



THE  
**ADEYFIELD ACADEMY**

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# Behaviour for Learning Policy

**Date:** September 2024

**Review Date:** September 2025

**Co-ordinator:** Miss C Rose

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

## 1. Purpose

The Governing Body believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the Academy by:

- Promoting good behaviour for learning
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures
- Consider behaviours offsite that would ordinarily effect the good order of the Academy

## 2. Implementation

The Governing Body with the Principal will, in consultation with staff, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. They will also ensure that they fully adhere in promoting British Values and Character Education within the Academy. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff body will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents/Carers will be expected to take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The procedures arising from this policy will be developed by the Principal in consultation with staff. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

### **2.1 Recognition to support positive behaviour choices.**

An Academy ethos of encouragement is central to the promotion of good behaviour. Recognition is one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

### **2.2 Sanctions are needed to respond to inappropriate behaviour.**

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Leadership team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **3. What are we rewarding?**

All staff should participate in awarding achievement points for students. Staff should be rewarding students for their effort, improvement, outstanding work and embodying The Adeyfield Academy's Values. Furthermore, students should be rewarded for outstanding attendance, punctuality and representing the Academy.

## **4. How can students be rewarded?**

### **4.1 Recognition Boards**

Each faculty area has a 'Hall of Fame' to promote positive behaviour. The 'Hall of Fame' recognises outstanding work, effort, contribution, or for promoting The Adeyfield Academy's values in that faculty. Student's names are rotated on the 'Hall of Fame' every half term.

Every classroom has a 'Wall of Fame' to recognise five star students. This is actively used by staff to recognise and promote positive behaviour

### **4.2 Achievement points**

Students are able to gain achievement points which are immediate and can be seen by both students and parents/carers on Edulink. As students accumulate achievement points, they are rewarded for the number they achieve which is monitored weekly and celebrated in assemblies and through the weekly powerpoint in tutor time and celebration assemblies at the end of each term. For details, please refer to Appendix 1.

### **4.3 Celebration Assemblies**

Each Year group will have a celebration assembly to conclude the term. Celebration assemblies will be used to highlight significant levels of improvement and achievement by individual students.

### **4.4 Annual Awards Evening**

The Annual Awards Evening (The Annual Adeyfield Academy Awards) is held at the beginning of the year to celebrate student successes in both curriculum and community work. Each faculty will be expected to purchase a prize for the student in that year who has shown the most improvement.

### **4.5 Attendance**

Attendance certificates will be awarded to students with 100% attendance every term. Students who have 100% attendance over a two week cycle will be entered into a prize draw. Attendance recognition can be found in more detail in Appendix 1.

## **5. Sanctions**

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. (Appendices 2 and 3)

## **6. Communication**

The Adeyfield Academy ensures that parents/carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- Home school agreement
- Weekly powerpoint
- Parents' handbook
- the Academy prospectus
- the Academy website
- the Academy assemblies
- Classroom notice boards
- Newsletter and school comms
- Plasma Screen and Intranet - staff only

The Adeyfield Academy seeks to ensure that all staff and students are consulted regularly about the policy and procedures through staff meetings, school forum, parent forum and associations.

The Adeyfield Academy communicates the Behaviour for Learning policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training and induction programmes.

## **7. Acceptable/Unacceptable behaviour**

The Adeyfield Academy strongly believes that acceptable behaviour promotes a positive learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment

from all students in terms of their relationship with other students within and outside the Academy, teaching staff and visitors is important in helping to create this ethos. Our behaviour ethos is underpinned by our school values of courage, respect, dignity, pride and ambition. The Adeyfield Academy outlines student behaviour expectations below:

- Arrive on time to all lessons
- Be polite and considerate
- Do not talk during teacher explanations
- Do not shout out in lessons, raise your hand for support
- Follow instructions at all times
- Attempt and complete all work set
- Be confident and try your best at all times
- Remain on task and be determined
- Ensure you have the correct uniform
- Ensure you have a school bag and pencil case
- Take pride in how your work is presented
- Prevent bullying

Examples of unacceptable behaviour include: (Appendices 2 and 3)

- Disruption to learning, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Refusal to follow instructions
- Lack of respect
- Failing to wear school uniform correctly
- Name calling
- Use of mobile phone on school site
- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Any form of bullying and harassment
- Sexual violence, such as rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Misuse of social networking and social media sites
- Discrimination (including: racist, sexist, homophobic and transgender abuse)
- Abuse related to disability, gender, sexuality, race or religion
- Damage to the fabric of the building or environment through vandalism or graffiti
- Radicalisation and extremism
- Malicious allegations
- Bringing the academy into disrepute
- Criminal offences
- Smoking or vaping

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or vapes
  - Fireworks
  - Pornographic images

To manage classroom behaviour, the teacher will use the following process: (Appendix 2)

- **Chance** - Positive behaviour management will be reinforced, the student will be given time to reflect and modify their behaviour
- **Choice** - Positive behaviour management used again, however it will be explained to the student that if the negative behaviour continues, then they will receive a consequence, the student will be given time to reflect and modify their behaviour.
- **Consequence** - The student has persisted with the behaviour despite the Chance and Choice being given and now the teacher will add the behaviour point to EduLink or SIMS
- **Faculty Shadow/Return 2 Learn** - the student has continued with the behaviour despite being given Chance, Choice, Consequence and as their negative behaviour has been persistent and ongoing, they need to be On-called. The member of staff 'On Call' will decide if the student should be placed in the Faculty Shadow Room or the Return 2 Learn. The teacher who requested on call will home within 24 hours to make the parent aware.

Persistent poor behaviour will result in a student being placed on Tutor/Head of Year/Faculty or Senior Leadership report. Other supportive strategies are listed in section fifteen.

Any student may instantly be removed to the Silent Study Room or Faculty Shadow room if they leave a lesson without permission, or exhibit serious/dangerous behaviour. All students taken to the Silent Study Room will be expected to work in complete silence until 4pm. Teachers will come and collect the student for a restorative conversation at the end of the normal Academy day.

## 8. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At The Adeyfield Academy, any form of bullying, including cyber bullying is taken very seriously and we understand the negative and long lasting effects it can have on young people. The way in which we manage is outlined in the Academy's Anti-Bullying Policy along with potential sanctions. Students must report any bullying on See It, Hear It, Report It.

## 9. Cycling to and from school

All students are supported to use a variety of means to travel to and from the Academy. The majority of students walk, some are dropped off by car and others cycle. We ask that any parents who drive

their children to school ensure that they do not obstruct or block school entrances/exits when dropping off their children. All parents must ensure that they abide by the Highway Code and do not park on the pavement or zig zag markings.

All parents of students who cycle to school have a duty of care to ensure that they are safe when travelling to and from the Academy. As such, the Academy expectation is that all students must wear a helmet when riding to or from the Academy. Failure to abide by these rules may result in students not being allowed to ride their bikes to the Academy.

## **10. Mobile phones**

Mobile phones and/or smartwatches are not to be used on the school site by students (apart from the time function on a smartwatch). This includes both break and lunchtime. Students in year 12 and 13 can use their phone in the 6th form study area only. Students do not need to access applications other than the time via their smartwatch during the school day.

Parents are reminded that in cases of emergency, the School Reception remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way. If students need to speak with parents they should contact a member of the pastoral team/office and not use their mobile phone.

It is the responsibility of students who bring mobile phones or smartwatches to school to abide by the guidelines outlined in this document. The Academy expectations relating to acceptable use of mobile phones is outlined within the Mobile Phone Policy.

## **11. Malicious Allegations**

Any allegations maliciously made against any member of staff at The Adeyfield Academy is taken extremely seriously. Malicious allegations made against a member of staff could result in permanent exclusion.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **12. Misuse of school ICT systems**

All students agree to an acceptable ICT user agreement as signed within the Academy planner. Any student who fails to adhere to these terms is subject to the sanctions set out in this policy.

### **13. Possession of illegal drugs or a dangerous weapon**

The Academy prohibits students from entering the Academy site with any form of illegal drug or weapon. Any student found to be in possession of an illegal drug or weapon, or to have used an illegal drug may be permanently excluded.

### **14. Searching, Screening and Confiscation**

The Senior Leadership team may search students if they have reasonable grounds to believe that a student might be in the possession of the following: knives, weapons, alcohol, illegal drugs, stolen items, an item to cause offence or injury, tobacco, cigarettes, nicotine vapes, fireworks and pornographic images. Under common law the Academy has the power to search for any item if the student agrees. Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of the wider safeguarding team of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

The Designated Safeguarding Lead (or Deputy) will be made aware of any searching incidents where the member of staff has had reasonable grounds to suspect the student was in possession of a prohibited item.

Before a search takes place the authorised member of staff will explain to the student why they are being searched, how and where the search is going to take place and give students the opportunity to ask any questions. Staff will explain to the student that at no point will they physically touch the student themselves and blazers are removed by the student before the staff member searches it.

If a student refuses to be searched they will be taken to Return 2 Learn to reflect. If a student still refuses to be searched and the member of staff still considers the search to be necessary, staff can contact a parent or carer to come in and complete the search of the student.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots



Searching students' possessions; Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 14) and items identified in the school rules.

Any search that takes place must be reported on CPOMS and include the date/time of the search, who was being searched, what is being searched for, what items were/were not found, and what follow-up action is being taken. Parents should always be contacted to make them aware that a search has taken place, what was found, if anything, what has been confiscated, if anything and what action the Academy has taken, including any sanctions that have been applied to their child.

The Principal can put screening and measures in place to maintain the high standards of behaviour in the Academy but must inform parents and students first.

Items confiscated will be given to the police, disposed of or returned to the student in line with the searching, screening and confiscation guidance for schools.

## **14. Procedures**

The Adeyfield Academy also uses a wide variety of support for students who struggle to meet the required expectations and/or fail to sign up to The Adeyfield Academy ethos. The Adeyfield Academy will also use a variety of sanctions against students who regularly fail to meet those expectations and in turn become at risk of a suspension. Measures include:

- Learner support
- Mentoring
- Individual Education Plans
- Academic Intervention meetings
- Pastoral Support Plans
- Outreach support
- Referral to DESC (Dacorum Education Support Centre)
- Rapid Response
- At risk programme
- Personalised learning programmes
- School Counsellor
- Educational Psychologist
- Careers Interviews
- Curriculum resources at college
- Modification of curriculum and alternative curriculum
- Achievement and Resilience Centre
- Behaviour Reviews
- School report system (Appendix 4)
- Inclusion room
- Return 2 Learn
- Out of phase isolations

- Family support workers
- Pastoral support
- Meet with parents/carers
- Governor Support and Discipline panels
- Anger management support
- Detentions (Break, Lunch , After school)
- Trip Ban
- Confiscation of property including jewellery and mobile phones
- Involve the police and PCSO
- Youth crime reduction officer
- Behaviour contracts on readmission
- Governors Warning Panel
- Managed Move
- Modified timetable
- Internal suspensions
- Fixed Term Suspensions (off-site)

This list is not exhaustive and The Adeyfield Academy and the Leadership team also reserve the right to implement any strategies they consider appropriate to support the student.

Fixed Term Suspensions will be applied for serious or persistent/repeated incidents. The length of a fixed-term suspension will be decided by the Principal with reference to:

- The age of the student
- The disciplinary record
- The nature of the offence
- The home background
- Exam obligations
- SEND Needs

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure, record the incident formally, as a fixed term suspension, in line with DfE guidance. If a student is sent home for the lunchtime period, it is recorded as a half-day suspension.

Offences that will normally lead to a fixed term suspension are outlined in the Suspensions Escalations in appendix 5. If a child is suspended or permanently excluded from school, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is suspended the school will:

- Make a telephone call to explain the circumstances and inform the parent/carer of the sanction
- This telephone call will be followed up with an official letter as soon as practicably possible
- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period
- Undertake to set and mark work for that student for the first five days of the suspension, if the child is SEND then appropriate work will be organised

- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period suspension of six days or longer
- Advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- Consider how the time out of school might be used to address the student's problems; and
- Consider what support will best help with the student's reintegration into the school at the end of the suspension
- If appropriate a restorative reflection workshop will be administered for the student upon return from suspension

The parents/ carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the suspension. The governors will meet within 6-50 school days of the suspension and will decide whether or not to uphold the suspension. If a student is suspended for more than 15 days in a term the governors will always meet within 15 school days to review the suspension

After a fixed-term suspension, students must attend a reintegration meeting with their parents/carers and a member of the Leadership Team. The terms of reintegration are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

As a last resort or when an incident is so serious, then the school will use a permanent exclusion. For more information about suspensions and permanent exclusions, please refer to Appendix 5 and our policy.

## **15. Faculty Shadow Room / Return 2 Learn**

If a student fails to meet expectations in the classroom a teacher will request 'On call'. This member of staff will decide if a student should be placed in the Faculty Shadow Room or Return 2 Learn. If a student is placed in the Faculty Shadow room they are expected to work in silence for the remainder of that lesson and complete a 30 minute detention at the end of that day. During the detention the teacher will complete a restorative conversation with the student.

Return 2 Learn provides an additional level of support for behaviour management and pastoral welfare. Return 2 Learn will be fully supervised from 9.20am-4pm by the designated Behaviour Lead/Heads of Year/Middle Leadership Team/Senior Leadership Team/Pastoral support staff. Students who have been removed from a lesson and placed in Return 2 Learn are expected to work in silence until 4pm. Students will be provided with work from their lessons on the day they are in Return 2 Learn and are expected to complete it fully. Students can also be provided with character work to supplement the reflection process. Each student will be expected to complete a restorative conversation at the end of the school day.

Any student unable to comply with the rules within Return 2 Learn may be removed by SLT. The school will then apply its behaviour escalation process (see Appendix 5).

## **16. Interventions**

The Adeyfield Academy develops measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made.

The school provides appropriate training for all staff in order to promote positive and consistent behaviour standards. This includes training for new staff as part of the induction process.

The behaviour and conduct of students will be a regular focus at meetings held by SLT, Year and Faculty teams. These teams will monitor how they respond to student issues through the behaviour reports to help achieve consistency of practice in dealing with poor behaviour and promoting good behaviour.

Parents and carers will be contacted promptly by the Academy, usually on the same day to notify them of any reported serious incidents of misbehaviour in which their child has been involved with the outcome of the investigation confirmed within 48 hours of notification.

## **17. Investigating student incidents**

The Adeyfield Academy investigates and takes written statements/completes interviews from students and witnesses on reported incidents of student misbehaviour. CCTV can be used for evidence as part of the investigation. Wherever possible the Academy will follow those guidelines laid down by the local authority as laid out in "Guidelines for school disciplinary investigations and interviewing of students". A copy of the results of all investigations undertaken will be held on record until the student leaves the Academy. Where an investigation finds there is no case to be heard, the report will be held on the student's file.

## **18. Training**

The Adeyfield Academy has a comprehensive behaviour management-training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the Academy. Where behaviour management is an issue and problems are identified appropriate support will be given. This is undertaken as follows:

- Staff inset
- Staff induction
- Mentoring
- Modelling – best practice
- Lesson observation / peer observation

## **19. Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## **20. Monitoring and Evaluating**

The Behaviour for Learning policy will be reviewed by the Assistant Principal responsible for Behaviour for Learning Lead and Pastoral Wellbeing and Governing Body every two years. At each review, the policy will be approved by the Principal.

As per DFE guidance the Academy will annually take steps to publicise the Behaviour for Learning Policy. The Academy will do this by sharing the policy with staff, students and parents. Staff will undertake training to ensure that they are aware of expectations to ensure consistency. Year group assemblies will take place to ensure that all students are aware of what is deemed as acceptable behaviour. The Behaviour for Learning Policy will be shared on the Academy website for parents to view.

## **21. Links with other policies**

This Rewards and Sanctions Policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Mobile Phone policy

## The Adeyfield Academy **Recognition**

### **GOLDEN STARS**

Golden stars are worth 5 achievement points and are awarded by staff. Each member of staff has five golden stars to hand out each week. A golden star is awarded to a student who has 'gone above and beyond' in that lesson for that week. This is logged on Edulink and the child receives the golden star postcard with a handwritten message from the member of staff.

The student who achieves the most golden stars in their year group will be recognised for their achievements each term.

#### **BEING A 5 STAR STUDENT**

- Effort
- Classwork
- Home learning
- Contribution



### **ACHIEVEMENT POINTS**

Achievement points can be given for a variety of reasons. These will be given during lessons for outstanding effort, and 5 star work and contribution, or promoting The Adeyfield Academy virtues.

For every achievement point awarded, students will also gain a house point which goes into the overall House total.

#### **EMBRACING OUR VIRTUES**

- Ambitious
- Respectful
- Courageous
- Compassionate
- Dignified



### **HALF TERM RECOGNITION TRIPS**

Each half term, students can work towards an end of half term conduct reward trip based on reaching specific criteria outlined for attendance, behaviour and achievement points

#### **BEING A 5 STAR STUDENT**

- Attendance
- Achievement
- Positive Behaviour

### **ATTENDANCE RECOGNITION**


5 achievement points for 100% attendance every week  
 Prize draw entry for 100% attendance every two weeks  
 Going Green Attendance Challenge (Form Competition)  
 Attendance Improvement postcards  
 Certificate and prize draw entry for 100% attendance every half term.


#### **BEING A 5 STAR STUDENT**

- Attendance
- Effort
- Achievement



## The Adeyfield Academy **Classroom Sanctions**

DEPENDENT ON SEVERITY OF BEHAVIOUR	<p style="text-align: center;"><b>CHANCE</b> <span style="float: right;"><b>1</b></span></p> <ul style="list-style-type: none"> <li>• Positive behaviour management reinforced</li> <li>• Time for student to reflect and change behaviour for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Initial disruption to learning</li> <li>• Initial lack of respect</li> <li>• Initial refusal to follow instructions</li> </ul>
	<p style="text-align: center;"><b>CHOICE</b> <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>• Move seats if requested</li> <li>• Time for student to reflect and correct behaviour for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated disruption to learning</li> <li>• Repeated lack of respect</li> <li>• Repeated refusal to follow instructions</li> </ul>
	<p style="text-align: center;"><b>CONSEQUENCE</b> <span style="float: right;"><b>3</b></span></p> <ul style="list-style-type: none"> <li>• Sanction added to Edulink</li> <li>• Student Informed, further disruption will result in 'on call'</li> </ul>	<ul style="list-style-type: none"> <li>• Continued disruption to learning</li> <li>• Continued lack of respect</li> <li>• Continued refusal to follow instructions</li> </ul>
	<p style="text-align: center;"><b>ON CALL</b> <span style="float: right;"><b>4</b></span></p>	
	<p style="text-align: center;"><b>FACULTY SHADOW ROOM</b> <span style="float: right;"><b>5</b></span> (Removal from lesson)</p> <ul style="list-style-type: none"> <li>• Logged on Edulink by On Call team</li> <li>• Monitoring of learning</li> <li>• Restorative conversation to take place 3– 3.30pm in detention</li> <li>• Staff member contacts home</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Persistent lack of respect</li> <li>• Persistent refusal to follow instructions</li> <li>• Leaves lesson without permission</li> <li>• Dangerous behaviour</li> <li>• Serious Incident / Vandalism</li> </ul>
	<p style="text-align: center;"><b>RETURN 2 LEARN</b> <span style="float: right;"><b>6</b></span> (Removal from lesson)</p> <p style="text-align: center;">Working in Return 2 Learn 9.00am until 4pm. Behaviour reflection (By Behaviour Lead or HoY )</p> <ul style="list-style-type: none"> <li>• Logged on Edulink by On Call team</li> <li>• Contact home made that day</li> <li>• Restorative conversation to take place 3 - 4pm in detention</li> </ul>	

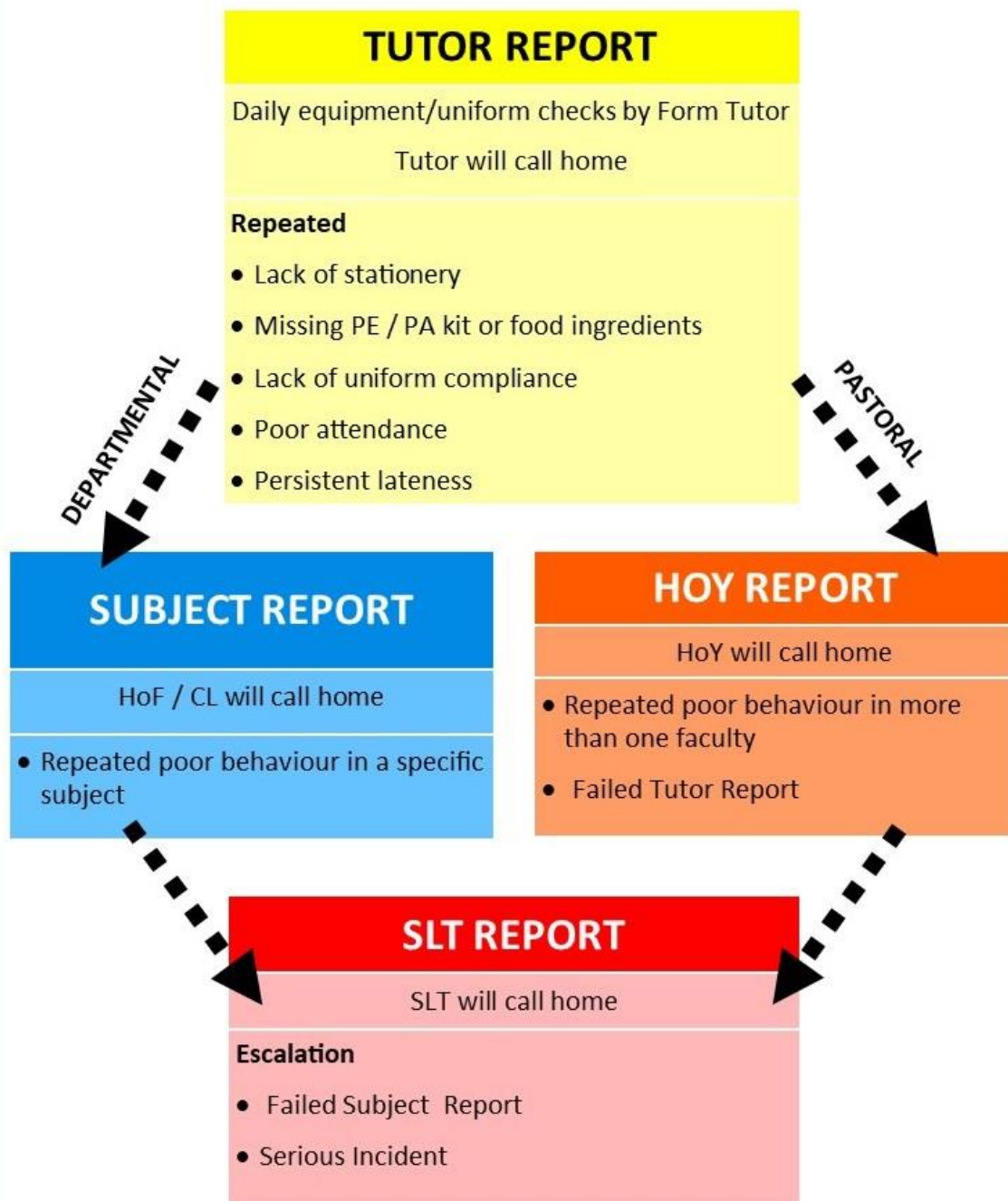
<h2>Centralised Detentions</h2>		
<b>10 MINUTES</b> Break time	<ul style="list-style-type: none"> <li>Late for school (parent not contacted school with valid reason)</li> </ul>	
<b>15 MINUTES</b> Lunchtimes	<ul style="list-style-type: none"> <li>Incorrect Uniform</li> <li>Lack of Equipment</li> <li>Chewing gum</li> <li>Eating in lesson</li> <li>Late to lesson</li> </ul>	
<b>30 MINUTES</b> After school	<ul style="list-style-type: none"> <li>Failure to attend 10 or 15 minute detention</li> <li>Lack of respect</li> <li>Leaves lesson without permission</li> <li>Swearing</li> <li>Repeated refusal to follow instructions</li> <li>Inadequate work completed</li> <li>Inappropriate behaviour in corridors</li> <li>Inappropriate use of mobile phone</li> <li>Inappropriate use of ICT</li> <li>Faculty Shadow</li> <li>No PE kit / food ingredients</li> <li>Failure to attend line-up</li> </ul>	
<b>1 HOUR</b> After school	<ul style="list-style-type: none"> <li>Escalation of 30 minute detention</li> <li>If a student is issued with 2 x 30 minute detentions</li> <li>Failure to attend 30 minute detention</li> <li>Truancy</li> <li>No PE kit / food ingredients (second time)</li> </ul>	
<b>RETURN 2 LEARN</b>	<ul style="list-style-type: none"> <li>Repeat failure to attend detentions</li> <li>One-off incident as required by SLT</li> </ul>	
<b>LEADERSHIP DETENTION</b> 120 MINUTES	<ul style="list-style-type: none"> <li>Stand alone incidents</li> <li>Serious incident (HoF / SLT / HoY / CL only)</li> <li>Failure to attend 1 hour detention</li> </ul>	
<b>30 MINUTES HOME LEARNING DEPARTMENTS' DETENTION</b>	<ul style="list-style-type: none"> <li>Failure to complete home learning</li> </ul>	<p><b>KEY TO ABBREVIATIONS:</b></p> <ul style="list-style-type: none"> <li><b>HoF:</b> Head of Faculty</li> <li><b>CL:</b> Curriculum Leader</li> <li><b>HoY:</b> Head of Year</li> <li><b>SLT:</b> Senior Leadership Team</li> <li><b>SSO:</b> Student Support Officer</li> </ul>
<b>Parents / Carers will be notified of all sanctions and detentions via Edulink.</b>		





# Sanctions

## REPORT ESCALATIONS



In the first instance, a report is for two weeks, followed by a review and subsequent action.

**SUSPENSION ESCALATIONS**

<b>INTERNAL SUSPENSION</b>	<ul style="list-style-type: none"> <li>• Persistent failure to attend detention</li> <li>• Persistent lateness</li> <li>• Failed SLT reports</li> <li>• Serious incident (SLT/HoY only)</li> </ul>
<b>SUSPENSION</b>	<ul style="list-style-type: none"> <li>• Failed internal suspensions</li> <li>• Smoking and vaping possession</li> <li>• Persistent bullying</li> <li>• Behaviour that seriously disrupts school day</li> <li>• Serious misuse of mobile phone / social media</li> <li>• Swearing / intimidation of a member of staff</li> <li>• Theft</li> <li>• Bringing the academy into disrepute</li> </ul>
<b>GOVERNOR PREVENTION PANEL</b>	<ul style="list-style-type: none"> <li>• Persistent / repeat behaviours</li> <li>• Multiple suspensions</li> </ul>
<b>GOVERNOR WARNING PANEL/ FAIR ACCESS PANEL</b>	<ul style="list-style-type: none"> <li>• Failed HoY / SLT Report</li> <li>• Serious incident</li> <li>• Ongoing and persistent breach of school rules</li> </ul>
<b>PERMANENT EXCLUSION</b>	<ul style="list-style-type: none"> <li>• Possession of a weapon or items that may be used as weapons</li> <li>• Violence / assault on another student</li> <li>• Possession and / or use of illegal drugs</li> <li>• Violence towards a member of staff</li> <li>• Criminal offences</li> <li>• Persistent behaviour that repeatedly disrupts the running of the school</li> <li>• Malicious allegations</li> <li>• Bringing the academy into disrepute</li> </ul>

**Note, this is not an exhaustive list, please see the behaviour policy for more information.**