starting on the 6th day of suspension. It is the responsibility of the parents / carers to ensure that their child attends the alternative education provided by the Local Authority or the Academy.

The following behaviours will normally lead to a suspension. This list is intended to indicate the degree of severity of the incident but is not intended to be exhaustive:

- Defiance
- Disruptive behaviour
- Refusal to comply with uniform / mobile phone policy
- Malicious allegation against staff
- Bringing the academy into disrepute
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Sexual harassment
- On-line sexual abuse
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Wilful transcreation of measures to protect public health

Where a student is suspension the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension
- Provide work for that student for the duration of the suspension, this could be by directing the parent / carer and student to relevant education websites
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of suspension of six days or longer
- Consider how the time out of school might be used to address the student's problems
- Consider what support will best help with the student's reintegration into the school at the end of the suspension

The parents / carers of a student who is suspended for a period of 6-15 days in any one term can request a meeting with the board of trustees to review the suspension. The board of trustees will meet within 50 school days of the suspension and will decide whether to uphold the suspension. If a student is suspended for more than 15 days in a term the board of trustees will always meet within 15 school days to review the suspension.

5.7.2 REINTEGRATION

A reintegration meeting following the expiry of a suspension is arranged by the academy prior to a student returning from a period of suspension. Parents/carers are invited to attend the reintegration meeting. The meeting will establish a risk assessment of the student (where necessary) and identify the resources needed to provide the necessary support to the student. A Return from Suspension form will be completed and is to be signed by all parties. Failure to obtain satisfactory assurances from the student and parent / carer that they will comply with the expectations set out in the Home – School partnership (**appendix A – Home School Partnership**) could result in a further period of suspension.

Failure of the parent/carers and student to attend the reintegration meeting will result in a period of unauthorised absence. If a student attends without a parent / carer then they will be put in seclusion until the parent can meet with a school representative.

5.7.3 PERMANENT EXCLUSION

The decision to exclude a student permanently is a serious one and will never be taken lightly. In doing so, we recognise that a permanent exclusion may have a serious impact upon a student's life chances. Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

Permanent exclusion is rare, however circumstances whereby a student's behaviour means that we are no longer meeting their educational needs or their behaviour is effecting the welfare or education of other members of the Academy may constitute the need for a move elsewhere or a permanent exclusion. In these circumstances, the Academy works with Local Alternative Provision organisations, Behaviour and Tuition (Luton Borough council) or other academies/schools through the Fair Access Protocol procedure to ensure that the educational needs of the student are met elsewhere.

Permanent exclusion should be considered for any of the following behaviours even if they are "one offs":

The following behaviours will normally lead to permanent exclusion. This list is intended to indicate the severity of the behaviours but is not intended to be exhaustive:

- Persistent disruptive behaviour
- Repeated and persistent defiance
- Physical abusive towards staff
- Action endangering the safety of others
- Possession of, being under the influence of, distribution of or buying prohibited items such as illegal substances or offensive weapons
- Sexually harmful behaviour, Inc. Sexual misconduct, Sexual harassment or On-line sexual abuse
- Extreme and/or persistent Bullying or racist abuse
- Where the health and safety of anyone in the school community is contravened or put at risk
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult

(Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.")

If a student is permanently excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- Notify the local authority of the Academies decision to permanently exclude
- Arrange a meeting of Trustees or Cluster Board Members to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

5.7.4 APPEALING A PERMANENT EXCLUSION

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a Local Governing Board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. An independent review panel does not have the power to direct a Local Governing Board to reinstate an excluded pupil. However, where a panel decides that a Local Governing Board' decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Governing Board to reconsider its decision.

6. SUPPORT AND PREVENTION

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. However sometimes students will need support to 'do the right thing.' If a student or parent / carer has a concern then they should contact the key staff listed below in the order displayed e.g. the first point of contact should be the students form tutor.

Students and parents / carers can seek support from the following key staff:

1. The form tutor
2. The Assistant Head of Year
3. The Head of Year
4. The Conflict Resolution Co-ordinator
5. The Senior Head of Year

6.1 REPORTING PROCESS

When a student has difficulty managing his/her behaviour a report card will be used to help him or her improve. A student may choose to use a report card voluntarily, as a way of getting feedback. The main purpose of the report card is for the student, teacher and parent / carer to have daily contact (through the report card) which will facilitate relationships between the Academy and the home. Please see **Appendix G – Report Card Levels.**

6.2 LEVELLED INTERVENTION

As well as report cards and key pastoral staff the Academy has different levels and types of support and intervention (**Appendix H – Levelled Intervention**). If a student is finding it hard to make sensible and good behaviour choices the relevant year team will implement support. Not all strategies will be implemented at

each level, the support will be implemented based on the needs of the individual student furthermore the levelled intervention is not linear and it may be appropriate to implement level 4 support following a serious incident.

6.3 PASTORAL SUPPORT PLANS AND OUTSIDE AGENCIES

A Pastoral Support Plan (PSP) is an intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. Targets will be reviewed at regular meetings and the PSP will involve actions for the school, the student and the parent / carer. Usually, the schools actions will include support from outside agencies including:

- Educational Psychologist
- Edwin Lobo
- Alternative Provision (Shine / Evolve / Reach / ACE)
- CAMHS
- ALPS
- Social Services
- Youth Offending Service (YOS)
- School counsellor
- Other suitable outside agencies

6.4 FAIR ACCESS PROTOCOL AND MANAGED MOVES

A '**Managed Move**' may be resorted to in order to avoid permanent exclusion or to give a student a 'fresh start' at another school if relationships have become unproductive at The Stockwood Park Academy. It may be used as a result of the culmination of unsuccessful behaviour interventions or, in exceptional circumstances, for a serious 'one off' incident. In such instances the student will be brought to the Pupil Placement Panel (PPP) and the in Year Fair Access protocol invoked. The PPP meeting is attended by senior staff from each school, lead professionals and the local authority. Once a place for a student has been arranged, the Academy will contact the transfer school; arrange for an integration meeting and a 12 week trial will commence. This can be extended depending on the context and similarly if behaviours dictate the trial can be stopped at any point. Progress at the transfer school will be reviewed every 4 weeks and if successful, the student will move permanently to the transfer school.

6.5 PHOENIX ALTERNATIVE LEARNING PROVISION

Phoenix is the Stockwood Park Academies in house on site alternative provision. Phoenix is designed to support students to change their behaviour habits, to provide appropriate high-quality alternative curriculum / education for students and to provide specific bespoke social, emotional and behavioural support for students who need it the most.

The academy has the authority to direct any student to learn in Phoenix. Students in Phoenix are assigned a key worker and their curriculum is specifically designed to support their continued learning and return to the main academy.

Phoenix follows all the rules and expectations as set out in this policy.

7. POLICE

It will be for the Head of School or a member of the Senior Leadership team to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed as soon as possible if a decision is taken to contact the police. Possession of illegal substances or offensive weapons on the Academy premises will usually lead to the police being informed.

If police interviews are required to take place at the Academy if legally possible parents / carers will be informed and invited to join the interview. If parents / carers cannot be contacted the interview will take place with the Principal or a member of the Senior Leadership team in the room to support the student.

The Stockwood Park Academy has signed an Information Sharing Agreement with the police and are committed to working in close collaboration with them.

If a serious incident involving a student at the Academy takes place outside of Academy hours (8:00am to 4:30pm) the Academy advises that the parents / carers or community members should contact the police directly by calling 101 for non-emergency incidents and 999 for emergency incidents.

8. SEARCHING, SCREENING AND CONFISCATION

The Academies pastoral team and Senior Academy staff have been authorised to search a student's outer clothing, possessions and locker when they have good reason to believe that the student may be in possession of banned or prohibited items, in accordance to the DFE advice 'Screening, Searching and confiscation' January 2018.

The search should be conducted in the presence of the student and a staff witness except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not possible to summon another member of staff quickly. It is good practice to inform the parents / carers of the search and the result, the Academy will always endeavour to do this unless informing the parents / carers would put the student at risk.

Staff can search or scan with a wand, students with their consent for any item. Staff will ordinarily ask the student to turn out their pockets and bag. Under common law powers, schools and Academies are able to search lockers and desks for any item provided the pupil agrees. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed below. Where a student refuses to co-operate with a search, the academy can apply an appropriate disciplinary penalty in line with refusal to follow staffs instructions or gross defiance.

A member of the Senior Leadership Team (on Academy premises) or an Academy trip leader have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item. Again, this search should be conducted with another staff witness.

Prohibited/harmful items may include (*denotes prohibited items for which searches can be carried out without consent):

- Knives and weapons *
- Alcohol*
- Illegal drugs*
- Stolen items*

- Tobacco and cigarette papers*
- Fireworks*
- Aerosols
- Pornographic images*
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence*
- Any item used with intent to cause personal injury to, or damage to the property of, any person.*
- Other items banned by the Academy: (BB guns/hammers/axes/spanners/ etc.)*
- Excessive quantities of food or drink or any other materials where there is a suspicion that these have been brought onto the academy site with the intention of marketing/selling to other students
- Items which harm the good order and discipline in the academy such as stink bombs, water balloons or 'exploding snaps.'
- Stolen items such as mobile phones, wallets or purses and other electronic equipment

Note that this is not an exhaustive list. Any item in the possession of a student or used or distributed with intent to cause either mental or physical injury to another person or disrupt the smooth running of the academy, breaches our behaviour policy and may lead to fixed term exclusion or permanent exclusion.

8.1 CONFISCATION

Teachers can confiscate students' property. There are two sets of legal provisions which enable academy staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items;
- Power to search without consent for "prohibited items" as listed above

Academy staff can confiscate a student's property if in doing so it enables them to maintain good order in or outside the classroom and where it is reasonable to do so. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline or if it is likely to be used to commit an offence, cause personal injury or damage to property. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons / Knives / BB Guns / illegal drugs and extreme or child pornography will always be handed over to the police.

Other confiscated items should be placed in an envelope and labelled and it is for the teacher to decide if and when the item should be returned to the parent /carer or disposed of. Parents should be informed of the confiscation.

8.2 CONFISCATION OF MOBILE PHONES AND ELECTRONIC DEVICES / EQUIPMENT

In relation mobile phones, headphones, and electronic devices (such as speakers or MP3 players) academy staff will confiscate the item if it is seen or heard, regardless of the reason for it being seen. If a mobile phone or a similar electronic device is confiscated it will only be returned to a parent or carer who will have to come to the academy to collect it. The device should be put in an envelope clearly labelled with the student's name, year group, date confiscated and the member of staff who confiscated written on it. The item should then be given to student services.

The DFE guidance on searching, screening and confiscating (January 2018) states that if staff have 'good reason' and reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm or disrupt teaching or break the Academy rules they may examine or erase the data or files. This

power applies to all schools or Academies and there is no need to have parental consent to search through a young person's mobile phone.

9 REASONABLE FORCE

Please see the Academies Policy on reasonable force.

Appendices

Appendix A

‘Every student matters, every moment counts’

Home-School Partnership We

aim to be:

- An excellent trust school in all areas.
- An academy with a culture of high expectations and aspiration by both students and staff

In order to achieve this aim, school, home and student must all agree to work together.

Name of Student (please print name) _____ **The**
school agrees to:

- Provide access to a broad and balanced curriculum
- Provide opportunities for each child to achieve full academic potential by regular setting and marking of appropriate tasks
- Set homework on a regular basis
- Monitor and encourage good attendance
- Provide a safe and positive learning environment
- Ensure the web site is a useful and modern form of communication
- Provide regular information on the progress of all students.
- Contact parents at the earliest appropriate moment should concerns or problems arise and deal with parental concerns promptly
- Provide opportunities to take part in a variety of extra-curricular activities
- Uphold the academy’s values of Respect, Equality and Determination

Signed (School) _____ **Date** _____

Parents/Carers agree to:

- Ensure that your child attends school regularly and punctually and inform the school when your child is absent.
- Ensure your child wears the correct school uniform at all times.
- Encourage your child to behave responsibly and correctly and ensure they follow school rules at all times
- Support the school’s policy on rewards and sanctions.
- Support your child’s learning at home by ensuring s/he completes all homework. When none has been set please ensure your child does some quiet reading (preferably a novel) for at least 30 minutes – one hour.
- Check progress and homework by reading and signing planners each week and logging on to Show My Homework
- Attend parents’ consultation evenings and other events organised to help me learn about my child’s progress
- Support my child in any extra-curricular activities undertaken
- Encourage your child to uphold the academy’s values of Respect, Equality and Determination
- Pay for any intentional damage caused to school property by their child

Signed (Parent/ Carer) _____

Date _____

Students agree to:

- Attend school everyday and arrive on time
- Observe the school rules at all times
- Wear the correct uniform at all times
- Be polite and behave respectfully towards all members of the school community.
- Never leave the premises without permission
- Be hard-working in all aspects of school life
- Come to school each day correctly dressed and equipped to learn, including a school bag, stationary, and PE Kit / Dance kit.
- Learn to the best of my ability, completing all homework and coursework on time.
- Attend parent-teacher evenings and learning review day
- Be actively involved in school, including extra curricular activities wherever possible
- Use my planner correctly ensuring my parents/carers see and sign my student planner each week
- Take home all newsletters and information regularly when asked to do so and bring back reply slips and absence letters promptly
- Monitor and use school website to keep up to date with information, logging into Show My Homework

Signed (Student)

Date

The Stockwood Park Way



We **ARE PUNCTUAL** arriving on time to the Academy and all our lessons, every time.



We **PRESENT** ourselves with pride and care, wearing full academy uniform at all times.



We **PREPARE** for our learning, remembering our full equipment for every lesson.



We **TRAVEL** to class in an orderly way and keep to the left on corridors and stairs.



We **LISTEN** with our full attention, follow directions first time and ask politely if we need clarification.



We **WORK** hard at all times and behave in a way that allows others to do the same.



We **RESPECT** our staff, our peers, our environment and our community.



We **SPEAK** clearly and articulately, in full sentences and refrain from swearing and slang.



We **STOP** immediately when asked, and remain until dismissed.

Rewards Process

Rational

- We want students to feel valued and enjoy their time with us
- Sincere praise is a strong motivator for students
- We should try to reward students on a ratio of 5 positive to 1 negative
- Use the reward system to build relationships with all students



Reward Categories and Points

Consistency Rewards – please make sure you reward every lesson. When enough points are accumulated the HoY / will reward students in assembly.

Category	Reward Points	When
Strive (effort)	1	Every lesson
Achieve (progress / attainment)	1	
Believe (character)	1	
Attendance green arrow	1	Once a week
Attendance gold arrow	1	

Reward Colour	Reward Points Required	Awarded By
Bronze Certificate and Badge	50	HoY – Assembly
Silver Certificate and Badge	125	AP – Assembly
Gold Certificate and Badge	200	VP – Assembly
Platinum Certificate and Badge	300	Head of School - Assembly

Surprise Rewards

- Every member of staff will be given a cookie / drink / book voucher
- This voucher can be given to any student you feel deserves a special surprise reward
- Vouchers can be given instantly to any student you catch doing something good, this can be in lesson or at break or lunch times
- The voucher should be completed by the member of staff presenting it and **must** be signed
- Students take the voucher to the canteen and can exchange it for a cookie or a drink
- Each member of staff will be given one voucher per term **Golden Ticket**
- Golden Tickets are given throughout the year to students who 'have gone well above their student roll'. For example; running an extra-curricular club, a significant amount of community work, demonstrating all aspects of the 'Stockwood Park Way' or a single significant noble act

- The staff member fills out the larger section of the ticket and the smaller section is given to the student. The section of the ticket that the staff member has is then placed in the Golden Ticket Box, which will be in reception
- A Golden Ticket winner will be selected twice per year and will be awarded a £20 voucher
- Golden tickets can be collected from Tracy Roberts, there is no limit to the number staff can reward

Feel Good Postcards

- Every other Friday all staff will write a praise postcard to a student of their choice
- The postcard will be posted home

Please note surprise rewards, golden tickets and feel good postcards must be logged on ARBOR.

Celebration Assemblies

Celebration assemblies take place at the end of the autumn, spring and summer terms and are run by the HoY. Although there is flexibility in the content of the assembly the following will always be rewarded:

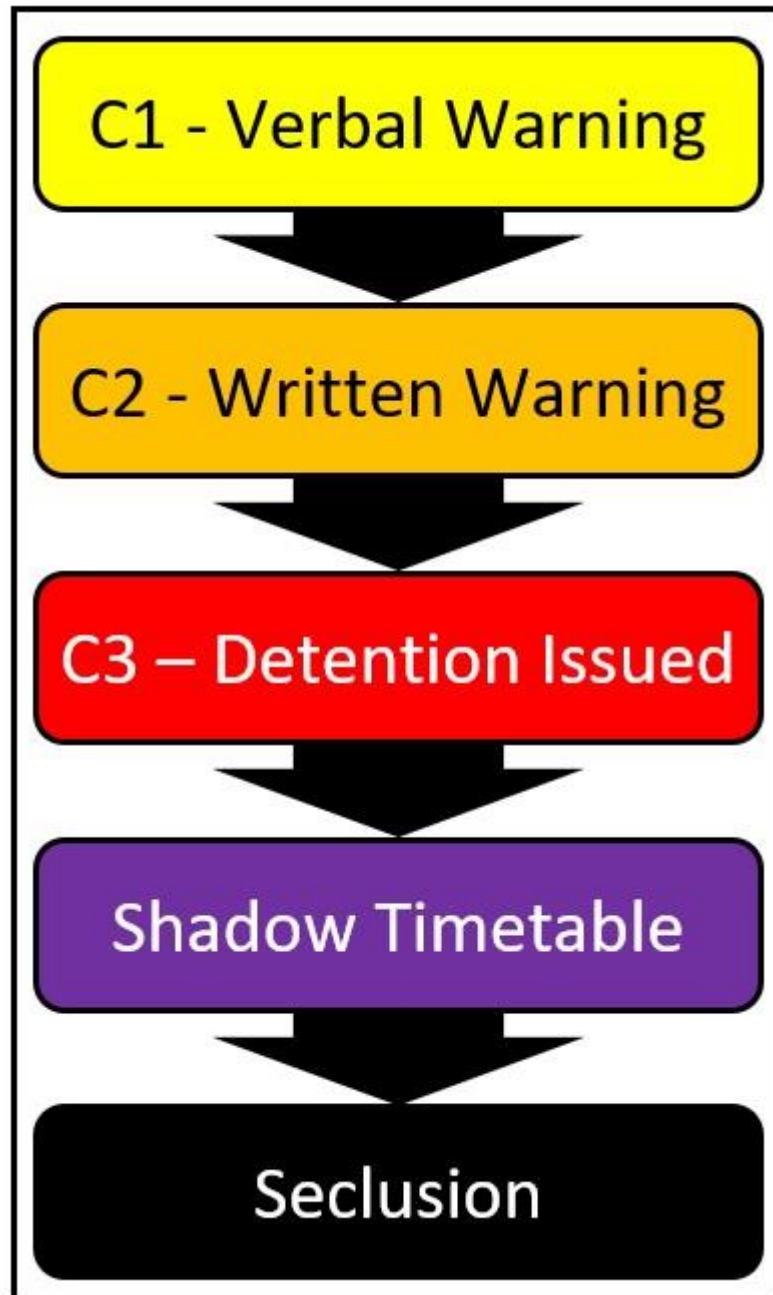
Area		Awards	No of rewards
TSPA Habits	Strive	Aspiration	1
		Optimism	1
	Achieve	Hard work	1
		Resilience	1
	Believe	Kindness	1
		Honesty	1
Attendance		100%	Variable
Conduct		Highest Reward pts – Consequence pts	Top 5
		Form tutor star student	1 x 10
		HoY - Valedictorians	2 (1 boy / 1 girl)

Appendix D – Consequence Chart

TYPE	CODE	POINTS	RECORDING	SANCTION
Physical assault against a pupil	C5 - PP	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Physical assault against an adult	C5 - PA	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Verbal abuse / threatening behaviour against a pupil	C5 - VP	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Verbal abuse / threatening behaviour against an adult	C5 - VA	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Bullying	C5 - BU	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Racist abuse	C5 - RA	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Sexual misconduct	C5 - SM	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Drug and alcohol related	C5 - DA	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Damage	C5 - DM	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Theft	C5 - TH	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Persistent disruptive behaviour	C5 - DB	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Wilful transcreation of measures to protect public health	C5 - WT	1	LOGGED BY VICE PRINCIPAL PA	Suspension
Fighting	C4 - FI	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Verbal abuse / threatening behaviour against a pupil	C4 - VP	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Verbal abuse / threatening behaviour against an adult	C4 - VA	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Bullying	C4 - BU	1	LOGGED BY HOY / CONFLICT RESOLUTION CO	Seclusion
Racist abuse	C4 - RA	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Smoking / Vaping	C4 - SMO	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Damage / Vandalism	C4 - DM	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Persistent disruptive behaviour	C4 - DB	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Malicious communication	C4 - MCom	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Stop means stop / Refusal to follow instructions	C4 - SMS	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Sexual harassment	C4 – SH	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
On-line sexual abuse	C4 - OLSA	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion

Truancy	C4 - Tru	1	LOGGED BY HOY / SECLUSION MANAGER	Seclusion
Missed detention	C4 - MisDet	1	LOGGED BY HOY / BEHAVIOUR ADMIN	75 min detention
HLC – High Level Consequence	HLC	0	LOGGED BY STAFF	Pending

Shadow Timetable	Shadow	0	LOGGED BY STAFF	No sanction / de-escalation only
Disruption to learning	C3 - Disr	1	LOGGED BY STAFF	30 min detention
Refusal to work	C3 - LaWK	1	LOGGED BY STAFF	30 min detention
Rudeness to staff	C3 - Rude	1	LOGGED BY STAFF	30 min detention
Unsafe or boisterous behaviour	C3 - Unsafe	1	LOGGED BY STAFF	30 min detention
Inappropriate language	C3 - Lang	1	LOGGED BY STAFF	30 min detention
Mobile phone (or headphones) seen or heard	C3 - Mob	1	LOGGED BY STAFF	30 min detention
No homework	C3 - HW	1	LOGGED BY STAFF	30 min detention
No PE kit	C3 - Kit	1	LOGGED BY STAFF	30 min detention
Not prepared for learning (Incorrect uniform / wearing jewellery / no equipment etc.)	C3 - Prep	1	LOGGED BY STAFF	30 min detention
Late to lesson	C3 - LL	1	LOGGED BY STAFF	30 min detention
Late to school	C3 - Late	1	LOGGED BY STAFF	30 min detention
Written warning – student name on board	C2 – WW	0	Not recorded	No sanction
Verbal warning	C1 - VW	0	Not recorded	No sanction



Uniform, Belongings & Equipment

We are very proud of our uniform which we expect all our students to wear at all times.

Required Uniform & Equipment List
The Stockwood Park Academy blazer
The Stockwood Park Academy jumper (optional)
Winter plain black coat (no logos) Coats of any other colour, with logos or slogans, or hoodie type clothing must be handed into Student Reception.
White shirt with collar—top button fastened (no coloured vest/shirts worn underneath)
The Stockwood Park Academy dark grey trousers or skirt (no more than 2 inches above the knee)
Plain black, white or grey socks, plain tan or black tights. No leggings or fluffy socks of any kind.
Plain, sensible black shoes; leather or leather look (no trainers, canvas shoes or boots which are described as any footwear above the ankle)
School tie, tied at the correct length
School bag containing: Planner, Reading Book, Blue or Black Pen, Green Pen, Pencil, Ruler, Calculator.
PE Kit (for every timetabled lesson) including: The Stockwood Park Academy sports polo shirt, shorts, socks and optional fleece and/or jog pants.

□ A plain, black headscarf with no decoration may be worn, tucked in with tie visible at all times □

A plain black or green hair band/ribbon may be worn. Other hair decoration will be confiscated.

□ No jewellery to be worn at any time - any jewellery seen will be confiscated.

□ No make-up, false nails or nail varnish is to be worn - students will be required to remove any that is worn.

□ Outer wear is to consist of a plain black coat. No other outerwear including sports jackets, hoodies, scarves or hats are to be worn on academy premises or they will be confiscated. Plain black scarves and gloves will be allowed outside in winter. If any outer wear is worn inside the Academy, it will be confiscated.

□ Trainers are not allowed to be worn in the Academy except for during P.E. Lessons. If footwear does not conform to Academy rules, a pair of plimsolls will be issued which must be worn and returned to reception at the end of the day.

□ Body piercings of any description and extremes of fashion will not be tolerated. This includes extreme haircuts, hair colours, uncovered body art and embellished shoes. We do not allow any hair or facial art e.g. lines shaved in hair/eyebrows.

Banned Items

- Students may not bring to school anything dangerous, illegal or anything likely to cause offence/harm or distraction from learning.
- Mobile phones or other electronic devices are not permitted on site. If seen, mobile phones will be confiscated. The phone will not be given back to the student, only a parent/carers can collect from reception after 3.15pm.
- Water is the only drink students are allowed to bring on site. Fountains are available for students to refill bottles as required during break and lunch.
- Chewing gum is not allowed in the Academy.
- No responsibility can be accepted for loss or damage to personal possessions brought on to the site. This includes confiscated items.

Appendix G Report Card Levels

Behaviour Report				
Level		Report Type	Actioned through	Actioned by
Level 1		Form Tutor	Weekly data	Tutor via HOY
Level 2		HOY / AHOY	Weekly data	HOY / AHOY
Level 3		SLT AP	Weekly data / Suspension	AP
Level 4		SLT VP	Weekly data / PSP / repeated Suspension	VP
Attendance / Punctuality Report				
Level 1	96% and dropping	Form Tutor	Weekly attendance data	Tutor via HOY
Level 2	93% - 94.9%	HOY / AHOY	Weekly attendance data	HOY / AHOY
Level 3	90% - 92.9%	SLT	Weekly attendance data	AP – Attendance lead
Curriculum Report				
Level 1	8 incidents in the subject	Subject / Curriculum	Weekly data	HOF

Appendix H – Levelled Intervention

Level	Support / Intervention (The support outlined below is not a definitive list, support should be specifically targeted for students)	Actioned through	Actioned by
Level 1	<ul style="list-style-type: none"> Form Tutor phone call home 1:2:1 tutor / student meeting Form Tutor report Feel good postcard Homework club SEND Referral Informal mentoring – FT, HOY, AHOY 	Weekly data	Pastoral Team
Level 2	<ul style="list-style-type: none"> HOY phone call home SEND diagnosis / support Named Adult Parent meeting Specific seating plan HOY report HOY / AHOY Mentoring weekly Time out card Regular conflict resolution meeting Careers interview Behaviour modification programme/s (Anger management, Think not Fight, Too Risky, Accepting responsibility) BSP at HOY level 	Weekly data	Pastoral Team
Level 3	<ul style="list-style-type: none"> AP and Parent meeting AP link report LSA support Behaviour contract Behaviour target setting meeting Daily mentoring / named adult assigned PSP at AP level Ed Psych requested CAMHS referral Reduced time table Alternative provision PRU / ALPS outreach support Meeting with PCSO 	Weekly data / suspension	Pastoral Team
Level 4	<ul style="list-style-type: none"> VP and Parent meeting VP report External councillor Meeting with PRU / ALPS Principal Compass Modified curriculum Potential PEX letter Luton behaviour support Extended work experience Principal/Governors panel meeting with family 	Weekly data / PSP / repeated suspension	Pastoral Team