



BEHAVIOUR & CULTURE POLICY

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Date of policy review:

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July 2025

Policy Change Control

Committee Responsible	AGB
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Approved:	
Status & review cycle	Bi-annually
Next review date:	January 2026

Date	Version	Person	Change / Action
06.22	1.0	HXW/DGW	Complete re-write
12.22	1.5	DGW / WJV	Review
07.23	2.0	DGW / WJV / TVS	Updated – Change of ethos surrounding C2s and after school detention detentions. Inclusion of behaviour leads. Rule 2 clearer.
01.24	2.5	WJV	Updated – Removal of C1 for lateness. X3 faults on Class Charts - detention
			Reset Room Flow Maps – Appendix
23.04	3.0	DGW / WJV / TVS	
06.24		DGW / TVS / WJV	
01.25		DGW / TVS / WJV	
07.25		DGW / TVS / WJV	

Behaviour & Culture Policy Intent – This is a whole school policy which sets out the principles and practice of Behaviour for Learning, The Behaviour System and Rewards. It outlines the rationale and responsibilities for behaviour and culture and provides a guidance for those whose task it is to professionally interpret and implement the policy.

RATIONALE

Paignton Academy is an inclusive school that welcomes pupils from all abilities and backgrounds from our catchment area. Whilst we are an inclusive school, we also set high and uncompromising standards. All pupils and staff are expected to comply with the behaviour policy.

Every child has the right to a high-quality education in order to achieve positive outcomes relative to their ability. In this way, their life chances are considerably improved. The link between attendance in school, high quality teaching and learning, good behaviour and positive outcomes, future prosperity, health and happiness is conclusive.

No child at Paignton Academy should have their future compromised, limited or damaged by the negative actions of others who do not conform to the Academy and/or society's laws, rules, regulations and expectations. For every action, there is a reaction. Responsibility for poor behaviour rests with the individual.

Staff at Paignton Academy, be they teaching or non-teaching, have a right to work in an environment that is not disrupted by poor behaviour. With a harmonious environment, all teachers can deliver high quality lessons and together with support staff can work without fear, intimidation, poor behaviour, disrespect or poor manners.

1.0 Aims:

- To promote and develop the Paignton Academy seven key values through a positive culture of rewards, celebration and mutual culture of respect, dignity and trust.
- To ensure that all pupils are motivated and receive praise and recognition for the positive choices and contributions they make to the school community.
- To eliminate disruptive behaviour so that there is a culture of achievement, ambition and learning everywhere in the school and no learning time is wasted ensuring every minute counts.
- To provide complete clarity for staff, pupils, parents and guardians about acceptable behaviour and the consequences of misbehaviour.
- To ensure that all staff, teaching and non-teaching alike, are fully aware of their own roles and responsibilities to promote and recognise positive behaviour and sanction unacceptable behaviour.
- To encourage pupils to take responsibility for their own actions
- To enable teachers to deliver engaging and effective lessons in line with the

Paignton Academy Good Lesson without concern for behavioural consequences.

1.1 Thinking Schools Academy Trust 7 Principles of Behaviour & Culture (Appendix 1)

1. Respect
2. Relationships
3. Routines
4. Responsibility
5. Responses
6. Reflection
7. Rewards & Sanctions

“Standards with Heart” TSAT

To allow Behaviour & Culture to flourish at Paignton Academy there will be clear, consistent and coherent pathways that will be followed to ensure that the school and all its stakeholders work effectively. These will be intertwined and known as:

Behaviour & Culture	
Behaviour for Learning	Behaviour System
Teacher (Teaching Standards) Curriculum Team Leader Quality of Education Team (Senior Leaders) Policies; Curriculum, Home School Agreement, RSE Policy, SEND Policy, Thinking, teaching & learning at Thinking Schools Academy Trust Through high quality teaching & learning and our sequenced and values – led curriculum the emphasis is to “keep pupils in the lesson.”	All Staff Pastoral Teams Inclusion Team (Senior Leaders) Policies; Anti Bullying, Dealing with Drugs Incidents in School Policy, Exclusions and Suspensions Policy, Safeguarding Policy, SEND Policy Through a supportive, dedicated, inclusive ethos and system the emphasis is “to get pupils to lessons.”

2.0 Policies

This policy should be read in conjunction with the following key policies:

- Anti-Bullying Policy
- Assessment, feedback, marking, reporting and home learning policy
- Complaints Policy
- Curriculum
- Dealing with Drug Incidents in School Policy
- Exclusion and Suspension Policy
- Home School Agreement
- RSE Policy
- Safeguarding Policy
- SEND Policy
- Thinking, teaching & learning at Thinking Schools Academy Trust

3.0 Pupils with special educational needs or disabilities

All pupils at Paignton Academy are expected to follow the school rules so that all can achieve success and be happy at school. The Behaviour Policy applies to all pupils at Paignton Academy. The pastoral team, SENCo, Curriculum Team Leaders and Senior Leadership Team will take into account a pupil's identified special educational needs or disability when deciding appropriate and adjusted consequences for pupils.

4.0 Rules in the classroom: Pupils – **TSAT PRINCIPLE RESPONSIBILITY | RESPECT**

Believe & Achieve – We C.A.R.E **Our 3 Rules (See Appendix 4)**

1. Arrive to all your lessons on time with the correct equipment (within 3 minutes of the bell or using professional judgement)
2. Show respect and kindness at all times including following all instructions given by adults
3. Succeed through Active listening (**ASAP**) and Learning Modes (See Appendix 2):

Attention to the speaker
Sit up Straight
Arms on Table
Pens down

Respectful whole class
Silent independent
Polite share learning

4.1 Rules relating to serious incidents – **TSAT PRINCIPLE RESPONSIBILITY | SANCTIONS**

These are incidents which warrant a parental meeting, internal suspension, warning of fixed term suspension, fixed term suspension or permanent exclusion. A pupil may be permanently excluded from Paignton Academy for a single and serious breach of the behaviour code.

Defiance [refusal to carry out a reasonable request made by, or walking away from, a member of staff]	<p>Pupils should be asked explicitly “I have asked you to....please can you follow my request” There must be no negotiation or being drawn into a long argument. If a pupil does not immediately comply with the request, he or she should be sent straight to the Reset Room.</p> <p>For continued defiance, it is a reasonable expectation that this will involve internal suspension, fixed term suspension leading to permanent exclusion if there is no significant improvement.</p>
Verbal or physical abuse of staff	<p>This may include:</p> <ul style="list-style-type: none"> ● Pushing past staff ● Swearing directly at or about staff ● Rudeness and name calling <p>It is a reasonable expectation that this will involve a fixed term suspension or permanent exclusion.</p> <p>The school will comply with and support any police investigation that is created as a result of physical abuse of any member of staff.</p>
Truancy or wandering the site during lesson time.	<p>Pupils may only be out of lessons for a valid reason. If a pupil is out of a lesson (without permission), they will be returned to their lesson. If a pupil does not comply this will result in the pupil being referred to the Reset Room for 5 lessons and this will be recorded as truancy – “C2 - Failing to attend lessons”. Continued truancy will result in escalation to Internal Suspension.</p>
Violent or dangerous behaviour	<p>This may include:</p> <ul style="list-style-type: none"> ● Fighting ● Threatening behaviour <p>It is a reasonable expectation that this will involve a fixed term suspension or permanent exclusion.</p> <p>The school will comply with and support any police investigation that is created as a result of violent or dangerous behaviour.</p>
Possession or use of alcohol and/or drugs	<p>This is against the law and may result in permanent exclusion. The school may also refer this to the police and/or social services.</p> <p>Pupils may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p>

Possession or bringing a weapon or dangerous item on to the school site	<p>This is against the law, is extremely dangerous and may result in a permanent exclusion. The school may also refer this to the police and/or social services.</p> <p>If this is the category for FTS, 5 days will be considered. Any other instances of possessing a weapon or dangerous item on the school site by the same pupil will result in permanent exclusion.</p>
Malicious setting off of the fire alarm	<p>This is against the law and causes significant disruption to the whole school.</p> <p>This will result in a fixed term suspension. The school may also refer this to the police.</p>
Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets <p>The school reserves the right to pursue payment for this through meeting parents/guardians or recourse to the small claims court via the Trust's legal department.</p> <p>Deliberate damage and/or vandalism may result in a fixed term suspension. Repeated and deliberate damage and/or vandalism may result in permanent exclusion.</p>
Smoking [including vaping]	<p>Smoking (including vaping) is not permitted anywhere on the school site (indoors and outdoors).</p> <p>If a pupil is seen smoking or has the clear intent to smoke on the school site, this will result in a referral to the Reset Room and/or fixed term suspension.</p>
'Child on Child Abuse' - Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Intimidation • Racist and/or xenophobic language • Sexist and/or misogynistic language <p>Prejudicial language will be logged and reported to the Local Authority, may result in a safeguarding issue through the Prevent strategy or escalation to social services and/or the police.</p> <p>Prejudicial language (racism and/or sexism/misogynistic language) must always be challenged by every member of staff and reported to the pastoral team. At all times, parents/guardians must be informed of these instances.</p> <p>This may result in fixed term suspension or for repeated instances, permanent exclusion.</p>

Malicious use of social media directed at Academy employees	<p>This is defamatory and libelous and may result in the school escalating this to the Local Authority, police and/or its legal team.</p> <p>This may result in fixed term suspension or permanent exclusion.</p>
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4.2 Teaching Behaviours – **TSAT PRINCIPLE ROUTINES | RELATIONSHIPS | RESPONSES**

In line with strategy 3 “Embedding Ethos Behaviour for Learning” cited in the Thinking Teaching & Learning at Thinking Schools Academy Trust policy, staff will create a safe and positive culture in every classroom by; Building Positive Relationships, Establish High Expectations, Using Learning Modes, Praise *Reach & Excellence* and apply *Appropriate Interventions*. This is an essential part of teaching as we strive to ensure all pupils can strive for excellence.

4.3 Non-negotiables – for pupils and staff

All behaviour is communication. Pupils need to be taught what good behaviour looks like but also why this behaviour is beneficial to them and others around them. This involves systematic and explicit teaching of good behaviour, reinforcing systems, procedures, rules and structures so that good behaviour becomes part and parcel of who we are and is woven into the fabric of the school. In all classes therefore, and through the tutor system, opportunities to teach behaviour must be made explicit. Examples of these should include:

- Daily reminders of rules, expectations, structures, routines and procedures.
- Teaching and role modelling polite communication.
- Teaching and role modelling correct body language.
- Teaching pupils to be polite and courteous.
- Teaching pupils our corridor culture
- Teaching character education

4.4 Use of tutor time

Tutor time is no different to a ‘subject’ lesson and the same rules apply. Given that tutor time takes place at the start of the day, it is essential that daily reminders of rules, expectations, routines and procedures are enforced. At no times should tutor time be social time for pupils. Tutor time must follow a structured timetable of events, reminders, literacy and character development. During ‘Character Development’ behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Every Monday each Tutor will deliver the **‘Believe and Achieve – AMBITION Culture & Values – Basic Standards & Expectations’** PowerPoint to remind all our community our norms and expectations.

It is the responsibility of all tutors to uphold this.

4.5 A common language

All teachers & tutors must enforce the **“3 Rules”, Learning Modes & ASAP** system (see appendix

2 & 4). Pupils should be reminded when it is time to follow both systems through the countdown method. Teachers must not commence the lesson/tutor time or start to talk until all pupils are abiding ASAP. The “3 Rules”, Learning Mode & ASAP graphic must be displayed in the classroom and can be displayed on whiteboards/screens as a reminder of the expectations.

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff must always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

- ❖ “Adam, I have noticed that you are talking and this is not my expectation. I'm giving you a C1 warning as you are not following instructions which is one of our Academy rules. Please ensure you follow instructions for the rest of our lesson and if you need any help please let me know”
- ❖ “Leah, I have noticed that you are having an off-task conversation. You are not following instructions which is one of our Academy rules.
- ❖ “Olivia, you have been given warnings and can no longer remain in the classroom. Please make your way to the Reset Room”

4.6 Starting lessons

In most cases, unless there is a health and safety issue, pupils will arrive and line up outside the classroom waiting for the teacher to invite them in. Staff must greet pupils at the door and have a well-established routine for entry. Uniforms must be checked as pupils enter the classroom/area. Staff must not let pupils enter the classroom with uniform faults. If a pupil does not have a green card, then their uniform card must be taken.

Pupils must enter the classroom/area quietly and take out their equipment. All staff must set a time limit of 2 minutes.

Whilst pupils are unpacking, there may well be some noise (but loud noise/shouting is not acceptable).

As the teacher, you must make it crystal clear for pupils that you are ready to start and want silence. Staff need to indicate this starting point by saying:

- ❖ “In 10 seconds, I want you to be active listening ASAP.”

4.7 Polite communication

Pupils need to be taught polite communication. Polite communication is key to respect, courtesy, manners, conduct and effective interpersonal skills. This must be continually reinforced in assemblies, tutor time, induction day and in all lessons and tutor time. Any examples of impolite communication should be corrected and modelled e.g.

- ❖ Pupil: “What’s the time?”
- ❖ Teacher response: “Can you please rephrase that in a polite way.”

- ❖ Pupil: "Huh?"
- ❖ Teacher response: "How could you say that in a polite way?"

If the pupils do not know how to re-word their question/response in a polite way, then the teacher must tell them and must ask them to say the sentence again.

Repeated or deliberate impolite communication should be followed up by the C1>C2 consequence system e.g.

- ❖ *"Luke, I have told you how to communicate politely. You are now choosing not to do so. I will therefore have to give you a C1/2. You need to show polite communication at all times."*

4.8 Learning Modes (See Appendix 2) & Establishing silent work

There are 3 Learning modes for the pupils to follow instruction in class. This allows for learning to flourish without disruption.

Learning Modes:

1. ***Respectful Whole Class***
2. ***Silent Independent***
3. ***Polite Shared Learning***

If you want pupils to work in silence, this should be communicated very clearly to pupils. For example:

- ❖ "We'll now be working in silence for 20 minutes. Please remember breaking this expectation will result in a C1"

A visual timer should be presented onto the whiteboard so they are able to recognise how long they have left to remain silent and focused. Staff must never use their mobile phones as a countdown timer.

4.9 Countdowns

Countdowns are an excellent way of indicating to pupils that you want them to be at ASAP, and all staff must use this method.

A countdown clock must be used from the whiteboard. Staff must never use their mobile phones as a countdown timer. Pupil use of mobile phones is banned and therefore all staff should avoid any unnecessary use of mobile phones.

It is not reasonable to expect pupils to be silent immediately. Instead, all pupils must be forewarned. This is particularly the case if pupils are engrossed in their work or discussion. Therefore, teachers should provide ample warning of when the activity will come to an end e.g.

- ❖ “In 2 minutes, I will want you to finish your work, and show me success through ASAP (then follow up reminders from 30 seconds...20 seconds...10 seconds...5...4...3...2....1, ASAP”)

This allows pupils time to prepare for the next stage of the lesson and avoids the disruption as pupils transition from one activity to another.

After reaching zero on the verbal countdown, a reasonable expectation should be to wait for 5 seconds until all pupils are ASAP (many pupils may well try to complete as much of their sentence up to the zero mark).

Teaching must not commence until all pupils are displaying ASAP.

4.10 Collective reminders

Sometimes, a member of staff may wish to issue a consequence, without giving a warning to an individual pupil. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class has been told to work silently and you notice that a pupil is not, you may say:

- ❖ “Can I remind everyone that this is silent work. No noise please. I don’t wish to have to give anyone a warning about this.”

4.11 No ‘scatter gunning’

Once you have given a warning, you must not give the second/final warning within 1 minute of the first. For example, if a pupil disagrees with you or argues with you about the warning, then you should inform the pupil that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Reset Room. For example:

- ❖ “It wasn’t me, it was him. It’s not fair...”
- ❖ “Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to give you a second warning but I am happy to discuss this at the end of the lesson.”

This approach turns it back on the pupil to make the choice. It would also help if staff then turn their attention back to the lesson to give the pupil time to consider their response. Silence usually means acquiescence.

It is important to allow pupils time, they will often grumble: ignore and move on.

4.12 Calling out

If a pupil calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a pupil repeatedly calls out in a way that is unhelpful for learning, you should say to them;

- ❖ “Jack, I know you are only trying to answer the question, but I have noticed that you have called out too many times, which is unhelpful for other pupils. If you call

out again, I will have to give you a warning.”

4.13 Rules in the classroom: Staff

- Staff must ensure they use every opportunity to praise excellent learning and behaviour in each lesson. Narrate the positive.
- Staff are asked to be at the classroom before their pupils arrive
- Staff must ensure that pupils are lined up in a single file outside the classroom
- Staff must ensure that they greet pupils as they enter the classroom in a quiet and orderly manner
- Staff must direct pupils where to sit
- Staff must take the register in silence at the start of the lesson
- Any lateness must be recorded on Class Charts
- If any pupil is allowed to go to the toilet, this must be logged on Class Charts
- Staff must follow the ‘Paignton Academy Good Lesson’ and the Teaching & Learning Non- Negotiables

5.0 Promoting positive behaviour – **TSAT PRINCIPLE REWARDS**

It is the responsibility of all staff, teaching and non-teaching, to promote positive behaviour and the Academy’s expectations. Ignoring poor behaviour is condoning poor behaviour. All poor behaviour must be challenged. In addition, staff are expected to model kind and respectful behaviour towards pupils, seeking to reward where possible and to focus on the Academy’s core value of outstanding relationships.

5.1 Rewards

Staff at Paignton Academy must always accentuate the positive. No opportunities should be missed for formal or informal praise. A particular effective form of praise involves communication with parents/guardians.

- Personal approval and praise by the teacher via Class Charts
- Praise points – Believe and Achieve CARE Values
- Golden Ticket
- Assembly announcements
- House Heroes
- Year 11 Prefect status
- House Leaders / Sports Leaders
- Academy Council representative / Form Representative
- House Points / Praise points
- Postcards home
- Email communication
- Phone communication with home / positive Friday phone call
- Termly and annual certificates via Teacher reports (Attitude to Learning)
- Termly and annual trophies
- Rewards trips
- House Celebration Evenings

- Celebration Year Assemblies
- Display of work in rooms / Academy
- Use of certificates
- Pupil of the month
- Subject Excellence Awards
- Principal commendation within newsletter
- Fortnightly rewards newsletter
- Social media
- Lunch with the Principal

5.2 Recording rewards

Staff should record any praise on Class Charts to ensure pupils have formal recognition. A running record is kept of any positive recognition via Class Charts.

5.3 Assemblies

All pupils at Paignton Academy receive weekly assemblies. These are mostly in House groups and are led by the Head of House and Senior Leadership Team. These assemblies are explicitly linked to the Paignton Academy CARE values and national and/or international themes so that Spiritual, Moral, Social and Cultural (SMSC) and British values are delivered.

All Paignton Academy assemblies provide opportunities to promote positive behaviour and citizenship. Opportunities are provided in every assembly for pupils to gain recognition and are rewarded and celebrated for their efforts in front of their peers.

At the end of every term, pupils will receive a Celebration Assembly in year groups. This will provide a formal occasion to recognise, reward and celebrate pupil achievement, attainment, progress, attitude to learning, citizenship and positive behaviour during the previous term. We fully encourage pupils to embrace their success and be proud of their individual achievements.

6.0 The Home-School Agreement – TSAT PRINCIPLE RESPONSIBILITY

The Home-School agreement is integral in ensuring that parents/guardians play a key part in the education and expectations of their child. This document outlines the expectations of pupils, parents and the Academy to ensure that the Academy's expectations are upheld by all so pupils can access high quality teaching and learning opportunities.

It is a requirement that all pupils and parents/guardians sign this document before they go on roll at the Academy.

7.0 Out of Classroom Behaviour – Appendix 12 – TSAT PRINCIPLE RESPECT | RESPONSIBILITY

At Paignton Academy, we expect everyone to behave and treat each other with respect in line with our Believe & Achieve CARE values. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Staff can record

noncompliance with these behaviours via ClassCharts. **Staff will attempt to connect and correct before issuing the ClassCharts buttons.** The following are the expectations of pupils when outside of the classroom:

- Be friendly and kind to others moving around the Academy calmly and quietly
- Line up outside classrooms quietly preparing for your do now tasks
- Walk at all times, do not run inside Academy buildings
- Be respectful of your school by not climbing, jumping or damaging our built environment
- Keep out of areas that are out of bounds at all times so you remain safe
- Walk on the left-hand side of all corridors and stairs in a calm and quiet manner and follow all of the expectations of behaviour outside the classroom. Follow any one way systems that are in place
- Put litter in bins

This will be linked to our core value of **Community**.

The House Teams will follow up these negative actions and put in place a suitable consequence such as losing social time. Extreme behaviour shown outside of the classroom could lead to a further sanction. Examples of behaviours that will result in a sanction that would fall under the Behaviour System are:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food / Eating and drinking in banned areas
- Deliberately going the wrong way in the one way system
- Not following instructions
- Chewing gum

8.0 Types of Sanctions / Consequences – **TSAT PRINCIPLE RESPONSIBILITY | SANCTIONS**

8.1 Break or Lunch Time Detentions

A Break or Lunchtime detention may be issued for poor conduct at social time or for non-completion of home learning.

8.2 After School Detention

The Academy reserves the right to detain pupils after school who have not upheld expectations. In line with the DfE statutory guidance *'Behaviour in Schools - Advice for headteachers and school staff'* (July 2022), parental consent is not required for detentions. However, as an Academy we will inform all parents/guardians as a matter of courtesy on a detention so that all parents/guardians are aware of the whereabouts of their child. During after-school detentions pupils will undertake work that has been missed through their poor choices and receive support from members of the curriculum, house and leadership teams.

After School detentions will take place on a Thursday for 1 hour. If the pupil shows willing to take responsibility during this time they will be asked to leave after 30 minutes. We want

our pupils to work with us at every opportunity.

Thursday after school detentions are for matters outside of the classroom such as; attendance / punctuality, uniform faults, failure to hand in home learning and for any lunch time detention that has been missed. This is not an exhausted list and a detention can be given for any reason that goes against our Believe & Achieve Core Value of Community.

Those that fail to attend on a Thursday without exceptional reason* will be collected to attend a 1 hour detention on a Friday with Senior leadership.

*(House team and SLT discretion on what is deemed 'exceptional')

8.3 C2 detentions

If a pupil is sent to the Reset Room (see 8.5) they will incur an instant short detention during their social time on that day.

For example, if a pupil is sent to the Reset Room:

- Period 1 or 2 = 15 minute detention in the Reset Room during break time
- Period 3 or 4 = 15 minute detention in the Reset Room during lunch time
- Period 5 = 20 minute detention in the Reset Room after school

The Behaviour Team will always be supervising and will always offer the pupils food and drink when appropriate.

8.4 Removal from the Classroom (C2) - The Reset Room [RR]

"Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal."

(Behaviour in Schools Department for Educations Feb 2024)

8.5 Referral to the Reset Room: C2

If a pupil breaks one of the 3 Academy rules (see 4.0), the member of staff will tell them they have a C1. Staff should ensure that pupils are supported to improve their behaviour after a C1, particularly those pupils who require additional warnings. On the second occasion of breaking a rule they will be sent to the Reset Room (RR). They will remain in the Reset Room for the remainder of their lesson, up until the next break or lunch time where they will serve an instant 15 minute detention. For example; a pupil is sent during period 3, they will stay for period 4 and 15 minutes of lunch time. If a pupil is sent during period 5, they will remain in the Reset Room for an After School detention for 20 minutes on the same day.

***If a pupil is sent to the Reset Room two times within one day the pupil will stay in the RR for the rest of the day and leave at 3:20pm.**

If the pupil has been sent during the first half of a double lesson, staff will be asked whether they are happy for the pupil to return for the second lesson. This is at the teacher's discretion and the pupil will then serve the 15 minute break or lunchtime detention with their teacher (the teacher's discretion at the length of time) .

The teacher will record this removal on ClassCharts ensuring a clear reason is given for the

lesson removal. Teachers must arrange a restorative conversation with the pupil on the first 2 occasions that they are removed from their lessons.

Pupils must arrive at the RR within 5 minutes of when the visit is recorded on ClassCharts. If they do not, they will be dealt with by a member of the Senior Leadership Team and Behaviour Leads who will be timetabled on Reset Room duty. The SLT timetable will be available to Reset Room Staff. Pupils must remain silent in the Reset Room following the Learning Mode of Silent Independence. Failure to follow the behaviour expectations [See Appendices] in the Reset Room may result in internal suspension in the serious breach room or a fixed term suspension [see Appendix 7]

Pupils attend Paignton Academy for the sole purpose of learning. Disruptive behaviour in lessons will not be tolerated. This disadvantages other pupils and is morally unacceptable.

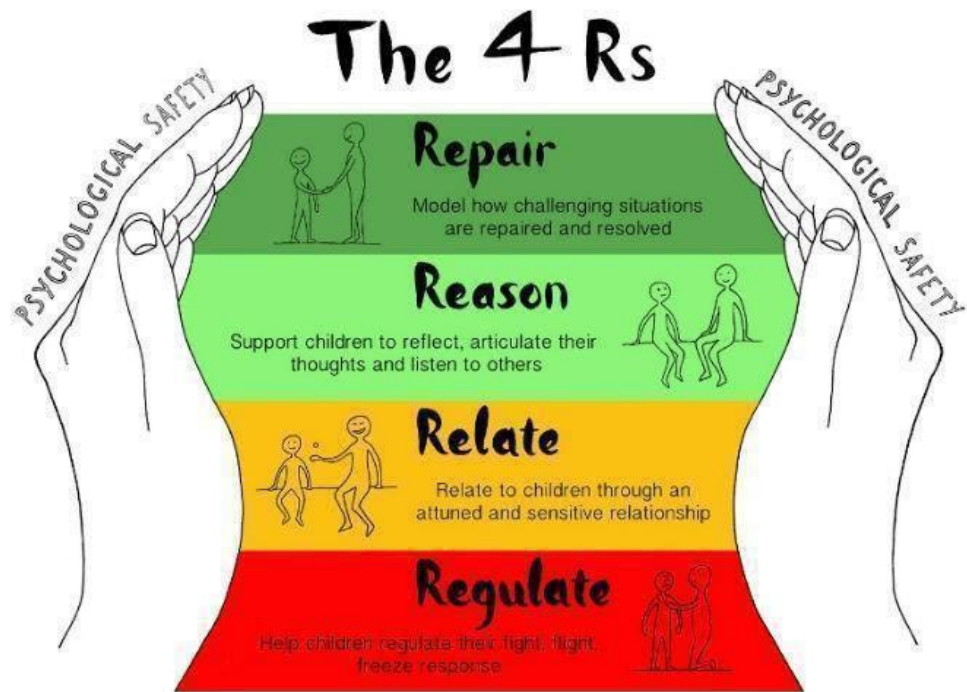
8.5.1 Sending a pupil to the Reset Room [RR]

All staff who have sent a pupil to the Reset Room must log this on Class Charts and alert the RR staff.

All pupils must arrive at the RR within 5 minutes of being sent from the lesson or by the member of staff.

8.5.2 Arrival at the Reset Room [RR]

All pupils sent to the Reset Room must knock on the door and wait for a member of staff to open it. This allows pupils an opportunity to calm down and where possible reflect on their actions. During this time, they will be informed of the rules and regulations of the Reset Room. If a pupil is dysregulating, staff will deploy the 4 R strategy. This may be inclusive of sometime in the sensory room or another supervised, quiet space. Reset Room staff will refer to the Reset Room Handbook.



Sophie Coleman 2020

8.5.3 Code of conduct within the Reset Room [RR]

- All pupils will remain within the RR for the remainder of the lesson. A serious breach of the rules will result in direct removal to internal suspension or fixed term suspension.
- All phones are handed in upon arrival at the RR and returned when the pupil leaves.
- Pupils will be provided with work either via a chromebook or appropriate work will be provided to them. This will be largely focused on numeracy, literacy, reading and writing. Work will be completed in silence.
- All pupils will work independently and in silence whilst in the RR and must raise their hand if they need support from RR staff.
- Pupils may request to go to the toilet but will need to take the toilet lanyard.
- Pupils may drink water- in moderation- whilst in the RR.
- Pupils placed in the RR will have their food collected for them from the canteen.
- All pupils in the RR forego all breaktime and lunchtime "free" time. They will be placed in the RR during these times and remain in silence.
- Pupils who complete work independently within the RR will be signposted to the Academy resources in order to continue with their studies.

9.0 Refusal to follow instruction or continued disengagement within the Reset Room - **TSAT PRINCIPLE RESPONSES**

Poor behaviour will always result in a consequence. Therefore, any pupil who refuses to follow instructions or the behaviour expectations of the Reset Room (RR) will result in an immediate escalation of sanction. Pupils have two warning in the RR. Examples of non-compliance in the RR may include:

Pupil talks or makes any sort of deliberate noise including pen tapping, humming, whistling, shuffling their legs/feet etc.	Immediate warning on the RR tracking system
Pupil deliberately attempts to communicate with another pupil in any way	
Pupil puts their head on the desk or actively refuses to work	
Pupil refuses support	
Pupil deliberately attempts to make conversation with a member of staff in the RR unrelated to work and/or regarding the reason why they were sent to the RR	
Pupil deliberately attempts to make continued conversation with a member of staff in the RR Pupil leaves their chair and walks around the RR	

A warning system operates within the Reset Room. After two warnings, a Fixed Term Suspension will be considered for any further non-compliance with the rules (please see Appendix 7). Parents will be contacted to collect their child or to give permission for them to leave site.

10.0 Repeated referrals to the Reset Room – **TSAT PRINCIPLE SANCTIONS | RESPONSES**

For pupils who repeatedly choose not to comply to the school's behaviour expectations, sanctions will be escalated:

STAGE 1 BEHAVIOUR	1-7 REFERRALS TO THE RESET ROOM
Reset Room visits recorded on ClassCharts Spoken to by Head of House/Pastoral Manager Positive report from visit 3 [see appendix- example of a report]	
STAGE 2 BEHAVIOUR	8-15 REFERRALS TO THE RESET ROOM

Meeting with parents
 Interventions agreed
 Head of House Report
 On 12th visit: All day in Reset Room
 Panel

STAGE 3 BEHAVIOUR

16-25 REFERRALS TO THE RESET ROOM

Pupil at significant risk of a Fixed Term Suspension

Meeting with parents and Academy Director and/or Assistant Principal. Interventions agreed
 Senior Leader Report: Assistant Principal/Academy Director 20th visit: Internal Suspension all day (opposite site)
 25th Visit: Two day Internal Suspension.
 Panel review

STAGE 4 BEHAVIOUR

26+ REFERRALS TO THE RESET ROOM

Internal case conference
 35th Visit: 3 days Internal Suspension.
 Meeting with Deputy Principal and/or Principal
 High level interventions e.g. managed move/ referral to the Burton Academy

11.0 Internal Suspension / Isolation - TSAT PRINCIPLE SANCTIONS | RESPONSES

Pupils who fail to behave in the Reset Room despite warnings may be removed and placed in Internal Suspension. This is an isolation room away from the RR. This is a significant escalation in sanction. Failure to behave in the Internal Suspension room could result in a move to the other site's RR/ISOLATION Room or a Fixed Term Suspension. Pupils may also be placed in the Internal Suspension room for serious violations of the Academy's behaviour code. Only members of the Senior Leadership Team may place pupil(s) in Internal Suspension by going through the Assistant Principal i/c Behaviour & Attitudes and Deputy Principal i/c Pastoral.

Work will be provided for the students following our Online / Remote Learning policy.

12.0 Fixed Term Suspensions - TSAT PRINCIPLE SANCTIONS | RESPONSES

The Principal may suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual suspensions should be for the shortest time necessary. Suspension can only be sanctioned by the Principal or their designated representative. Parents or guardians of pupils who are to be suspended should be contacted, preferably by telephone, to advise them of the suspension. On the day the decision to suspend takes place, the pupil should be internally suspended for the remainder of the day. If parents cannot be contacted, a formal suspension letter and an additional letter of explanation should go home with the pupil and also be posted in a plain envelope. Pupils whose parents have been contacted should take a copy of the formal suspension letter home. It is a legal requirement under the 2006 Education and Inspections Act that a parent should attend a re-admittance meeting interview following a fixed term suspension. During the period of suspension, the school has a legal obligation to set and mark work for suspended pupils. If suspension is for more than 5 days, the Academy has a legal obligation to provide an education for the pupil on the 6th and subsequent days of the suspension.

If a student receives more than one Fixed Term Suspension in two TSAT terms then there is an escalation:

- 1st FTS = 1 day
- 2nd FTS = 2 days
- 3rd FTS = 3 days
- 4th FTS = 4 days
- 5th FTS = 5 days

If a student commits a serious breach of the behaviour policy then the escalation may not apply and a larger number of days may be issued, to reflect the seriousness of the breach.

In the return from suspension meeting the pupils will be allocated appropriate interventions relevant to the behaviours that have led to the suspension. The Academy, pupils and parents will all be in agreement with targets set to reduce a second suspension.

[tsat-suspension-and-permanent-exclusion-from-school-policy-2023_2025.pdf](#)

12.1 Non-attendance at a Return from Suspension Meeting – TSAT PRINCIPLE RESPONSIBILITY | RELATIONSHIPS

Non-attendance (parent and/or pupil) is a serious issue. Paignton Academy will offer a reintegration meeting following a Fixed Term Suspension to support the pupil to return to school life successfully. This will be attempted first and foremost as a meeting in person but if this is not possible a telephone call or online meeting can be offered. We will design a strategy that will offer a pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. It is important to note that a pupil will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. However, for continued refusal to attend a Return from Suspension meeting, the Academy will alert the attendance, safeguarding officers and/or the Local Authority.

13.0 Punctuality – TSAT PRINCIPLE ROUTINES

Arrival to school

- All pupils must arrive to school by 8:27am to be able to get to Tutor time by 8:30am – the gate will remain open until 8:30am
- Those pupils that arrive after 8:30am are late and will be logged on Class Charts
- 3 late to schools in a week will result in a Thursday after school detention for 30 minutes
- No improvement in the pupil's punctuality to school the follow week will result in social time being removed and/or an instant Friday afterschool detention with SLT for 1 hour

Arrival to lesson

- All pupils must arrive to lessons within 3 minutes of the bell.
- Any pupil arriving after 3 minutes must be recorded as late. The time that they arrive after the 3 minute "grace" must be recorded on Class Charts using the late button.
- If a pupil receives x3 or more late faults in a week they will be issued an afterschool detention for the next available Thursday.
- Pupil punctuality will be recorded and monitored by Pastoral Teams every week. Where a consistent pattern emerges of poor punctuality and/or work/lesson avoidance, a report (please see 15.0) will be issued to the pupil and parents/guardians.
- Punctuality report – if pupils fail to comply whilst on report, they will receive a 30 minute detention after school.
- Staff should use their professional judgement as required.

14.0 Time Out cards – TSAT PRINCIPLE RESPONSES

Time out card must only be used if it is stated in a pupils EHCP or on receipt on a letter from a GP, consultant or medical professional etc.

In exceptional circumstances, a pupil may be provided with a temporary 'Time Out' Card. This must be agreed by the Senior Leadership Team only following a request by a Head of House. A pupil cannot request a Time Out Card.

14.1 Paignton Academy has the following 'Time Out' Cards:

- ❖ Toilet (Medical Evidence must be provided)
- ❖ Medical card (evidence to be provided)
- ❖ EHCP card
- ❖ Teacher directed card (5 minutes outside the classroom)
- A Time Out Card must only be used once in a lesson and only in genuine circumstances.
- A Time Out Card must never be used to avoid work, avoiding the instructions of

the teacher or to avoid a consequence.

- Any pupil who receives a Time Out Card must only stand outside the classroom they have been in. They must
- not use the Time Out Card to wander the school grounds. This will result in instant removal of the Time Out Card and referral to the Reset Room. Some pupils with SEND take time out in Learning Support – this is written on the card.
- A Time Out Card is for 5 -10 minutes. It does not mean that the full 10 minutes must be used.
- A pupil MUST ask permission from the teacher to use their Time Out Card.
- The teacher may refuse the pupil to use the Time Out Card if in their professional judgement it is being used inappropriately. The class teacher should notify the Pastoral Managers.
- Pupils must not argue with the teacher when the use of the Time Out Card has been refused.
- Every time a pupil uses their Time Out Card must be logged on Class Charts.
- A Time Out Card is reviewed every two weeks.
- The expectation is that all pupils must be in lessons for the full duration.
- Time outs or breaks are not issued to groups of pupils during double lessons

Any pupil who receives a Time Out Card will receive a letter outlining the terms and conditions of the Time Out Card). This will also go to parents/guardians. It is a condition of issuing the Time Out card that the pupil agrees to use the card responsibly. (see appendix 10).

15.0 Reports - **TSAT PRINCIPLE RESPONSES | RELATIONSHIPS**

This will be a physical card or using Class Charts online to report home to parents

Positive Report – issued to pupils who it is felt having positive feedback would be beneficial for their wellbeing and support their behaviour.

Tutor Report – Issued to pupils who are displaying poor behaviour or punctuality.

Head of House Report – Issued to pupils who are displaying high levels of persistent disruptive or poor behaviour choices. The time the pupil is not on report is not fixed by the parents / carers must be informed or had a meeting to agree a behaviour support plan. Behaviour will be monitored throughout the time period and parents / carers will be updated.

Subject Report – issued to pupils for persistent poor behaviour within a lesson. If a pupil is issued a C2 for 3 consecutive lessons within a fortnight they should be placed on report and monitored by a Curriculum Team Leader.

SLT Report – issued to pupils following multiple fixed term suspension or for high Reset Room visits or negative behaviour points.

Parents/Guardians should be informed of the start and date times of the above reports and kept updated throughout.

16.0 Toilet System / Procedure (Appendix 13) – TSAT PRINCIPLE ROUTINES

All pupils have the right to go to the toilet during the day however all staff should be mindful that toilet breaks are open to abuse by pupils. Pupils should not, except those in receipt of a toilet card, be allowed to leave lessons 2, 4 and 5 during the last 10 minutes. Pupils can access during before school, breaktime, lunchtime and after school.

All pupils are encouraged to go to the toilet during break time and lunchtimes to avoid disruption/interruption to lessons

All teachers must record pupils who they have given permission to go to the toilet through Class Charts. This data is reviewed every two weeks by the pastoral teams to check for any patterns and/or lesson avoidance. Each teacher has a toilet lanyard which should be given to any pupil who is given permission to go to the toilet. Staff are made aware of pupils who are persistently asking to visit the toilet and contact is made with home to inform parents.

THE WHY

"So you can ALL go to the toilet in a safe, peaceful and clean environment." Academy Council (2023)

16.1 Toilet passes

Some pupils may have a genuine medical need to visit the toilet multiple times during the school day. The school may issue a permanent or temporary "toilet pass" to those pupils who have medical needs.

The school will only grant a "toilet pass" on receipt of a letter from the pupil's GP. All Toilet Cards will

ONLY be approved by the Deputy Principal during the Pastoral Panel meeting via information provided by the House teams.

Pupils must go to the nearest toilet. They must return to the lesson within 10 minutes of being issued with the exit card. If they did not return after 10 minutes then this must be logged in Class Charts but does not need to be discussed with the pupil.

17.0 First Aid visits - TSAT PRINCIPLE ROUTINES

There may be occasions when a pupil needs to visit the First Aid office. Staff must use their professional judgement whether this is genuine or not. Requests to visit the First Aid office can often be attempts to avoid lessons/learning.

If a pupil visits First Aid during a lesson, this must be logged on Class Charts by the teacher.

Pupils who turn up late to the lesson from First Aid must be logged as 'late' on Class Charts. Where possible, the pupil should be accompanied to First Aid but where necessary they can be escorted by another pupil. Pastoral staff will analyse First Aid data every two weeks to check for patterns and refer this to the Senior Leadership Team.

18.0 Uniform - TSAT PRINCIPLE ROUTINES | RESPONSIBILITY

Wearing the full school uniform is a condition of being a Paignton Academy pupil. This is outlined

in the Home-School Agreement which all pupils and parents have signed. A uniform helps to develop both pride in the school community and a sense of belonging without the need to constantly compete with others on the latest trends and fashions in society. Whilst there is a cost to any school uniform, we also firmly believe that the cost of chasing the latest fashionable attire will be far greater than a school uniform. All pupils are therefore expected to wear the full school uniform at all times. Pupils' uniforms will be checked by the SLT as they enter the Academy each morning.

It is the responsibility of parents/guardians and the pupils themselves to ensure that pupils come to the school every day dressed in accordance to the signed agreement on uniform as outlined in the Home School Agreement.

18.1 Non-compliance with uniform policy

We understand that there may be times that pupils have genuine reasons why they cannot wear the full uniform for that day. Examples may include injury or torn clothes. As outlined in the Home-School Agreement, parents/guardians are therefore asked to write a note (or email) the reason for this beforehand. A green card will be issued for a limited time only for a maximum of one week.

The uniform policy also extends to appearance/presentation. Pupils who **have chosen** to enter the Academy with an extreme appearance/presentation will not be allowed to go to lessons. They will be placed in the Reset Room all day including break and lunchtime until their appearance is corrected. Definitions of extreme appearance/presentation are subjective interpretations and the school will decide what constitutes an extreme appearance. As a general rule it will include but not be limited to the following: all facial piercings; extreme hair styles (e.g. shaved heads with patterns or beads; a contrast between a shaved head and normal length hair; Mohican etc.) unnatural hair colour etc.

No note = Detention

Uniform faults will be recorded on ClassCharts.

If a pupil receives x3 or more uniform faults in a week they will be issued an afterschool detention for the next available Thursday.

Examples of uniform faults

- Shirt untucked
- No blazer in school
- Skirt rolled up
- Facial piercing in
- Too many earrings / rings
- Incorrect socks over tights

18.2 Persistent refusal to follow the agreed and signed uniform policy:

1. Removal of breaktime and lunchtimes

2. Phone call home
3. Reset Room (one lesson)
4. No face to face teaching (RR - Internal isolation)
5. Meeting with parents/guardians
6. Detention after school
7. Internal Suspension (opposing site)
8. Fixed Term Suspension

19.0 Behaviour of pupils outside the Academy - **TSAT PRINCIPLE RESPECT | RESPONSIBILITY**

The Academy will discipline pupils, in line with the 2006 Education and Inspections Act and *'Behaviour in Schools - Advice for headteachers and school staff'* (July 2022), whose behaviour is unacceptable off the school premises, and when not under the control of Academy staff (for example, on the way to and from school). Staff should always discuss such disciplinary measures with a member of the leadership team before any course of action is taken.

Schools may discipline pupils for behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

'Behaviour in Schools - Advice for headteachers and school staff' (94. pg27 July 2022)

Pupils on an Academy trip, to a location other than the Academy sites and under the supervision of Academy staff, volunteers, youth workers, etc. are subject to the Academy's discipline and behaviour policy. In the event of misbehaviour, the teacher/support staff member can, if necessary, discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

20.0 Confiscation of personal property - **TSAT PRINCIPLE ROUTINES | RESPONSIBILITY**

Academy staff, when necessary, will confiscate inappropriate items from a pupil if the item is interfering with the learning of the pupil or other pupils in the class or interfering with teaching. The confiscation of electronic devices, mobile telephones, iPods etc, must be undertaken with care, the items kept safely and securely and returned in accordance with the policy on mobile phones. The timeframe will be set at the time of the confiscation, to the pupil or parent/guardian.

Consideration must be given to the need to use a mobile telephone at the end of the day. Staff who confiscate an item from a pupil are liable for its safekeeping.

21.0 Mobile phones and smart devices - **TSAT PRINCIPLE ROUTINES | RESPONSIBILITY | RESPECT**

The Academy has a clear expectation that all electronic devices are switched 'off' and put

'away' in pupils' bags before they enter the school gates. Any phones or smart devices that are seen or heard by staff will be confiscated and taken to the House Office or Main Reception

Device confiscated on the –

- 1st occasion - phone collected by pupil at 3pm on the same day
- 2nd occasion - pupils hand their phone to House Office for each morning for 5 days
- 3rd occasion - phone held by the Academy until collected by parents

Constant use of mobile phones will result in a 60 minute detention after school.

Refusal to hand in a phone/smart device will result in internal suspension or fixed term suspension.

22.0 Searching pupils' and their possessions - TSAT PRINCIPLE ROUTINES | RESPONSIBILITY | RESPECT

The Principal may authorise the search of a pupil and or their possessions (including bags) without consent if there are reasonable grounds for doing so. This authorisation is a power available to the Principal, not a duty.

Power to search without consent for 'prohibited items' include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any item 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 Academy rules which has been identified in the rules as an item for which such a search may take place.

Weapons, knives, suspicious substances and pornography should not be brought into the Academy and will be handed over to the police. For all other items it is at the discretion of the Principal and designated members of the SLT to decide if and when to return a confiscated item. This power applies to searching for weapons with the law extended to cover alcohol and controlled drugs. Academy staff are legitimately able to ask pupils to turn out their pockets. Should it be deemed necessary, the Academy will, in exceptional circumstances, screen pupils for inappropriate items. This includes the taking of mobile telephones into a public examination.

23.0 Use of reasonable force - TSAT PRINCIPLE RESPONSES | RESPONSIBILITY

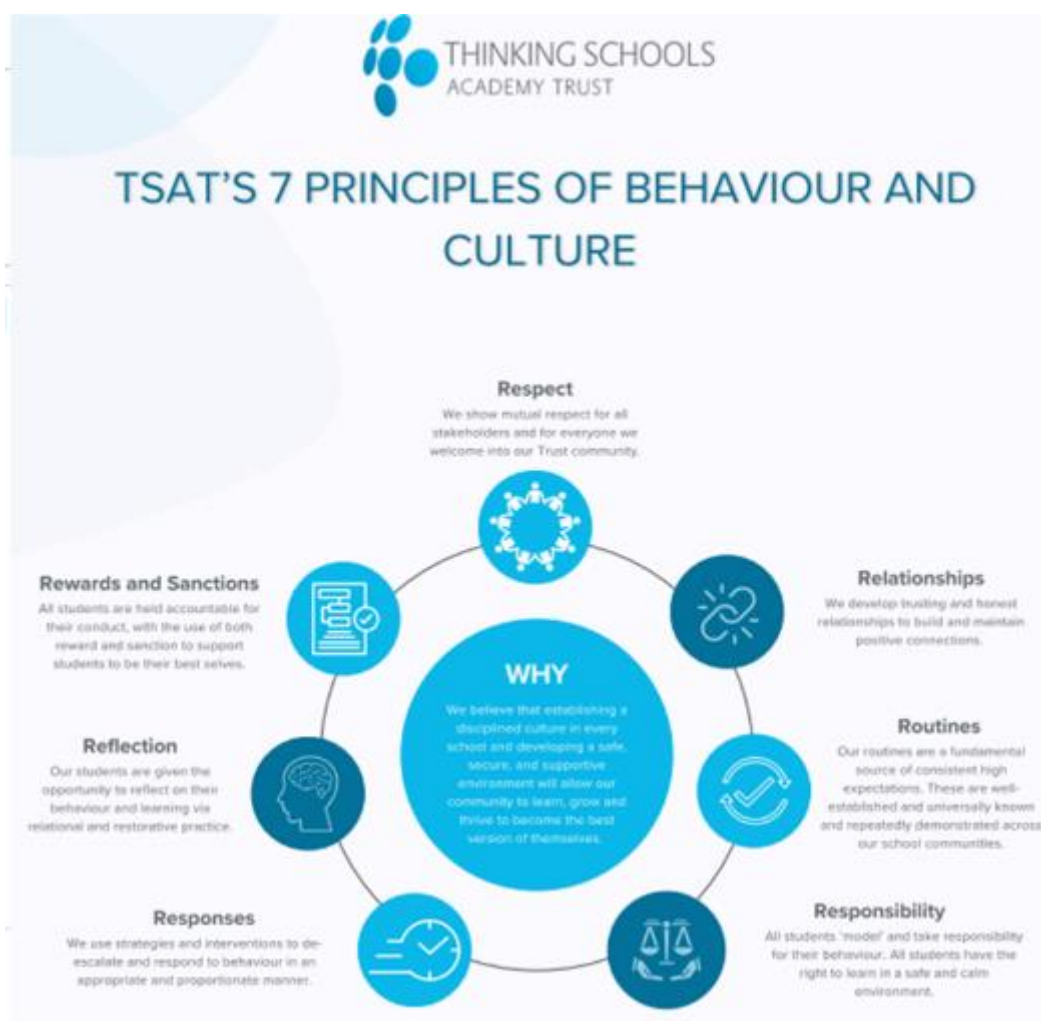
It is recommended that staff do not make any physical contact with pupils especially in an

attempt to stop them leaving a room, physically bring them back into a room or force them to turn around and face the member of staff. The Academy has a 'Use of Reasonable Force Policy', which gives guidance on when it is acceptable to restrain a pupil. This includes but is not exclusive to the following situations: a) Stopping a pupil committing a criminal offence
b) Stopping a pupil from causing injury c) Stopping a pupil causing damage to property d) Stopping a pupil from prejudicing good order and discipline. Staff involved in using reasonable force must record it in writing and convey the information to the Principal.

APPENDIX

This appendix contains key documents, including standard letters, that are part of the Behaviour Policy.

Appendix 1



Appendix 2

Learning Modes

BELIEVE AND ACHIEVE



Respectful Whole Class



Silent Independent



Polite Shared Learning



Appendix 3



BEHAVIOUR BLUEPRINT

OUR VISION

Believe & Achieve - No child at Paignton Academy should have their future compromised, limited or damaged by the negative actions of others who do not conform to the Academy and/or society's laws, rules, regulations and expectations.

(PA Rewards & Behaviour Policy 2022)

PAIGNTON ACADEMY'S CORE VALUES

1. **AMBITION**
2. Outstanding Relationships
3. Character
4. Love of Learning
5. Community
6. Pride
7. Excellence

OUR 3 ACADEMY RULES

1. Arrive to all your lessons on time with the correct equipment (within 3 minutes of the bell)
2. Show respect and kindness at all times including following all instructions given by adults
3. Succeed through Active listening (ASAP):
 - * Attention to the speaker
 - * Sit up straight
 - * Arms on table
 - * Pens down

RELENTLESS ROUTINES

- * Threshold (Meet & Greet)
- * Countdowns
- * ASAP
- * Exit / Dismissal routine

REWARDS AND SANCTIONS

REWARDS	SANCTIONS
*Praise Points Golden Ticket Believe & Achieve (+5) Phone Call / Email home Postcard Student of the Month Student of the Week - Subject Tutor Award Uniform Award Attitude to Learning Certificates: <ul style="list-style-type: none"> * Platinum * Gold * Silver * Bronze 	Front loading (reminder of the rule) Collective reminders C1 Warning / No scatter gunning C2 Reset Room Repair / Restorative conversations Parental calls / meetings Detentions - loss of social time Report - HQH or CTL Pastoral Support Plans Internal / External Suspensions

*At Paignton Academy we use Class Charts to log and monitor our behaviour points.

COMMON LANGUAGE

"I have noticed..."
 "ASAP in 3, 2 ASAP in 1 Show me your best ASAP"
 "Do you remember last week you (received a Praise Point for)...."
 "You need to...."
 "I know you will...."
 "I have heard/understood what you have said, now you must..."
 "Thank you for"

ADULT BEHAVIOUR

- * Calm, consistent and fair
- * 'Know your class' - ClassCharts/One Page profiles
- * Meet and greet with a smile - narrate the positive
- * Give first attention to best conduct
- * Relentlessly bothered - sweat the small stuff
- * Recognise over and above


RELENTLESS ROUTINES - LINKED TO NON-NEGOTIABLES (Paignton Pedagogy Programme)

- * **Threshold (Meet & Greet)** = Stand at the door positioned to see inside and out / Narrate the positives
- * **Countdowns** = Front loading / Move into ASAP
- * **ASAP** = Do not commence until full compliance / Positive framing / Front loading again
- * **Exit / Dismissal routine** = Order (stand behind chairs) / Staggered (row at a time) / Stand at the door positioned to see inside and out


Repeat - consistency is the key and will help form positive relationships over time

Appendix 4







ACADEMY RULES



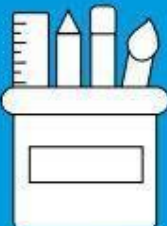
- ☐ Arrive to all your lessons on time with the correct equipment (within 3 minutes of the bell)
- ☐ Follow all instructions given by adults
- ☐ Succeed through Active listening (ASAP)



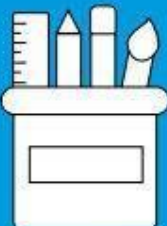
A ttention to the speaker



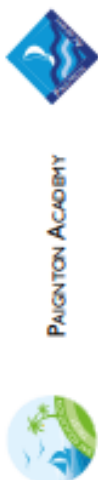
S it up straight



A rms on Table



P ens down



PAIGNTON ACADEMY

HEAD OF HOUSE REPORT CARD

Name: _____

Date: _____

Reason for Report: _____

Targets for improvement whilst on report:

1. Follow all instructions.
2. Listen in lessons.
3. Not distract others.
4. Record homework correctly.
5. Complete all homework.
6. Attend all lessons and arrive on time.
7. Arrive with correct equipment (including PE kit/cooking ingredients etc).
8. Respect all staff and students.
9. Think before you speak.
10. Complete all work set.
11. Ask for help.
12. Inform staff of problems in lessons.
13. Other _____

FRIDAY

Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

THURSDAY

Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

Stay on report? Y/N

Date of next review: _____

MONDAY

Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

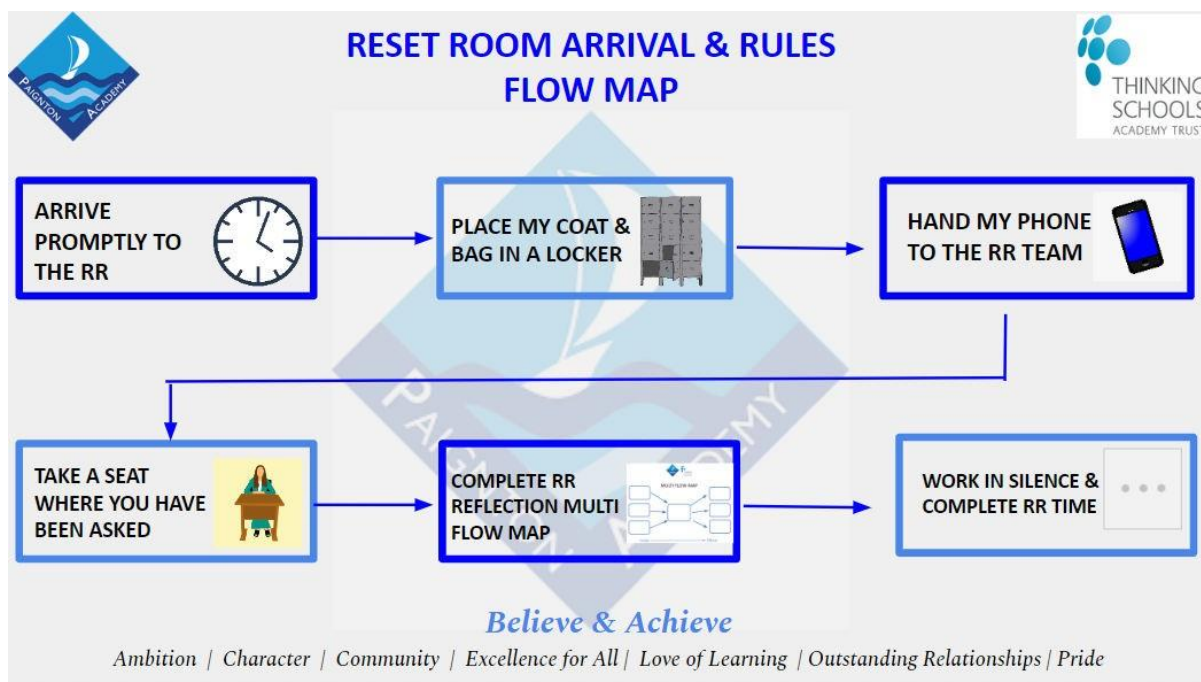
TUESDAY

Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

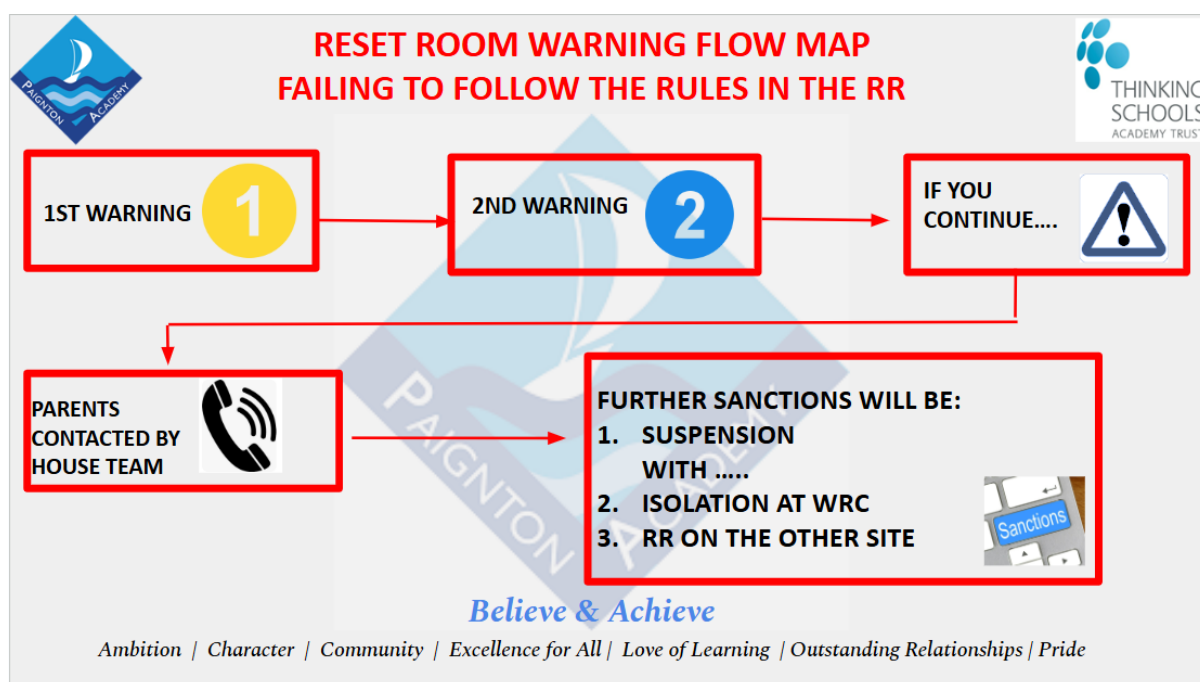
WEDNESDAY

Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

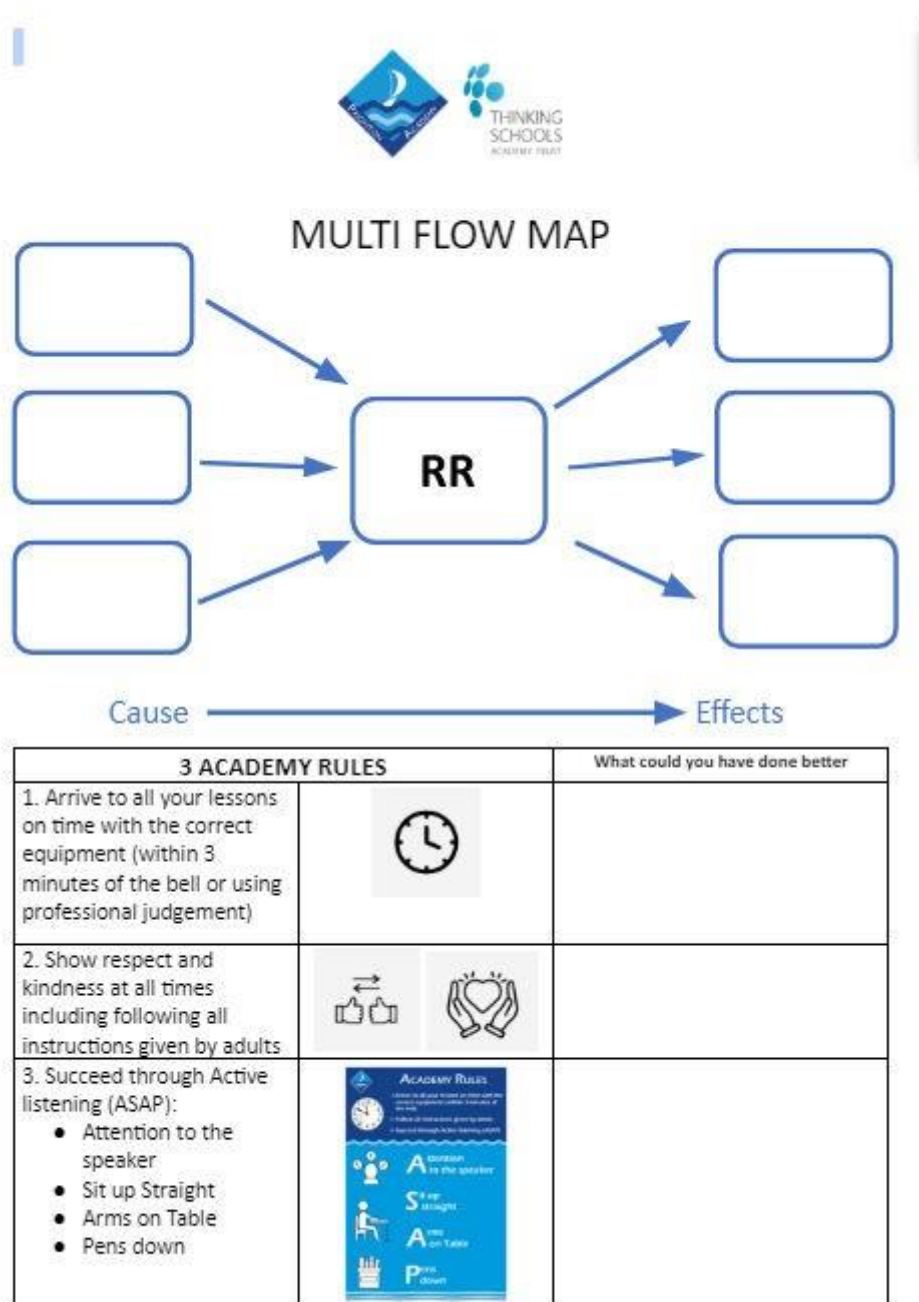
Appendix 6



Appendix 7



Appendix 8



Appendix 9

Non-attendance at return from suspension meeting

Dear [name of parent]

Following your child's recent fixed term suspension from Paignton Academy, and in line with our policy, a return from suspension meeting was arranged today for you [in person / over the phone] and [name of child] at [time].

Return from suspension reintegration are important in how the school, the pupil and you as parent(s) can work together in order to best support your child in avoiding any future suspensions.

It is therefore deeply disappointing and a matter of considerable concern that you did participate despite our best efforts. A copy of this letter will be placed on file and, if warranted, forwarded to the Local Authority.

It is essential that you unite with us so we can hold a return from suspension reintegration meeting. Another attempt will be made to arrange this with you but currently your child's education and attendance is being significantly and negatively affected by the current lack of cooperation.

Your child's pastoral team will be in contact again. I have referred this matter to the Academy's attendance and safeguarding officers.

Yours sincerely

D WILLIAMS
Principal

Appendix 10

Incident Report Form

Incident Report Form					
Academic Year 2024/25					
Name of Student:		Year Group:	House	Date:	
Delete as appropriate: SEND: E / K LAC: Y/N					
Are there Safeguarding Concerns to be considered (if yes appropriate detail) -					
Has Social Worker been informed: Y / N / N/A					
Site:	BRC/ WRC	Staff Writing Report:			
Time of incident:		Location of Incident:	Witnesses		
Brief Summary:					
Full Report:					

Evidence to support (witness statements etc)

Recommended reason for Fixed Term Suspension: Please highlight max 3

1. Physical assault against pupil
2. Physical assault against an adult
3. Verbal abuse/threatening behaviour against a pupil
4. Verbal abuse/threatening behaviour against adult
5. Use or threat of use of an offensive weapon or prohibited item
6. Bullying
7. Racist abuse
8. Abuse against sexual orientation and gender identity (for example, LGBT+)
9. Abuse relating to disability
10. Sexual misconduct
11. Drug & Alcohol related
12. Damage to property
13. Theft
14. Persistent or general disruptive behaviour (inc) Defiance)
15. Inappropriate use of social media or online technology
16. Willful and repeated transgression of protective measures in place to protect public health

Parents informed of Final Decision:

Signed:

Dated:

Appendix 11

Behaviour Team at Paignton Academy

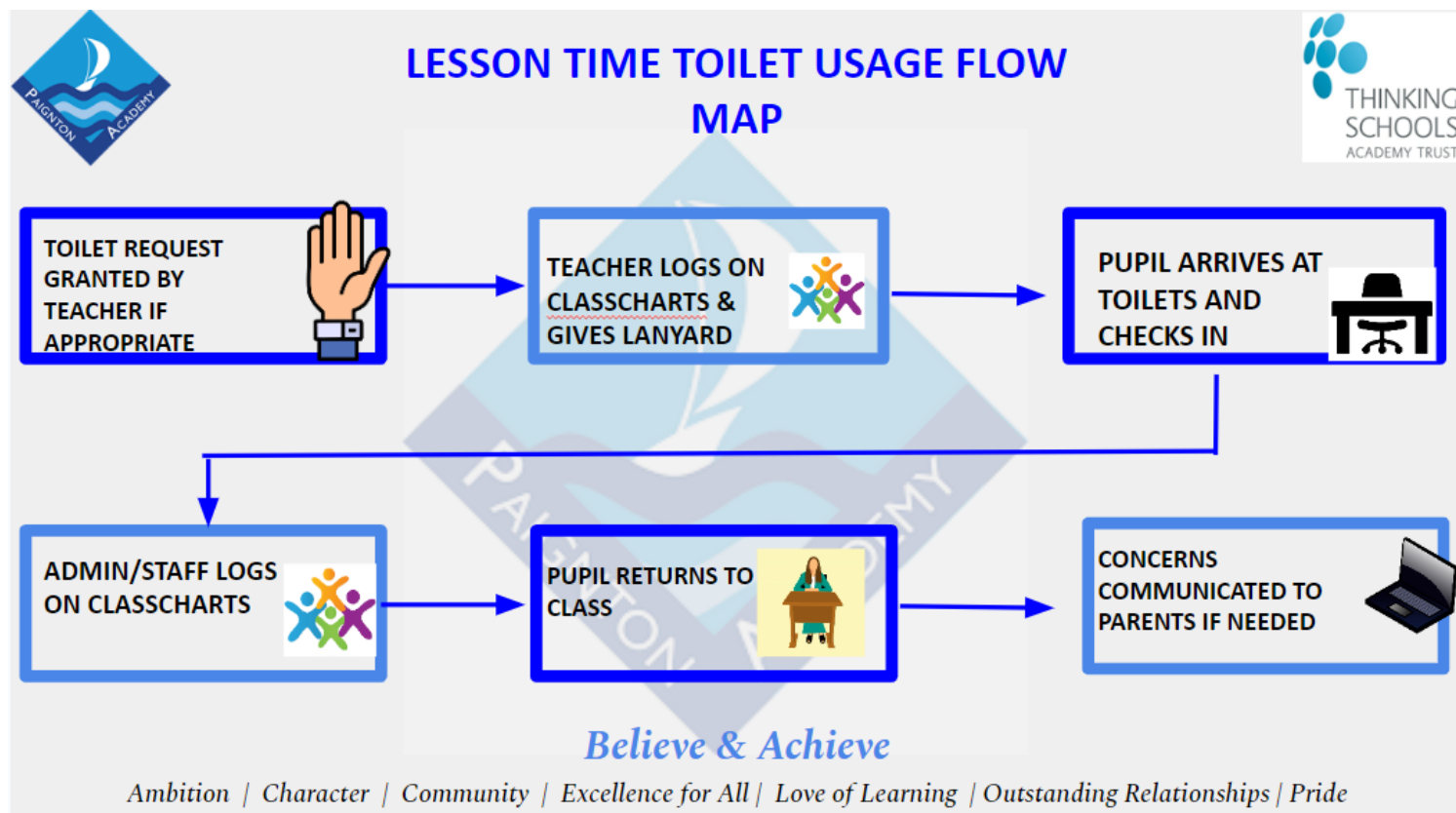
Every adult in the Academy is part of the Behaviour Team because behaviour is everyone's responsibility (community) and behaviour is part of our Curriculum.

Directly working with our pupils in the Reset Room is the Behaviour Team:

- Deputy Principal – Inclusion
- Assistant Principal - Behaviour & Attitudes
- Behaviour Lead
- Reset Room Learning Support Assistant BRC
- Reset Room Learning Support Assistant BRC
- Reset Room Learning Support Assistant WRC
- Reset Room Learning Support Assistant BRC

Appendix 12

Paignton Academy's Toilet System



Appendix 13

Paignton Academy's Out of Classroom Behaviour System

<div>PAIGNTON ACADEMY</div> <div>Expectations outside of the classroom</div>	
Paignton Academy students will ...	Believe and Achieve Core Values being met
Be friendly and kind to others.	Character/Outstanding Relationships/Community/Pride
Line up outside classrooms quietly .	Love of Learning/Pride/Outstanding Relationships
Walk at all times indoors or in enclosed areas.	Community/Pride
Be respectful of your school. Do not damage our built environment.	Community/Pride/Outstanding Relationships
Keep out of areas that are out of bounds - remain safe .	Community/Pride
Walk on the left hand side . Be calm and quiet .	Character/Outstanding Relationships

Appendix 14

