



## REWARDS & BEHAVIOUR POLICY

Paignton Academy  
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**Policy Change Control**

Committee Responsible	Trust Board
Board Trustee	R Carlton
Nominated lead member of staff	
Approved:	
Status & review cycle	
Next review date:	

Date	Version	Person	Change / Action
06.22	1.0	HW/DW	Complete re-write

**Approval:**

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<b>TO BE REVIEWED</b>	June 2023	
<b>SIGNED CHIEF EXECUTIVE</b>		<b>PRINT NAME:</b>  <b>Stephen Kings</b>
<b>SIGNED CHAIR OF TRUST BOARD EXECUTIVE</b>		<b>PRINT NAME:</b>  <b>Gavin Jones</b>

## **RATIONALE**

Paignton Academy is an inclusive school that welcomes students from all abilities and backgrounds from our catchment area. Whilst we are an inclusive school, we also set high and uncompromising standards. All students 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 and non-teaching, have a right to work in a work 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.

### **1.1 AIMS: Rewards and Behaviour Policy Intent**

- 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 students 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, students, 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 students 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.

### **2.0 Policies**

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

- Anti-Bullying Policy
- Complaints Policy
- Curriculum
- Dealing with Drug Incidents in School Policy
- Exclusion and Suspension Policy
- Home School Agreement
- RSE Policy
- Safeguarding Policy
- SEND policy

### 3.0 Students with special educational needs or disabilities

All students 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 students at Paignton Academy. The pastoral team, SENCo, Curriculum Team Leaders and Senior Leadership Team will take into account a student's identified special educational needs or disability when deciding appropriate and adjusted consequences for students.

### 4.0 Promoting positive behaviour

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.

#### 4.1 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 Core Values
- Golden Ticket
- Assembly announcements
- 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
- Student of the month
- Student of the week (subject)
- Principal commendation within newsletter
- Fortnightly rewards newsletter
- Social media
- Lunch with the Principal

#### 4.2 Recording rewards

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

#### 4.3 Assemblies

All students 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 7 Core 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 students to gain recognition and are rewarded and celebrated for their efforts in front of their peers.

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

## 5.0 The Home-School Agreement

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 students, parents and the Academy to ensure that the Academy's expectations are upheld by all so students can access high quality teaching and learning opportunities.

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

## 6.0 Teaching behaviour

### 6.1 The taught and non-taught curriculum

All behaviour is communication. Students 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 students to be polite and courteous.
- Teaching students our corridor culture
- Teaching character education

### 6.2 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 students. Tutor time must follow a structured timetable of events, reminders, literacy and character development. During 'Character Development' behavior should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited.

**It is the responsibility of all tutors to uphold this.**

### 6.3 A common language

All teachers & tutors must enforce the **ASAP** system (see appendix). Students should be reminded when it is time to ASAP through the countdown method. Teachers must not commence the lesson/tutor time or start to talk until all students are abiding ASAP. The 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”

#### 6.4 Starting lessons

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

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

- ❖ Staff should not answer any questions at the start of the lesson. This can often delay the start of learning. Instead, staff must say “I will not be answering any questions at the start of the lesson. I will deal with you in time.”

Whilst students 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 students 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.”

The ASAP graphic can be displayed on the whiteboard. Under no circumstances should teaching commence until ASAP has been achieved.’

#### 6.5 Polite communication

Students 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 e.g.

- ❖ Student: “What’s the time?”
- ❖ Teacher response: “Can you please rephrase that in a polite way.”
- ❖ Student: “Huh?”
- ❖ Teacher response: “How could you say that in a polite way?”

If the students 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.”*

## 6.6 Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. 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 must 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.

## 6.7 Countdowns

Countdowns are an excellent way of indicating to students 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. Student use of mobile phones is banned and therefore all staff should avoid any unnecessary use of mobile phones.

It is not reasonable to expect students to be silent immediately. Instead, all students must be forewarned. This is particularly the case if students 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 students time to prepare for the next stage of the lesson and avoids the disruption as students 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 students are ASAP (many students may well try to complete as much of their sentence up to the zero mark).

**Teaching must not commence until all students are displaying ASAP.**

## 6.8 Collective reminders

Sometimes, a member of staff may wish to issue a consequence, without giving a warning to an individual student. 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 student 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.”*

## 6.9 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 student disagrees with you or argues with you about the warning, then you should inform the student 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 student to make the choice. It would also help if staff then turn their attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

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

### 6.10 Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student 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 students. If you call out again, I will have to give you a warning.”

## 7.0 Rules in the classroom: Students

### 3 ACADEMY RULES

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

Attention to the speaker

Sit up Straight

Arms on Table

Pens down

### 7.1 Referral to the Reset Room: C2

If a student breaks one of these rules, the member of staff will tell them they have a C1 and their name will be recorded on the board. 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. They will be issued a 60 minute detention from 3pm until 4pm on the next day and their parents/guardians contacted and written to.

The teacher will record this removal on class charts ensuring a clear reason is given for the lesson removal. Teachers must arrange a restorative conversation with the student on the first 2 occasions that they are removed from their lessons.

Students must arrive at the RR within 5 minutes of when the visit is recorded on Class Charts. If they do not, they will be dealt with by a member of the Senior Leadership Team who will be timetabled on Reset Room duty. The SLT timetable will be available to Reset Room Staff. Students must remain silent in the Reset Room. Failure to follow the behaviour expectations in the Reset Room may result in internal suspension in the serious breach room or a fixed term suspension [see 17.1]



## 8.0 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 students arrive
- Staff must ensure that students are lined up in a single file outside the classroom
- Staff must ensure that they greet students as they enter the classroom in a quiet and orderly manner
- Staff must direct students where to sit
- Staff must take the register in silence at the start of the lesson
- Any lateness must be recorded on Class Charts and a C1 issued
- If any student is allowed to go to the toilet, this must be logged on Class Charts
- Staff must follow the 'Paignton Academy Good Lesson'

## 9.0 Time Out cards

In exceptional circumstances, a student 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 student cannot request a Time Out Card.

- 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 for avoiding a consequence.
- Any student 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.
- A Time Out Card is for 10 minutes. It does not mean that the full 10 minutes must be used.
- A student **MUST** ask permission from the teacher to use their Time Out Card.
- The teacher may refuse the student to use the Time Out Card if in their professional judgement it is being used inappropriately. The class teacher should notify the Pastoral Managers.
- Students must not argue with the teacher when the use of the Time Out Card has been refused.
- Every time a student 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 students must be in lessons for the full duration.

**Any student 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 student agrees to use the card responsibly. (see appendix).**

## 10.0 Expectations around the school site

At Paignton Academy, we expect everyone to behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our community card detentions enable us to address any behaviour that does not meet our high expectations. There are no warnings for these behaviours. The following are the expectations of students 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 behavior outside the classroom.

If students are seen to be breaking these expectations they will have their Community Card removed and be issued a Community detention the following day. Initially this is a 20-minute lunchtime detention for anti-social behaviour in and around the school. A second offence will result in a 30 minute lunchtime detention. A third offence will result in the removal of break and lunchtimes for 5 consecutive school days. Examples of behaviours that will result in a community detention 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

### **11.0 Punctuality**

- All students must arrive to lessons within 3 minutes of the bell.
- Any student 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 and issued a C1
- Student 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 Punctuality Concern Letter (see appendix) will be issued to the student and parents/guardians. This will also mean:
- Punctuality report – if students fail to comply whilst on report they will receive a 30 minute detention after school.

#### **11.1 Repeated poor punctuality**

- 1 hour after school (if no improvement after week 1 of Punctuality report)
- Increasing to 90 mins after school (if no improvement after week 2 of Punctuality report)
- Meeting with parents/guardians when deemed necessary
- Punctuality report (Heads of House to escalate to SLT)
- Referral to the Reset Room (Heads of House to decide)
- Internal Exclusion (SLT to decide)

### **12.0 Toilet breaks**

#### **12.1 Rights and responsibilities**

All students 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 students. Students should not, except those in receipt of a toilet card, be allowed to leave lessons 2, 4 and 5 during the last 5 minutes. Students can go breaktime, lunchtime and after school.

**All students are encouraged to go to the toilet during break time and lunchtimes to avoid disruption to periods 3 and 5.**

**All teachers should record students 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.**

## 12.2 Toilet passes

Some students 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 students who have medical needs.

The school will only grant a “toilet pass” on receipt of a letter from the student'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.

Students 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 student.

## 13.0 First Aid visits

There may be occasions when a student 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 student visits First Aid during a lesson, this must be logged on Class Charts by the teacher.**

Students who turn up late to the lesson from First Aid must be logged as ‘late’ on Class Charts. No permission should be given for friends to accompany the student to First Aid. Pastoral staff will analyse First Aid data every two weeks to check for patterns and refer this to the Senior Leadership Team.

## 14.0 Uniform

Wearing the full school uniform is a condition of being a Paignton Academy student. This is outlined in the Home-School Agreement which all students 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 students are therefore expected to wear the full school uniform at all times. Students' uniforms will be checked by the SLT as they enter the Academy each morning.

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

### 14.1 Non-compliance with uniform policy

We understand that there may be times that students 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. Students who **have chosen** to enter the academy with an extreme appearance 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 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**

If students are found with a uniform fault they will have their blue uniform card taken, this will lead to a 10 minute lunchtime detention, the following day. If they are found with a fault the second time in the same week then they will have their white uniform card taken, this will lead to a 20-minute lunchtime detention, the following day. If they are found with a third fault in one week, and have no uniform cards left to remove, they will lose break and lunch for the remainder of the week.

#### Examples of uniform faults

- Shirt untucked
- Blazer sleeves rolled up
- Skirt rolled up
- Facial piercing in
- Too many earrings / rings
- Incorrect socks over tights

#### **14.2 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

#### **15.0 After School Detention**

The academy reserves the right to detain students 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 students will undertake work that has been missed through their poor choices and receive support from members of the curriculum, house and leadership teams.

#### **16.0 The Reset Room [RR]**

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

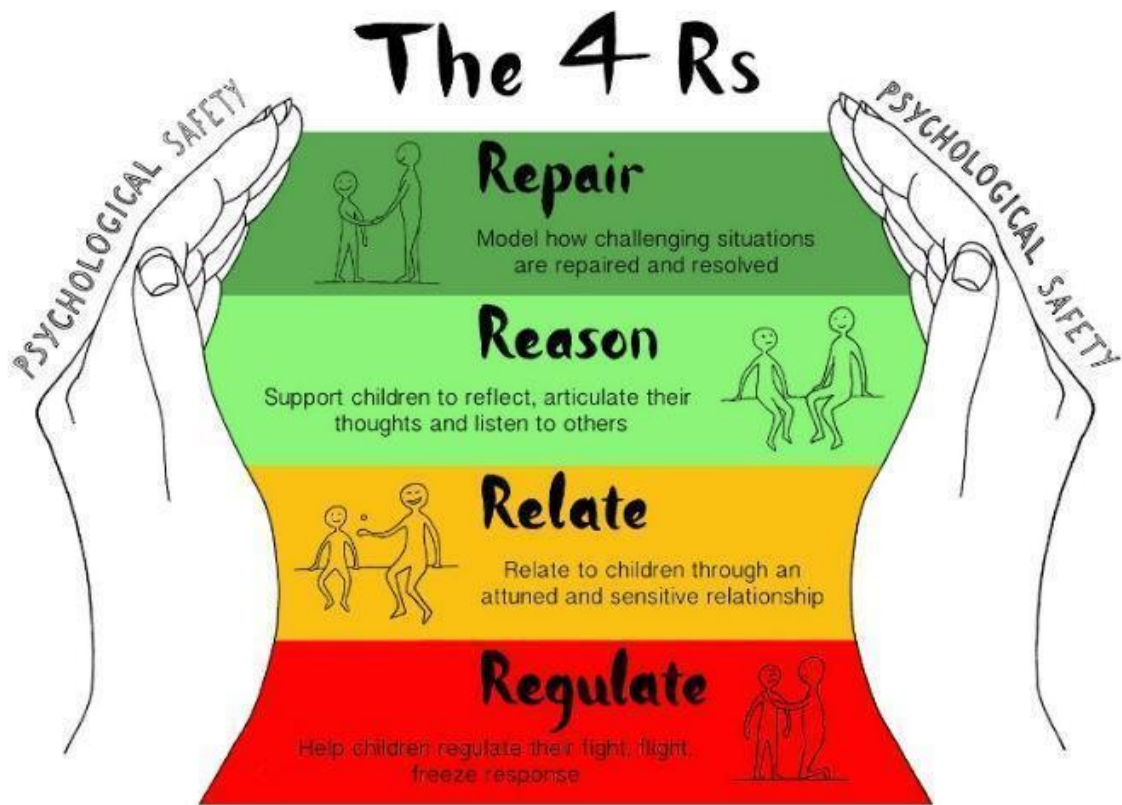
#### **16.1 Sending a student to the Reset Room [RR]**

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

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

#### **16.2 Arrival at the Reset Room [RR]**

All students sent to the Reset Room must knock on the door and wait for a member of staff to open it. This allows students 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 student is dysregulating, staff will deploy the 4 R strategy. This may be inclusive of sometime in the sensory room or another supervised, quiet space.



### 16.3 Code of conduct within the Reset Room [RR]

- All students will remain within the RR for the remainder of the lesson. A serious breach will result in direct removal to internal suspension.
- Students 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 students will work independently and in silence whilst in the RR and must raise their hand if they need support from RR staff.
- Students may request to go to the toilet but will be taken to the toilet by a member of staff and then escorted back to the RR.
- Students may drink water- in moderation- whilst in the RR. Only water must be consumed.
- Students placed in the RR will be taken to the canteen before or after all other students and return to the RR to eat their food.
- All students in the RR forego all breaktime and lunchtime “free” time. They will be placed in the RR during these times and remain in silence.
- Students who complete work independently within the RR will be signposted to the Academy resources in order to continue with their studies.

## 17.0 Refusal to follow instruction or continued disengagement within the Reset Room

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

Student talks or makes any sort of deliberate noise including pen tapping, humming, whistling, shuffling their legs/feet etc.	<b>Immediate warning on the RR tracking system</b>
Student deliberately attempts to communicate with another student in any way	
Student puts their head on the desk or actively refuses to work	
Student refuses support	
Student 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	
Student deliberately attempts to make continued conversation with a member of staff in the RR Student leaves their chair and walks around the RR	

### 17.1 Internal Suspension

Students who fail to behave in the Reset Room despite warnings will be removed and placed in Internal Suspension. This is an isolation room away from the RR. This will be logged and is a significant escalation in sanction. Internal Suspension will also result in a 90 minute after school detention. Failure to behave in the Internal Suspension room will result in a Fixed Term Suspension. Students 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 student(s) in Internal Suspension.

**18.0 Repeated referrals to the Reset Room**

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

<b>STAGE 1 BEHAVIOUR</b>	<b>1-7 REFERRALS TO THE RESET ROOM</b>
<p>Letter emailed every time a student is sent to the Reset Room</p> <p>Room 60 minute detention after school.</p> <p>Spoken to by Head of House/Pastoral Manager</p> <p>Tutor report from visit 3 [see appendix- example of a report]</p>	
<b>STAGE 2 BEHAVIOUR</b>	<b>8-15 REFERRALS TO THE RESET ROOM</b>
<p>Stage 2 Behaviour Violation letter to parents/guardians.</p> <p>Letter emailed every time a student is sent to the Reset Room</p> <p>60 min detention after school for every time sent to the Reset Room under Stage 2 of the Paignton Academy Behaviour Policy.</p> <p>Meeting with parents</p> <p>Interventions agreed</p> <p>Head of House Report</p> <p>On 12<sup>th</sup> visit: All day in Reset Room</p>	
<b>STAGE 3 BEHAVIOUR</b>	<b>16-25 REFERRALS TO THE RESET ROOM</b>
<p>Stage 3 Behaviour Violation letter to parents/guardians [emailed &amp; posted]</p> <p>Student at significant risk of a Fixed Term Suspension</p> <p>Letter emailed every time a student is sent to the Reset Room</p> <p>90 min detention after school for every time sent to the Reset Room under Stage 2 of the Paignton Academy Behaviour Policy.</p> <p>Meeting with parents and Academy Director and/or Assistant Principal. Interventions agreed</p> <p>Senior Leader Report: Assistant Principal/Academy Director 20th visit: Internal Suspension all day</p> <p>25th Visit: 2 day Fixed Term Suspension.</p>	

**STAGE 4 BEHAVIOUR****26+ REFERRALS TO THE RESET ROOM**

Stage 4 Letter from Principal/Deputy Principal issued to parents/guardians [emailed and posted] Student is at significant risk of Permanent Exclusion

30th Visit: 3 day Fixed Term Suspension

Meeting with Deputy Principal and/or Principal

High level interventions e.g. managed move/ referral to the Burton Academy

**19.0 Behaviour of students outside the Academy**

The Academy will discipline students, 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 students for:

- 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)

Students 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 student on Academy premises or elsewhere when the student is under the lawful control of the staff member.

**20.0 Confiscation of personal property**

Academy staff, when necessary, will confiscate inappropriate items from a student if the item is interfering with the learning of the student or other students 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 student 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 student are liable for its safekeeping

**21.0 Mobile phones and smart devices**

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



Device confiscated on the –

- 1st occasion                      phone collected by student at 3pm on the same day
- 2nd occasion                      students 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 students' and their possessions**

The Principal may authorise the search of a student 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 students to turn out their pockets. Should it be deemed necessary, the Academy will, in exceptional circumstances, screen students for inappropriate items. This includes the taking of mobile telephones into a public examination.

## **23.0 Use of reasonable force**

It is recommended that staff do not make any physical contact with students 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 student. This includes but is not exclusive to the following situations: a) Stopping a student committing a criminal offence b) Stopping a student from causing injury c) Stopping a student causing damage to property d) Stopping a student from prejudicing good order and discipline. Staff involved in using reasonable force must record it in writing and convey the information to the Principal.

## **24.0 Fixed Term Suspensions**

The Principal may suspend a student 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 students 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 student 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 student and also be posted in a plain envelope. Students 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 student on the 6th and subsequent days of the suspension. In the return from suspension meeting the students will be allocated

appropriate interventions relevant to the behaviours that have led to the suspension. The Academy, student and parents will all be in agreement with targets set to reduce a second suspension.

### **24.1 Non-attendance at a Return from Suspension Meeting**

Non-attendance (parent and/or student) is a serious issue. 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. No student is to return to lessons until a successful Return from Suspension meeting has taken place. For continued refusal to attend a Return from Suspension meeting, the Academy will alert the attendance, safeguarding officers and/or the Local Authority. For all failure/refusal to attend a Return from Suspension meeting (including successive non attendance), the standard 'Failure/Refusal to Attend a Return from Suspension Meeting' letter must be emailed and posted to the parents (see appendix)

## 25.0 Rules relating to serious incidents

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

<p><b>Defiance</b> [refusal to carry out a reasonable request made by, or walking away from, a member of staff]</p>	<p>Students 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 student does not immediately comply with the request, he or she should be sent straight to the Reset Room.</p> <p><b>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.</b></p>
<p><b>Verbal or physical abuse of staff</b></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>● Pushing past staff</li> <li>● Swearing at staff</li> <li>● Rudeness and name calling</li> </ul> <p><b>It is a reasonable expectation that this will involve a fixed term suspension or permanent exclusion.</b></p> <p><b>The school will comply with and support any police investigation that is created as a result of physical abuse of any member of staff.</b></p>
<p><b>Truancy or wandering for 10 minutes or more during a lesson.</b></p>	<p>Students may only be out of lessons with a Time Out Card. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Reset Room for 5 lessons and this will be recorded as truancy. Continued truancy will result in escalation to Internal Suspension.</p>
<p><b>Violent or dangerous behavior</b></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>● Fighting</li> <li>● Threatening behaviour</li> </ul> <p><b>It is a reasonable expectation that this will involve a fixed term suspension or permanent exclusion.</b></p> <p><b>The school will comply with and support any police investigation that is created as a result of violent or dangerous behaviour.</b></p>
<p><b>Possession or use of alcohol and/or drugs</b></p>	<p><b>This is against the law and may result in permanent exclusion. The school may also refer this to the police and/or social services.</b></p> <p>Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p>
<p><b>Possession or bringing a weapon or dangerous item on to the school site</b></p>	<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><b>If a fixed term suspension is given to the student, this will be at 5 days. Any other instances of possessing a weapon or dangerous item on the school site by the same student will result in permanent exclusion.</b></p>
<p><b>Malicious setting off of the fire alarm</b></p>	<p>This is against the law and causes significant disruption to the whole school.</p> <p><b>This will result in a fixed term suspension. The school may also refer this to the police.</b></p>

<p><b>Deliberate damage to or theft of property</b></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>● Deliberate vandalism of lockers, display boards, doors and windows.</li> <li>● Deliberate vandalism to the school toilets</li> </ul> <p>The school reserves the right to pursue payment for this through meeting parents/guardians or recourse to the small claims courts via the Trust's legal department.</p> <p><b>Deliberate damage and/or vandalism may result in a fixed term suspension. Repeated and deliberate damage and/or vandalism may result in permanent exclusion.</b></p>
<p><b>Smoking [including vaping]</b></p>	<p>Smoking (including vaping) is not permitted anywhere on the school site (indoors and outdoors).</p> <p><b>If a student 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.</b></p>
<p><b>'Child on Child Abuse' - Bullying or prejudicial language directed at another person</b></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>● Physical or verbal abuse of others</li> <li>● Intimidation</li> <li>● Racist and/or xenophobic language</li> <li>● Sexist and/or misogynistic language</li> </ul> <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 <b>always</b> 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><b>This may result in fixed term suspension or for repeated instances, permanent exclusion.</b></p>
<p><b>Malicious use of social media directed at Academy employees</b></p>	<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><b>This may result in fixed term suspension or permanent exclusion.</b></p>

## **APPENDIX**

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

## ACTIVE LISTENING

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ASAP is our way of making sure we maximise every learning opportunity so we can **all** succeed



A

### ATTENTION TO THE SPEAKER

Our attention is always  
on the speaker



S

### SIT UP STRAIGHT

We sit up straight in our  
chairs and do not slouch



A

### ARMS ON TABLE

Our arms are always on the table  
where our teachers can see them



P

### PENS DOWN

We make sure our pens are not  
in our hands unless told otherwise



# 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



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				

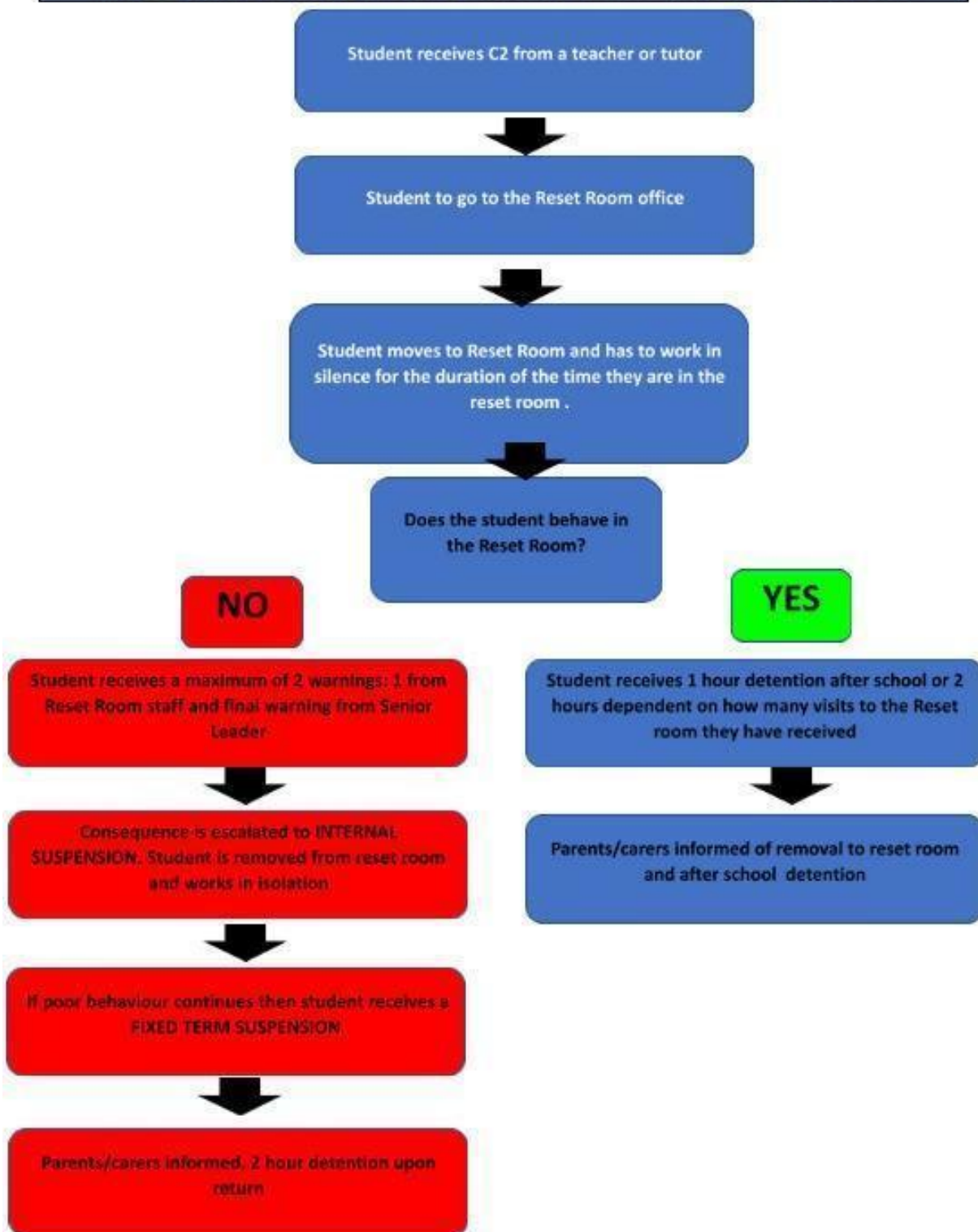
**TUESDAY**

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				

# RESET ROOM FLOWCHART & CONSEQUENCES



## **STAGE 1 BEHAVIOUR WARNING**

Dear [name of parent]

We regret to inform you that **[name of student]** violated the Paignton Academy Behaviour Code of Conduct today. In line with our policy, **[name of student]** was placed in our Reset Room. As outlined in our policy, this will also include a 60 minute detention after school on **[DATE]**

As outlined in the DfE legislation Behaviour and Discipline in Schools (January 2016) paragraph 31 'parental consent is not required for detentions.' However, in line with my commitment to ensuring that we fully communicate with you on any after school detentions, we are therefore providing you with advance notice of this detention.

This is a Stage 1 behaviour violation. We need therefore to ensure that this does not escalate to a Stage 2 violation of our code. **[Name of child]** had been spoken to regarding this violation and we hope that this will not happen again.

A Stage 1 Violation Warning refers to students who are sent to the reset between 1-7 times. Further referrals to the reset will result in a Stage 2 Violation which will see a significant escalation in response.

In line with our behaviour policy, **[name of child]** will now be placed on a tutor report and monitored daily by the tutor and pastoral team.

Yours sincerely

## **STAGE 2 BEHAVIOUR WARNING**

Dear [name of parent]

We regret to inform you that **[name of student]** violated the Paignton Academy Behaviour Code of Conduct today. In line with our policy, **[name of student]** was placed in our reset and will remain there for 1 full teaching day.

As [name of student] has received 8 referrals to our Reset Room, and in line with our Behaviour Policy, this has now been escalated to a Stage 2 Violation Warning.

Every referral to the reset room at Stage 2 will result in a 90 minute after school detention.

As outlined in the DfE legislation Behaviour and Discipline in Schools (January 2016) paragraph 31 'parental consent is not required for detentions.' However, in line with our commitment to ensuring that we fully communicate with you on any after school detentions, we are therefore providing you with advance notice of this detention.

In line with our behaviour policy, **[name of child]** will now be placed on a Head of House report and monitored daily by the pastoral team.

Yours sincerely

### **STAGE 3 BEHAVIOUR WARNING**

Dear [name of parent]

We regret to inform you that **[name of student]** violated the Paignton Academy Behaviour Code of Conduct today. In line with our policy, **[he/she]** was placed in our reset room and will remain there for 2 full teaching days.

As [name of student] has received 16 referrals to our Reset Room, and in line with our Behaviour Policy, this has now been escalated to a **Stage 3 Violation Warning**.

Every referral to the reset room at Stage 3 will result in a 90 minute after school detention.

As outlined in the DfE legislation Behaviour and Discipline in Schools (January 2016) paragraph 31 'parental consent is not required for detentions.' However, in line with our commitment to ensuring that we fully communicate with you on any after school detentions, we are therefore providing you with advance notice of this detention.

In line with our behaviour policy, **[name of child]** will now be placed on a Senior Leadership Team report and monitored daily.

**As [name of student] is now in significant risk of a Fixed Term Exclusion, you are asked to attend a meeting so that specific intervention can be put in place to help.**

Yours sincerely

## **STAGE 4 BEHAVIOUR WARNING**

Dear [name of parent]

We regret to inform you that **[name of student]** violated the Paignton Academy Behaviour Code of Conduct today. In line with our policy, **[he/she]** was placed in our reset room and will remain there for 3 full teaching days.

As [name of student] has received 24 referrals to our Reset Room, and in line with our Behaviour Policy, this has now been escalated to a **Stage 4 Violation Warning**.

Every referral to the reset room at Stage 4 will result in a 90 minute after school detention.

As outlined in the DfE legislation Behaviour and Discipline in Schools (January 2016) paragraph 31 'parental consent is not required for detentions.' However, in line with our commitment to ensuring that we fully communicate with you on any after school detentions, we are therefore providing you with advance notice of this detention.

In line with our behaviour policy, **[name of child]** will now be placed on a Senior Leadership Team report and monitored daily.

**As [name of student] is now in significant risk of a PERMANENT EXCLUSION, you are asked to attend a meeting so that specific intervention can be put in place to help.**

Yours sincerely

**PUNCTUALITY CONCERN**

Dear [name of parent]

We regret to inform you that [name of child] punctuality to lessons is a cause of concern at the Academy. It is essential that students turn up on time to lessons. In this way, they give themselves every opportunity to learn and gain success in future examinations.

Lesson avoidance is significantly harmful to any student's learning and breaks both the Academy's behaviour policy and the signed Home-School Agreement.

In order to ensure that [name of student] is punctual to lessons, he/she will be placed on punctuality report to their Head of House.

[Name of child] will receive a [time length] detention after school. Repeated poor punctuality will result in a 60 minute detention after school.

As outlined in the DfE legislation Behaviour and Discipline in Schools (January 2016) paragraph 31 'parental consent is not required for detentions.' However, in line with our commitment to ensuring that we fully communicate with you on any after school detentions, we are therefore providing you with advance notice of this detention.

Could we please ask that you speak to your son/daughter [delete as appropriate] to ensure that they are punctual to all of their lessons in the future.

Yours sincerely

Head of House

## **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 and [name of child] at [time].

Return from suspension meetings are important in how the school, the student 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 not attend this meeting. A copy of this letter will be placed on file and, if warranted, forwarded to the Local Authority.

It is essential that you attend a return from suspension meeting. Another attempt will be made to arrange a meeting but currently your child's education and attendance is being significantly and negatively affected by the current lack of cooperation.

Your son/daughter'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



## Permission to use a temporary Time Out Card

Dear [name of parent]

In order to support your **son/daughter** with their behaviour, the Senior Leadership Team have agreed the use of a temporary Time Out Card for [name of student]. These are only provided in exceptional circumstances and their use must be in accordance with the Academy's Behaviour Policy. A Time Out Card must be used responsibly and must never be abused.

By issuing a Time Out Card, your son/daughter agrees to:

- 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 for avoiding a consequence.
- Any student 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.
- A Time Out Card is for 10 minutes. It does not mean that the full 10 minutes must be used.
- A student **MUST** ask permission from the teacher to use their Time Out Card.
- The teacher may refuse the student to use the Time Out Card if in their professional judgement it is being used inappropriately.
- Students must not argue with the teacher when the use of the Time Out Card has been refused.
- Every time a student uses their Time Out Card will be logged by teachers on Class Charts.
- That the Time Out Card is reviewed every two weeks and will only be in place for as long as is necessary.
- To make a full effort to improve behaviour and attitude so that your child can return to lessons for the full duration.

This Time Out Card exceptional intervention will be reviewed by the Academy on **[two weeks from date of letter]**. It is the expectation of the Academy that the Time Out Card will not be needed after this review date.

Yours sincerely,