



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

BEHAVIOUR AND REWARDS POLICY

| | |
|---------------|--------------------------------|
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1. Aims of the Policy

A clear school behaviour policy, consistently and fairly applied, underpins effective education and is essential to support an orderly and calm environment in which all students can achieve their best and thrive. The aim of the St Anne's CE Academy Behaviour Policy is to make clear the high standards of behaviour expected of all students at all times.

Overall, the policy will:

- promote the Academy vision and values
- encourage positive conduct and self-discipline
- prevent peer on peer abuse including bullying
- ensure that all students work hard and complete assigned work to the best of their ability
- regulate students' conduct

2. Rewards

Recognising and rewarding positive conduct and good behaviour plays an important part in establishing and maintaining a culture of high expectations for all.

A wide range of rewards are used in the Academy both in class, within Departments and subjects, and in Assembly, to recognise and promote positive behaviour and to support a positive climate for learning.

These include the following:

- verbal praise and positive feedback
- written praise and positive feedback on homework, class books, coursework, and assessments
- Scholar Merits (EduLink)
- Golden Tickets
- Scholar of the Lesson award
- Student of the Week
- certificates
- positive phone calls home
- recognition and acknowledgement of achievement in assemblies, wall displays and newsletters
- VIP passes for break and lunch as a special privilege
- badges
- celebration events e.g., special breakfasts or lunches
- prize draws
- reward trips
- recognition at Awards Evening

Departments/Subjects may compliment these rewards with additional recognition. (See Appendix 8: Praise for further information).

3. Scholar Merits (EduLink)

Staff can award the following Scholar Merits in recognition of positive conduct, behaviour, attitude to learning and effort linked to the Academy's values:

| Level | Description | Example Behaviours (not an exhaustive list) |
|-------------------|--------------------------|--|
| PBFE +5 points | Best from Everyone award | On Time, Uniform, Planner, Equipment, Ready to Learn (once per day awarded by Form Tutor to all eligible students) |

| | | |
|------------------------------|------------------------------------|---|
| Postcard +4 points | Praise Home (Postcard) | Positive conduct deserving special recognition |
| Values +2 points | St Anne's Values | Hard Work, Respect, Integrity, Aspiration |
| SOL +2 points | Scholar of the Lesson (SOL) | For the student who best meets scholar expectations |

A merit badge system operates alongside Edulink and is linked to a positive balance of Scholar Merit points.

Badges are awarded in recognition of an excellent record of positive behaviour and conduct:

| Badge | Positive Balance of Scholar merits Points |
|--------------|--|
| Bronze | 800 |
| Silver | 1100 |
| Gold | 1300 |
| Platinum | 1600 |

4. Reward Events

End of Term and Year reward trips or reward events may be planned to celebrate the hard work, effort, and achievement of the very best students – those students who consistently strive to be their best every day. Eligibility for these events may take attendance, punctuality, behaviour, and attitude to learning during a specified period into consideration.

For example, to be eligible for a reward trip at Easter behaviour between January to March may be a criteria. The criteria and qualifying period for such trips or events will be shared with students in advance.

To be as inclusive as possible and where appropriate, reasonable adjustments will be applied to students with particular need/s to ensure all students have a fair and reasonable opportunity to aspire to such trips and events. All students will be rewarded if they uphold the Academy values consistently.

Eligibility for reward events will generally be restricted if students have an overall negative behaviour balance (more negative than positive behaviour points), suspensions, or are severely or persistently absent or a poor punctuality record.

5. Attitude to Learning

Attitude to Learning are graded on a scale of 1-4: 4 – Excellent, 3 – Good, 2 – Average and 1 – Poor.

Positive attitude to learning will be recognised throughout the year and is linked to rewards.

Edulink is the school's electronic behaviour management system. Staff use Edulink to record positive and negative behaviour choices, issue consequences and provide notification of detentions.

All students and all parents or carers will have access to a personal behaviour account via the free app or any internet enabled device.

SLT, Department/Subject Leaders and Pastoral Year Leaders check Edulink regularly to recognise positive conduct and support effective behaviour management.

More information can be found at the website: <https://www.edulinkone.com>

6. Roles and Responsibilities

Staff

All staff are leaders of behaviour and have a role to play in effective behaviour management in the Academy. All staff are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons including truancy
- Equipment issues
- Organisation and presentation of work
- Monitoring of effort and achievement, including passive learning
- Monitoring of homework
- Eating and drinking in class, including chewing gum
- Uniform infringements
- Manners
- Litter / lack of care for the environment
- Bad language
- Low level disruption

Parents or Carers

Parents or carers are expected to:

- Work in partnership with the Academy and its staff to ensure positive behaviour choices and good conduct
- Ensure that the student attends the Academy every day, on time and fully equipped for learning, wearing full uniform with pride
- Support student progress and achievement by attending Parents' consultations and other Academy events
- Respond to Academy communications as appropriate
- Encourage the student to play an active part in the life of the Academy
- Inform the Academy of any concerns as soon as possible; usually the most appropriate member of staff to contact in the first instance is the Form Tutor followed by the Pastoral Year Leader.

Students

Students are expected to support the Home-School Agreement, follow the Good Conduct Guide and St Anne's Way and be the best they can be at all times.

7. Consequences

The Academy will issue a **consequence** as a sanction, or punishment, in response to negative behaviour and conduct, this includes the use of detention at break, lunch and after school.

The Behaviour Choice System

| Level | Action | Example Behaviours | Consequence/s |
|------------------------|--|--|--|
| VW | Verbal Warning | Anything that fails to meet expectations | Verbal reprimand |
| C1 -1 point | 2nd warning | Low level disruption, being off task, lack of respect, defiance, lack of equipment etc | Verbal reprimand |
| C2 -2 points | 3rd warning Move seat | Repeated negative behaviours | Up to 10 min Correction (Break/Lunch/After School) |

| | | | |
|-------------------------|--|---|---|
| C3 - 3 points | Removal to IEU for balance of lesson | Persistent negative behaviours | Removal to IEU and 30 min detention (After School) |
| C4 - 4 points | Investigation. Possible removal to IEU for session/day or booked in | Most serious behaviours such as: swearing at staff, smoking, possession of banned item, fighting/assault, dangerous behaviour, serious incident | 60 min detention (After School) <i>and/or</i> IEU Suspension Permanent Exclusion |

Internal Exclusion

The Internal Exclusion Unit (IEU) operates as an Isolation or Seclusion room and is an alternative consequence to a formal suspension and accommodates disruptive students in an area away from other students for a limited period.

An Internal Exclusion may be issued as a consequence for:

- persistent disruptive behaviour, including when a student is issued with 3 C3s in a day or 5 C3s in a week
- has triggered the Learning Support system multiple times in a day
- persistent truancy
- defiance
- failure to attend school detention
- swearing directly at a member of staff
- a serious incident and serious breach of the behaviour policy

The Internal Exclusion Unit is open from 08.50 to 15.30.

As part of the Internal Exclusion consequence students lose the privilege of social time at break and lunch times but will be given time to eat and use the toilet outside of the normal timetabled break and lunch sessions.

Students who are absent on the day of Internal Exclusion will complete this consequence on the first day of their return to school.

3 strikes: students who misbehave when completing an Internal Exclusion will be given a first and then second warning to modify their behaviour. If a third warning is needed the student will be suspended for the rest of the day and will have to complete the whole Internal Exclusion again on their return to school.

External Exclusion

St Anne's has reciprocal agreements with local partnership schools to operate External Exclusions as an alternative to a suspension.

This involves sending a student to another education provider at a different location to work in that school's behaviour unit as a consequence for misbehaviour.

An External Exclusion may be issued as a consequence for a serious breach or persistent breaches of the behaviour policy, or when a student has already completed a number of Internal Exclusions.

It is the responsibility of parents and carers to make sure their child attends and completes External Exclusions. This includes responsibility for transport and travel arrangements.

If an External Exclusion fails, for example, due to misbehaviour, a suspension will generally be issued along with a follow up consequence.

Managed Move

Through the 'managed move' process the Academy works in partnership with Rochdale local authority and other local schools to mitigate against the need for permanent exclusion.

The Academy can transfer a student to another school – a process called a 'managed move' – if it has the agreement of everyone involved, including the parents or carers and the admission authority of the new school.

A managed move may be appropriate for a student at risk of permanent exclusion as a result of a critical incident, persistent disruptive behaviour over time or a combination of a critical incident and persistent disruption.

Managed moves are for a period of 12 to 18 weeks with the intention that, if successful, the student will remain on roll at the receiving school, therefore avoiding permanent exclusion.

The LINK Centre

The LINK Centre is the Academy's internal alternative provision resource. It is staffed by Mr Withington, AP Manager, and supported by an Assistant Manager, Mr Kershaw.

The purpose of The LINK (Learning, Inclusion, Nurture and Knowledge) Centre is to support students who are at risk of permanent exclusion.

Referral to The LINK will follow the escalated approaches to behaviour management and support outlined in Appendix 1.1-5 and is led through TAP meetings.

Students will be directed to attend The LINK when there are serious concerns about the behaviour and attitude to learning of a student and to mitigate against the disruption this may cause for teachers and other learners. Usually, a placement in The LINK will be for approx. 6-8 weeks to support a return to mainstream lessons. Successful reintegration to mainstream lessons should be the goal for all LINK students. Students who are not ready to return to mainstream lessons will attend The LINK for longer.

To facilitate successful managed moves normally students should undertake a managed move before a referral to the LINK. If a managed move is unsuccessful students will normally be reintegrated back to the Academy via the LINK.

Alternative Provision

The Academy has the power to direct students to attend suitable off-site education provision where this is deemed necessary to promote effective behaviour management across the school and when a student is at risk of permanent exclusion.

The consent of parents or carers is not required in order for a school to direct a student off-site under this provision. However, we will endeavour to ensure such direction off-site is a collaborative process as far as is reasonably practicable.

TAP Meetings

TAP (Team Around the Pupil) Meetings are scheduled regularly and provide key staff a forum to discuss student concerns and direct appropriate interventions from a menu/toolkit of available resources. TAP Meetings are attended by the Pastoral Deputy Headteacher, the Assistant Headteacher in charge of Behaviour (Chair), the Safeguarding and Welfare Officer, Pastoral Year Leaders, and SENCO.

Permanent Exclusion

Permanent exclusion (expulsion) means a student is expelled. If this happens the local authority / council where the student lives must arrange full-time education from the sixth school day.

St Anne's will use permanent exclusion as a last resort only.

Permanent exclusion will be used as the most serious consequence in response to:

- a serious breach of the school's behaviour policy
- or persistent breaches of the school's behaviour policy

and where allowing the student to remain in school would seriously harm the education or welfare of the student or the education and welfare of others in the school.

8. SEND

St Anne's acknowledges the school's legal duties under the Equality Act 2010, in respect of students with special educational needs (SEN) and will have due regard to the SEND Code of Practice when administering the Behaviour Policy.

St Anne's will engage proactively with parents or carers in supporting the behaviour of students with additional needs.

At the school's discretion reasonable adjustments to consequences may be made according to any special educational needs or disability a student may have. For example, Internal Exclusions may be split over multiple days or may be completed across the IEU or Office area, or students may be given regular breaks throughout the day to support the successful completion of consequences. Other reasonable adjustments may include access to the SEND base, the Achievement Centre, for respite.

Where the school has concerns about the behaviour, or risk of exclusion, of a student with additional needs or a student with an EHC plan, it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a student's SEN.

This means that early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

Where a student has an EHC plan, the school will consider requesting an early annual review or interim/emergency review.

St Anne's is aware that disruptive behaviour can be an indication of unmet needs.

Where the school has concerns about a student's behaviour and there is no formal diagnosis of SEN, it will try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion.

In this situation, the school will consider whether a multi-agency assessment that goes beyond a student's educational needs is required and will work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

Such assessments may pick up unidentified SEND, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

9. Prohibited Items

The following items are 'prohibited' in school, meaning they are banned from school and students should not bring them into the school or onto the school site or otherwise be found in possession of them before or after school when on their way to or from school:

- knives or any bladed article
- weapons
- alcohol
- illegal drugs, and drugs paraphernalia
- stolen items
- tobacco and cigarette papers, and other smoking paraphernalia (lighters, matches, e-cigarettes, e-vapes)
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for
- anything inappropriate or detrimental to good order and discipline
- energy drinks and fizzy drinks
- chewing gum

Students found in possession of prohibited items, or students who are responsible for bringing prohibited items into school, may be issued with a serious consequence as this is considered a serious breach of the school's Behaviour Policy. This may include permanent exclusion.

10. Use of Reasonable Force

In addition, all members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and around the school site. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school follows current government guidelines about the use of reasonable force:

- <https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>

Any use of reasonable force needs reporting to the Business Manager and recording on the Student Positive Handling record.

11. Conduct outside the school gates

St Anne's has the power to discipline students for misbehaving outside of the school premises, including any breach of our expectations.

The school may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a student at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

St Anne's will investigate misbehaviour including, non-criminal bad behaviour and bullying (including cyber-bullying), which occurs off the school premises and which is witnessed by a staff member or is otherwise reported to the school.

In respect of criminal behaviour, the school will liaise with Greater Manchester Police and other appropriate authorities, as necessary.

Consequences for conduct outside the school gates may include detention, Internal Exclusion, External Exclusion, suspension, or Permanent Exclusion.

12. Child-on-Child abuse

St Anne's takes all forms of child-on-child abuse (formerly peer-on-peer abuse) seriously. Such abuse must not be tolerated and includes:

- Bullying
- Abuse in intimate personal relationships
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation or hazing-type violence and rituals

Child-on-child abuse can take place online and may include:

- Abusive, threatening, harassing or misogynistic messages on social media or when gaming
- Sharing nude or semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

13. Harmful Sexual Behaviour Sexual

The school has a zero-tolerance approach to harmful sexual behaviours including sexual violence and sexual harassment whether this is physical, psychological, emotional, sexual, or online. Such sexually harmful behaviours are never acceptable and will not be tolerated and should never be passed off as "banter," "just having a laugh," "part of growing up." St Anne's is a telling school, and we encourage everyone to report all instances of abuse. Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

School will:

- Take the safety and wellbeing of all students seriously
- Listen to them

- Act on their concerns
- Not tolerate or accept abuse

The school response will be proportionate, considered, supportive and decided on a case-by-case basis. A risk assessment will be complete in response to peer-on-peer abuse. The risk assessment will inform whether school need's to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Through the curriculum, including our personal development and pastoral curriculum, students are taught in an age-appropriate way about how to recognise, understand, and build healthy relationships; self-respect and respect for others; tolerance; boundaries; consent as well as how to manage conflict and recognise unhealthy relationships and how to seek help and support as and when needed.

Please see the Cranmer Education Trust's [Safeguarding and Child Protection Policy](#).

14. Bullying

As a form of child-on-child abuse St Anne's takes bullying, including cyber-bullying seriously. Please see the school's separate **Anti-Bullying Policy** for further details.

15. Mobile phones

Mobile phones can be extremely disruptive to the social and academic development of students.

The addictive nature of some games, social media and apps can cause damage to the mental health of young people and can cause bullying and safeguarding issues.

Therefore, the use of mobile phones is not permitted in St Anne's.

Covert recording of Staff using a mobile phone, or any other device is prohibited and will be sanctioned accordingly.

Mobile phones must be switched off and away at all times. This means that students must not be seen with mobile phones from the moment they enter the Academy in the morning to the time they leave, including both break and lunch times.

If a student fails to meet this expectation and is seen with a mobile phone the device will be confiscated and stored securely in Reception, ready for collection. When a mobile phone is confiscated, it will only be returned to a parent or carer, or other nominated adult acting on behalf of the parent, and not to the student.

The Senior Leadership Team will intervene with any student who refuses to comply. A Fixed Period Exclusion may be issued as a consequence for defiance and failure to respect the authority of the school. Following this, the student will be required to hand over their phone on their return to school.

A meeting with a parent or carer will be arranged for students who have a mobile phone confiscated more than three times in a Term. Such students will be expected to leave the mobile phone at home for the remainder of the Term or hand the phone into Reception at 08.30 and collect it at 14.40 each day. If a student fails to meet this condition, they will have their mobile phone confiscated for the remainder of the half term.

Wearing headphones will be seen as equivalent to using a mobile phone and students with headphones will have these confiscated along with their mobile phone.

This will also apply to other personal electronic devices, such as iPads etc.

16. Resolution Meeting

St Anne's operates a restorative approach to repairing relationships between staff and students when things go wrong. A restorative conversation will be held between staff and student during a Resolution Meeting. This allows the opportunity for issues to be resolved so that learning can continue in the future without any barriers. This may be facilitated by a Subject/Faculty Leader or Pastoral Year Leader as appropriate. SLT may be involved following a very serious incident, for example those resulting in an exclusion.

17. Complaints

Parents or carers who are unhappy with the implementation of any aspect of the school's Behaviour Policy should talk to staff. The Pastoral Year Leader (Head of Year) is usually the best person to discuss concerns with in the first instance.

If concerns remain the school's complaints procedure should be followed.

Appendix 1.1: Behaviour Management Stages

Please note: these stages present a general escalated approach to behaviour management and remain flexible in order to meet the needs of individual students and circumstances.

| Stage 1A | | |
|---|--|--|
| Trigger | Repeated C2s or C3s within Subject/Department | |
| Support | Action | Behaviour Report |
| <p>Lead/s: Class Teacher and Subject/Dept. Leader</p> <p>Lesson monitoring by Class Teacher and Subject/Dept. Leader</p> <p>Rewards and consequences as appropriate, including C3 detentions</p> <p>Department resources deployed effectively e.g., Teaching Assistants / Mentors to support behaviour management</p> <p>Subject/Dept. Leader to offer behaviour for learning strategies and ensure positive rewards are used to encourage positive behaviour</p> <p>Consideration given to any individual subject specific need</p> <p>Non-compliance supported by Subject SLT Link</p> | <p>Subject/Dept. Leader to place on Report for a suitable monitoring period (2 weeks or an agreed series of lessons)</p> <p>Subject/Dept. Leader to make phone call home to share concerns</p> <p>Subject/Dept. Leader to lead and facilitate a Resolution Meeting (restorative conversation) between staff and student and reinforce expectations and standards expected</p> <p>Department to liaise with Form Tutor / Year Leader for information, advice, guidance, and support</p> <p>Class Teacher and Subject/Dept. Leader to acknowledge and celebrate success and improvements e.g., positive note in planner, phone call, postcard etc (positive praise for all other students should be the norm)</p> <p>Subject/Dept. Leader meeting with parent/carer and Class Teacher if no improvement and behaviour isolated to single subject</p> <p>Year Leader to monitor and intervene if concerns exist across subjects</p> | <p>Subject Report (Class Teacher / Subject/Dept. Leader)</p> |

| Stage 1B | | |
|---|---|--------------------------|
| Trigger | Negative Edulink balance or 10 C2's | |
| Support | Action | Behaviour Report |
| <p>Lead: Form Tutor</p> <p>Daily monitoring and mentoring by Form Tutor</p> <p>Mentoring discussions</p> | <p>Form Tutor to place on Report (min. 2-week cycle)</p> <p>Form Tutor to make phone call home to share concerns</p> <p>Form Tutor and Year Leader to over-communicate expectations of Good</p> | <p>Form Tutor Report</p> |

| | | |
|---|--|--|
| <p>Form Tutor to check Report and Edulink daily</p> <p>Rewards and consequences as appropriate</p> <p>Non-compliance supported by Year Leader</p> | <p>Conduct Guide and Home-School Agreement</p> <p>Form Tutor to acknowledge and celebrate success and improvement in Form e.g., positive praise, note in planner, phone call, postcard etc (positive praise for all other students should be the norm)</p> <p>Staff to liaise with Form Tutor / Year Leader for information, advice, guidance, and support as required</p> <p>Stage 1 letter posted home</p> <p><i>Escalation to Stage 2 if no sustained improvement</i></p> | |
|---|--|--|

Appendix 1.2: Behaviour Management Stages

| Stage 2 | |
|---------|--|
| Trigger | Continued Negative Edulink balance despite Stage 1 interventions or 10 C3's |

| Support | Action | Behaviour Report |
|--|---|---------------------------|
| <p>Lead: Year Leader</p> <p>Daily monitoring and mentoring by Year Leader</p> <p>Rewards and consequences as appropriate</p> <p>Early Interventions to consider:</p> <ul style="list-style-type: none"> • Round Robin rapid review • Behaviour Modification Programmes • Discussion with SENCO • School nurse/health referral • Counselling referral • Anger management referral • Early Break • #Thrive referral • Other appropriate single agency involvement <p>Year Leader to review impact of interventions and consider any unmet need/s</p> | <p>Year Leader to place on Report (min. 2-week cycle)</p> <p>Year Leader meeting with parent/carer</p> <p>Year Leader to over-communicate expectations of Good Conduct Guide and Home-School Agreement</p> <p>Year Leader to coordinate appropriate early intervention/s and referrals as necessary</p> <p>Staff to liaise with Form Tutor / Year Leader for information, advice, guidance, and support as required</p> <p>Subject/Dept. Leaders and/or Year Leader to lead and facilitate a Resolution Meeting (restorative conversation) between staff and student</p> <p>Form Tutor and Year Leader to acknowledge and celebrate success and improvement in Form/Assembly e.g., positive praise, note in planner, phone call, postcard etc (positive praise for all other students should be the norm)</p> <p>Stage 2 letter posted home</p> <p><i>Escalation to Stage 3 if no sustained improvement</i></p> | <p>Year Leader Report</p> |

Appendix 1.3: Behaviour Management Stages

| Stage 3 | |
|---------|--|
| Trigger | Continued Negative Edulink balance despite Stage 2 interventions or high number of C3's or C4's |

| Support | Action | Behaviour Report |
|---|---|---|
| <p>Lead: Pastoral Year Leader and/or SLT Link</p> <p>Daily monitoring and mentoring by SLT and/or Pastoral Year Leader</p> <p>Rewards and consequences as appropriate</p> <p>Interventions to consider:</p> <ul style="list-style-type: none"> • As Stage 2 • TAP referral • SEND referral • Educational Psychologist • Pastoral Support Programme (PSP) • Early Help Assessment (EHA) • Personalised Curriculum • Senior Leader Pupil Disciplinary Panel <p>Year Leader and SLT Link to review impact of interventions and consider any unmet need/s</p> | <p>SLT to place on Report (min. 2-week cycle)</p> <p>SLT meeting with parent/carer and Year Leader to agree SMART targets</p> <p>SLT to over-communicate expectations of Good Conduct Guide and Home-School Agreement</p> <p>Signed Home-School Agreement</p> <p>Review of needs and current provision /interventions</p> <p>Individual Behaviour Provision Map to be produced and shared with staff; to include SMART targets</p> <p>Year Leader and/or SLT to lead and facilitate a Resolution Meeting (restorative conversation) between staff and student</p> <p>SLT to acknowledge and celebrate success and improvement e.g., positive praise, note in planner, phone call, postcard etc (positive praise for all other students should be the norm)</p> <p>Stage 3 letter posted home / Formal Warning issued</p> <p>Behaviour Panel with staff considered</p> <p><i>Escalation to Stage 4 if no sustained improvement</i></p> | <p>SLT Report monitored by SLT Link</p> |

Appendix 1.4: Behaviour Management Stages

| Stage 4 | |
|-----------|---|
| Trigger/s | Continued Negative Edulink balance despite Stage 3 interventions or Repeated Exclusions (Internal, External or Fixed Period) |

| Support | Action | Behaviour Report |
|--|---|----------------------------------|
| <p>Lead: Assistant Headteacher i/c Behaviour or Deputy Headteacher</p> <p>Daily monitoring and mentoring by Deputy Headteacher</p> <p>Rewards and consequences as appropriate</p> <p>Interventions to consider:</p> <ul style="list-style-type: none"> • As Stage 3 • Modified Timetable • Governor Pupil Disciplinary Panel Meetings • LA Fair Access Team to be made aware of the case • Managed Move <p>Followed by:</p> <ul style="list-style-type: none"> • Internal Alternative Provision (The LINK Centre) • External Alternative Provision or work-related learning <p>Deputy Headteacher to review impact of interventions and consider any unmet need/s</p> | <p>Deputy Headteacher to place on Report (min. 2-week cycle)</p> <p>Deputy Headteacher meeting with parent/carer and Year Leader</p> <p>Deputy Headteacher to over-communicate expectations of Good Conduct Guide and Home-School Agreement</p> <p>Signed Home-School Agreement and signed personalised behaviour contract; to include SMART targets</p> <p>Review of needs and current provision /interventions</p> <p>Individual Behaviour Provision Map to be reviewed and shared with staff</p> <p>Deputy Headteacher to acknowledge and celebrate success and improvement e.g., positive praise, note in planner, phone call, postcard etc (positive praise for all other students should be the norm)</p> <p>Stage 4 letter posted home / Second Formal warning</p> <p>Governor Behaviour Panel considered <i>Escalation to Stage 5 if no sustained improvement</i></p> | <p>Deputy Headteacher Report</p> |

Appendix 1.5: Behaviour Management Stages

| Stage 5 | |
|-----------|--|
| Trigger/s | 'At Risk' of permanent exclusion due to history of challenging behaviour |

| Support | Action | Behaviour Report |
|--|---|--|
| <p>Lead: Deputy Headteacher / Headteacher</p> <p>Daily monitoring by Deputy Headteacher/ Headteacher</p> <p>Rewards and consequences as appropriate</p> <p>Interventions to consider:</p> <ul style="list-style-type: none"> • As Stage 4 • Headteacher Pupil Disciplinary Panel • Respite provision (Pupil Referral Service) if available • Internal Alternative Provision • Alternative Provision e.g., Work Related Learning <p>Headteacher to review impact of interventions and consider any unmet need/s</p> | <p>Deputy Headteacher / Headteacher to place on Report</p> <p>Deputy Headteacher / Headteacher meeting with parent/carer</p> <p>Governor Behaviour Panel</p> <p>Signed personalised behaviour contract; to include SMART targets</p> <p>Individual Behaviour Provision Map to be reviewed again and shared with staff</p> <p>Pastoral Year Leader and/or SLT to lead and facilitate a Resolution Meeting (restorative conversation) between staff and student</p> <p>Stage 5 letter posted home / Final Formal Warning</p> <p><i>Permanent Exclusion considered if no sustained improvement</i></p> | <p>Deputy Headteacher / Headteacher Report</p> |

Appendix 2: Detentions

The Academy uses detention (including detention outside of school hours) as a sanction in line with its statutory powers to discipline students.

Detentions are issued as a **consequence** when a student fails to meet expectations or breaches the school's behaviour policy.

Detentions may be issued at break time, lunch time and after school time.

The law says that schools don't have to give parents prior or advance notice of after-school detentions or tell them why a detention has been given. Schools also do not have to ask for the consent or permission of a parent or carer in order to issue a detention.

Therefore, no prior or advance notice of detention will usually be given to parents or carers. However, Edulink provides notification of detentions, so parents or carers are encouraged to use Edulink to monitor detentions and support an effective partnership between home and school.

It does not matter if a detention is inconvenient for students and / or parents or carers. Detentions are not set to suit students and / or parents or carers. If a student has other arrangements or family responsibilities after school, for example collecting siblings from primary school, then they should make positive behaviour choices in order to avoid detention in the first instance. Successfully completing the detention issued remains the priority.

Detention Escalation

If a student fails to attend, or satisfactorily complete, a detention the consequence will be escalated.

For example, if a student fails to complete a 30 min C3 detention the sanction will escalate to a 60 min whole school detention.

If a student fails to complete a 60 min school detention, they may be issued with an Internal Exclusion to be served in the IEU. The student will also have to complete the 60 min school detention as well.

Students who are absent on the day of a detention will be expected to complete their consequence on the first day of their return to school. It is the responsibility of students to ensure that outstanding detentions are completed. Failure to do so will lead to escalated consequences.

Persistent failure to complete detentions will result in a more serious consequence such as an External Exclusion or a Fixed Period Exclusion.

Punctuality Detentions

Being on time is not only a good habit to develop but is an essential skill for life after school.

The formal start of the school day is 08.30, with lessons beginning at 08.50. All students are expected to be present on the school site by 08.25 at the latest.

Late to school, between 08.30 and 08.50

If students arrive late to school between 08.30 and 08.50, they will be issued with a short, same day consequence. Students will have to sign in at the Late Gate using the Sign in App signing in system. They will be issued with a Late Detention Slip and will have to attend a 15-minute reflection at Break time on the same day.

Late to school, after 08.50

If students arrive significantly late to school, after 08.50, they will not only have missed the start of the school day but also valuable learning time, and they will be issued with a longer, same day consequence. Students will have to sign in at Reception using the Sign in App signing in system. They will be issued with a Late Detention Slip and will have to attend a 30-minute detention after school the same day. This will provide them with extra time to catch up on the work they have missed.

Further consequences will be issued to students who are persistently late to school.

Late to lesson

Arriving to lesson on time ready to learn is essential for good teaching and learning to take place.

Students who are up to 5 minutes late to class without a valid reason should be dealt with by the class teacher in the first instance.

Students who are late by more than 5 minutes without a valid reason should be marked as late (L) on the lesson register as well as on Edulink. Students should be issued with a Correction with the Class Teacher or Subject Department/Faculty.

Students who are late to class by more than 5 minutes on **two** occasions in a day will be issued with a school detention.

Appendix 3: Suspension

A suspension is where a student is temporarily removed, excluded, or suspended, from school for a fixed period. Suspensions may range from half a day to a full day or sometimes longer for more serious breaches of the Behaviour Policy. Students may also be suspended for the period of lunch time.

Students can only be removed for up to 45 school days in one school year, even if they've changed school.

If a student has been suspended for a fixed period of one day or more, the Academy will endeavour to set and mark work for up to the first 5 school days. This work must be returned to school.

If the suspension is longer than 5 school days, the Academy will arrange suitable full-time education from the sixth school day, e.g., at a pupil referral unit (Brownhill Learning Community) or other equivalent.

There is no prescribed list of set behaviours for which a student can or cannot be suspended. The Academy will exclude students for disciplinary reasons because their behaviour and conduct breaches the school's Behaviour Policy.

When establishing the facts in relation to an exclusion, (and / or other disciplinary measures), the Academy must apply the civil standard of proof, i.e., '*on the balance of probabilities*' it is more likely than not that a fact is true, rather than the criminal standard of '*beyond reasonable doubt*.' This means that the Academy will accept that something happened if it is more likely that it happened than that it did not happen, based on the available evidence.

Please see the school's separate **Suspension and Exclusion Policy** for further details.

Appendix 4: Searching, screening and confiscation

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to search and confiscate items from students:

1. The **general power to discipline** enables a member of school staff to confiscate, retain or dispose of a student's property. The law protects staff from liability for damage to, or loss of, any confiscated items. (See Behaviour and discipline in schools, January 2016 and Section 94 of the Education and Inspections Act 2006)
2. **Power to search without consent** for 'prohibited items' (Section 550ZA (3) of the Education Act 1996)

Searching with consent

School staff can search a student for any item **with consent** in the presence of the student and with another member of staff as a witness.

Outer clothes, possessions, desks, and lockers may also be searched.

- 'Outer clothing' includes hats, shoes, boots, gloves, and scarves.
- 'Possessions' means any goods over which a student has or appears to have control – this includes desks, lockers, and bags.

The Academy is not required to have formal written consent from the student – it is enough for a member of staff to ask a student to turn out their pockets or ask if they can look in a student's bag or locker and for a student to agree.

Please Note: It is a condition of having a locker in the Academy that students agree and consent to have these searched at any time and for any item whether or not the student is present.

The Academy is not required to inform parents or carers before a search takes place or to seek their consent to search their child.

A student refusing to co-operate with a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the Academy can apply a sanction as a punishment.

Searching without consent

Headteachers and staff authorised by them have a statutory power to search students and their possessions, **without consent**, where they have reasonable grounds for suspecting a student may have a prohibited item.

The Academy's list of prohibited items can be found on page 9 of this policy.

The following staff are authorised by the Headteacher to search students:

Members of the Senior Leadership Team
The Pastoral Year Leaders
The Safeguarding and Welfare Officer

Staff must be the same sex as the student being searched; and there must be a witness, who, if possible, should be the same sex as the student being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex and / or without a witness present, but only where the member of staff reasonably

believes that there is a risk that serious harm may be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. Staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to suspect that a student has a prohibited item.

Appendix 5: The Good Conduct Guide

The Good Conduct Guide sets out the expected standards of good behaviour and positive conduct for all students, and is based on the value of respect, and the fact that all of us have rights and responsibilities: all students have the right to learn and are responsible for their own actions, and all teachers/staff have the right to teach/work without disruption. All of us have the right to respect.

Live our values:

- ✓ embrace the Academy's vision, "*the best for everyone, the best from everyone*" in everything you do, in order to become the best version of 'you' that you can be
- ✓ work with integrity by doing the right thing in all circumstances, and take responsibility for your own actions and choices
- ✓ be aspirational about what you can achieve and motivate yourself to try harder and be better. Believe in yourself
- ✓ respect staff, students, visitors, and all others at all times by following the Golden Rule and treating other people the way you want to be treated
- ✓ work hard and complete all work to the best of your ability, so you can overcome challenges. Be resilient and don't give up

To and From the Academy:

- ✓ remember that you are an ambassador for St Anne's at all times, including the journey to and from school
- ✓ be a good neighbour and care for our community, the local areas and everything in them
- ✓ arrive on site before 8.25am so you are not late for the formal start of the day at 8.30am
- ✓ wear your full school uniform with pride at all times
- ✓ if you use a School Bus or public transport enter and exit in an orderly fashion and shows others how to behave properly

In Form Time and Assembly:

- ✓ arrive to Form and Assembly on time
- ✓ enter and leave Assembly in silence
- ✓ take an active part in Assembly and Form Tutorials and respect the right of others to worship freely
- ✓ use your Student Planner to help you organise yourself and your learning; record your attendance weekly and get it signed at home and in school

Out and About in the Academy:

- ✓ walk on corridors in a quiet and orderly manner, keeping to the left
- ✓ talk to others politely, without shouting, swearing, or using inappropriate language or unkind words
- ✓ only visit your locker before and after school, or at Break time – do not use lockers during lessons
- ✓ if out of class or on a job always carry a Pass or note
- ✓ leave classrooms and other areas tidy and put away all resources you have used – clean up after yourself and help others do the same
- ✓ leave toilets as you hope to find them, clean and tidy
- ✓ outside, keep to paths and designated areas and put litter in bins
- ✓ listen out for bells and come back in on time to be sure you will not be late
- ✓ above all, respect the Academy and its buildings – have pride in your school and help look after the learning environments - no chewing gum, smoking, graffiti, or vandalism is allowed on school grounds at any time

In Class:

- ✓ make sure you are equipped to learn with the expected equipment every day: school bag, pencil case, pens (blue or black and red), pencils, ruler and other stationary is the minimum. You will also need a scientific calculator (Casio or Logik) and your PE kit
- ✓ meet and greet teachers at the door and get ready to learn promptly
- ✓ start each lesson with your Student Planner out, write the date and title in your book and complete the engagement activity for starters
- ✓ make good behaviour choices and work with a positive attitude to learning at all times
- ✓ follow staff instructions first time – do not argue or answer back, and remember to say please and thank-you
- ✓ do not disrupt teaching and learning by shouting out or distracting others

Break and Lunchtime:

- ✓ stay on site, do not leave
- ✓ behave positively and make good choices
- ✓ queue up quietly for food, be polite, and clear rubbish when finished
- ✓ don't take food out of designated areas
- ✓ remember, it's your responsibility to return to class on time

Appendix 6: Uniform Guide and Dress Code

Girls:

- Blazer with Academy crest
- Black tailored trousers or black skirt
- White shirt
- Academy tie
- Black jumper (optional)
- Black or white socks or tights
- Black flat sensible shoes

For PE & Games:

Academy polo shirt with logo
Black shorts or plain black track suit bottoms
Socks
Trainers
Appropriate sports bag – the Academy can supply this at cost price

Boys:

- Blazer with Academy crest
- Black tailored trousers
- White shirt
- Academy tie
- Black jumper (optional)
- Black socks
- Black flat sensible shoes

Optional Items for PE & Games

Academy Hooded Jumper
Academy Waterproof Jacket

Equipment

Bag
Pen, Pencil, Ruler

General: All students are expected to wear the full uniform with pride at all times. This includes the blazer. Students should ensure that the tie is worn and tied correctly, of an appropriate length and that it covers a buttoned up top button. All students must ensure that their shirt is tucked in fully at all times. Socks should be black or white only. Trousers should be formal and not be a tight or skinny fit.

Equipment: All students are expected to be equipped for learning every day: a school bag, pencil case, pens (blue or black and red), pencils, ruler and other stationary are the minimum equipment necessary. Students will also need a scientific calculator (Casio or Logik) and their PE kit when required.

Outdoor Clothing: Students are encouraged to wear an outdoor coat to school, especially during periods of inclement weather. Hooded tops, tracksuit tops, cardigans, hats, and baseball caps must not be worn inside the Academy building at any time; these should be removed immediately.

Shoes: All students must wear traditional black school shoes from September 2021. Our guidance is that footwear should be sensible and suitable to be worn with a smart suit, or uniform, in a professional business setting. Please be aware that students who present with inappropriate footwear will be expected to change into Academy shoes or pumps to maintain high standards. Failure, or refusal to do so, will lead to a consequence.

Jewellery: Students can wear a watch, and a simple pair of stud earrings (one small plain stud in the lobe of the ear) but no other jewellery is allowed for Health and Safety reasons. This means facial piercings, bracelets and necklaces are not permitted. It is not acceptable to cover any of these items with a plaster or bandage. No hoops or spikes are allowed; other piercings are also not allowed.

Hair: We expect all students to keep appropriate and professional hairstyles. No extreme hairstyle is allowed; this includes extreme cuts or styles and extreme colours; so unnatural hair colours are not acceptable and patterns or lines that may be associated with gangs or other tribal markings are also forbidden. A simple black or blue hair band is allowed but hair fascinators such as flowers, bows or other embellishments are not part of the uniform and should not be worn.

Make-Up and Nails: To maintain a professional learning environment all students should remember that they attend school to learn and fulfil their academic potential. As such, make-up and fake tan are not appropriate during school business hours and should not be worn. Coloured nail varnish and false nails should not be worn. Plain, clear, short, false nails are permitted.

Appendix 7: Home School Agreement

Home-School Agreement

Name: _____

| St Anne's will: | The Family will: | The Student/ I will: |
|---|---|---|
| <ul style="list-style-type: none"> ✓ provide a safe and welcoming learning environment with high quality learning facilities underpinned by a Christian ethos ✓ deliver a curriculum which is stimulating, challenging, innovative, enjoyable and motivates students to be their best ✓ offer a range of enrichment activities to interest and engage students beyond the classroom ✓ set challenging individual targets for every student in each subject so they can achieve their potential, and keep home updated about progress ✓ provide excellent pastoral care and support for each student to help them make progress towards their targets ✓ respect the rights of all members of St Anne's community ✓ contact parent/carers so we can work together if there is a problem with | <ul style="list-style-type: none"> ✓ support the Vision and Values of St Anne's as well as the school's Christian ethos and the Good Conduct Guide ✓ ensure that my child attend St Anne's every day, on time, in correct uniform and fully equipped to learn ✓ let the school know about any concerns or problems that might affect my child's attendance, punctuality, behaviour, attitude to learning or school work ✓ support student progress and achievement by attending Parents' Evenings, relevant meetings on request, and other Academy events, and respond to school communications as appropriate ✓ consent to the use of photographic evidence of school activities to celebrate achievements ✓ encourage my child to play an active part in all aspects of the life of St Anne's ✓ endorse the efforts of the Staff involved in teaching my child and those of the Pastoral | <ul style="list-style-type: none"> ✓ attend school every day and aim for at least 98% attendance each year ✓ arrive to school on time, by 08.25 at the latest ✓ be fully equipped to learn for every lesson ✓ wear my uniform fully and correctly and take pride in my appearance ✓ complete classwork and homework to the best of my ability to ensure that good progress is made towards my targets ✓ keep my Student Planner up to date with appropriate information and use it daily to help me be the best that I can be ✓ behave safely at all times, following the Good Conduct Guide, and upholding the vision and values of the school in order to meet all school expectations/rules, including those related to online safety ✓ help maintain a positive learning environment by keeping the school free from litter and graffiti ✓ treat all members of the St Anne's community with courtesy and respect, and treat all others the way you would want to be treated yourself ✓ represent St Anne's in a positive manner at all times whilst wearing the school uniform |

| | | |
|--|---|---|
| <p>attendance, punctuality, behaviour, attitude to learning or standards</p> <ul style="list-style-type: none"> ✓ keep parents/carers informed about school news, activities and special events through the website, letters home, newsletters, and Twitter | <p>and Support Staff as we work together to achieve the best for everyone</p> <ul style="list-style-type: none"> ✓ keep my contact details up to date including providing up to date emergency contacts ✓ support my child with homework and other independent learning opportunities | <p>in the wider community, or otherwise identifiable as a St Anne's student</p> <ul style="list-style-type: none"> ✓ <i>Year 11 only:</i> Attend Lesson 6 every day to support my learning |
|--|---|---|

Signed on behalf of the School:

Signed on behalf of the Family:

Signed by the Student:

Appendix 8: Praise

At St. Anne's Academy we place high value on rewards and recognise that celebrating success is an important part of Academy life. We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be more reluctant. Rewarding students makes them feel valued, builds confidence, motivates them to achieve and plays an important role in establishing and embedding a culture of high **Aspiration, Integrity, Hard work, and Respect** within our Academy.

We understand the importance of recognising, praising, and rewarding our students in a way that is meaningful to them. We seek to use methods that students are motivated by and that inspire the students to achieve well.

We will ensure that, regardless of ability or starting point all students across the Academy will be able to benefit from the rewards process. And that this is applied fairly and consistently across our Academy.

Overview of Rewards:

- Tiered approach to reward points in lessons – Edulink buttons
- The St. Anne's Scholar
- Praise postcards home
- Golden Tickets
- Subject Student of the Week
- Pastoral Student of the Week
- Half Term achievements assemblies – Pastoral and Subject awards
- Half termly prize draws
- Christmas and end of year rewards
- Student Showcase

Golden Tickets

Golden tickets are entered into a prize draw at the end of the half term. The golden ticket award will be awarded in achievement assemblies each half term.

The prize draw will have a first, second and third prize winner. Winners will be able to exchange their prize in the admin office for rewards such as family cinema pass, Restaurant voucher for a family meal.

Golden tickets are awarded for:

- 10x St. Anne's Scholar awards
- Faculty student of the week
- Student of the week
- Faculty student of the half term
- Student of the half term
- Student showcase

Appendix 9: The St Anne's Way

How we do what we do

A summary of teaching and learning expectations at St Anne's for every student designed to promote the best for and from everyone, every lesson, every day:

Lesson Expectations: Five to Start

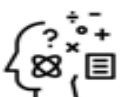
Five to Start



Collect your equipment and your book and sit in your seat.



Open your book, write the date and title, make sure these are underlined using a ruler.



Complete the retrieval based starter activity.



Answer your name for the register.



Self or peer assess the starter activity in red pen.

Lesson Expectations: Five to Finish

Five to Finish



Complete the plenary activity independently.



Record your homework in your planner.



Tidy your equipment away and make sure the learning environment is tidy and organised.



Stand behind your chair, ensure your uniform is correct, listen silently to the teacher.



Walk quietly out of the classroom when you are dismissed by the teacher.

Lesson Expectations: Be a Scholar

'Scholar': *A person who is motivated by learning more for the sake of knowing more*

The St. Anne's Scholar

Staff will award one St. Anne's Scholar award each lesson. This will be awarded based on students exceeding expectations.

Students may have done the following:

- Demonstrated an excellent attitude to learning
- Produced an excellent piece of work
- Exceeded all classroom expectations.

This student will be awarded the **St. Anne's Scholar** for the lesson.

This will be awarded on Edulink and in the student planner. This will be signed by the teacher at the end of the lesson. No planner = no award.

During form time they will present their planner to their tutor who will mark off their name on the **St Anne's Scholar** chart, displayed in form rooms.

When students have achieved **10 Scholar awards**, they will be awarded a golden ticket and a certificate.

| | |
|--------------------|---|
| Sit up | Sit up straight, pay attention, don't be passive, give your best |
| Accept a Challenge | Don't give up, keep trying, even when you feel challenged- there are no shortcuts to being your best |
| Work Hard | Work hard and do your best all lesson, every lesson, and in everything you do |
| Be Organised | Be equipped for learning – timetable, planner, pen, pencil, ruler and any other equipment you need to be your best |
| Listen attentively | Actively listen to your teacher and to other scholars so you can learn from each other and be your best |
| Be Aspirational | Aim high; know where you want to go and what you need to do to get there in order to achieve your best |
| Be Respectful | Respect yourself and all others at all times – respect your teacher's right to teach, and other scholars right to learn |

Appendix 10: Online Learning Policy for students and parents

Leadership Oversight and Approval

1. Remote learning will only take place using Microsoft TEAMS.
2. Participants will only use Academy managed, approved accounts to access the remote learning.
 - Use of any personal accounts is not permitted.
3. Online contact with staff will not take place outside of the normal Academy day.
4. All remote live lessons will be formally timetabled; a member of SLT, DSL and/or Faculty Leader is able to drop in at any time.

Data Protection and Security

5. Any personal data used by staff and captured by Microsoft TEAMS when delivering remote learning will be processed and stored with appropriate consent and in accordance with our data protection policy.
6. All participants will be made aware that Microsoft TEAMS records activity. All live lessons will be recorded.
7. All participants must have consented to being recorded during the live lessons. Recordings will be stored in line with our data protection policy.
8. Only members of St. Anne's Academy will be given access to Microsoft TEAMS.
9. Access to Microsoft TEAMS will be managed in line with current IT security expectations as outlined in the data protection policy. Participants are required to set strong passwords and log off or lock devices when they are not in use.

Session Management

10. When live streaming with participants:
 - Contact will be made via participants' Academy provided email accounts and logins.
 - Staff will mute/disable participants' videos and microphones. Participants will be allowed to unmute at specific times to make contributions to the lesson. This will be managed by the teacher.
 - At least 2 members of staff will be added to the attendee list.
11. A pre-agreed invitation detailing the session expectations will be sent to those invited to attend.
 - Access links should not be made public or shared by participants.
 - Participants and/or parents/carers should not forward or share access links.
 - If participants/parents/carers believe a link should be shared with others, they will discuss this with the member of staff running the session first.
12. Participants are expected to attend all sessions allocated and complete all work set.
13. Attendance/ participation in the online learning offer will be logged on Edulink and monitored by the Pastoral Year Leader/ Form tutor.
14. Participants are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
15. Alternative approaches will be provided to those who do not have access to the live lessons. Please discuss this with your Pastoral Year Leader.

Behaviour Expectations

16. All participants are expected to behave in line with existing Academy policies and expectations:
 - Appropriate language will be used by all participants.
 - Participants will not take or record images for their own personal use.

17. Staff will remind participants of behaviour expectations and reporting mechanisms at the start of the session.
18. When sharing videos and/or live streaming, participants are required to:
 - wear appropriate dress.
 - ensure backgrounds of videos are neutral (blurred if possible).
 - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.
19. Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.

Policy Breaches and Reporting Concerns

20. Participants are encouraged to report concerns during remote and/or live streamed sessions, to the member of staff running the session, a parent or carer or member of SLT.
21. If inappropriate language or behaviour takes place, participants involved will be removed by staff, the session may be terminated, and concerns will be reported to SLT.
22. Inappropriate online behaviour will be responded to in line with the existing behaviour policy.
 - Sanctions for deliberate misuse may include:
 - restricting/removing use.
 - contacting police if a criminal offence has been committed.
23. Any safeguarding concerns will be reported to Andrew Chapman, Designated Safeguarding Lead, in line with our child protection policy.

Glossary:

| | |
|-------------|---|
| AP | Alternative Provision |
| ATL | Attitude to learning |
| EduLink | Electronic behaviour management system |
| Dept. | Department (subject area) |
| EduLink One | online student information and communication portal |
| EHCP | Educational, Health and Care Plan |
| EHC Plan | Educational, Health and Care Plan |
| FT | Form Tutor |
| FTE | Fixed Term Exclusion (suspension) |
| FPE | Fixed Period Exclusion (suspension) |
| IEU | Internal Exclusion Unit |
| PeX | Permanent exclusion |
| SEN | Special educational needs |
| SENCO | Special educational needs coordinator |
| SEND | Special educational needs and disability |
| Susp. | Suspension |
| SLT | Senior Leadership Team |
| PYL | Pastoral Year Leader (Head of Year) |

Useful websites

The following statutory guidance, associated resources and linked documents are referred to in, and should be read in conjunction with, this Behaviour Policy:

Behaviour in schools: advice for headteachers and school staff Oct 2022
[Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)

Behaviour and discipline in schools
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

School exclusion
<https://www.gov.uk/government/publications/school-exclusion>

Searching, screening and confiscation
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Use of reasonable force
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Uniform
<https://www.gov.uk/government/publications/school-uniform>

Good behaviour in school's checklist
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Anti-Bullying Policy
[St-Annes-Academy-Anti-Bullying-Policy-.pdf](#)

Preventing and tackling bullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Safeguarding and Child Protection Policy
<https://www.cranmereducationtrust.com/wp-content/uploads/2021/07/Safeguarding-and-Child-Protection-Policy-July-2021-.pdf>

Suspension and Exclusion Policy
[SUSPENSION and Exclusion policy \(stannesacademy.org.uk\)](#)