Behaviour and Discipline Policy

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

UPDATED SEPTEMBER 2020

SAMUEL WARD

1. PRINCIPLES

The Behaviour Policy forms an integral part of our school curriculum, for at Samuel Ward we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on the School values, whether in or out of school, at weekends and after school hours.

2. OUR CORE VALUES

- **Wisdom** – we gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad
- **Justice** – Justice is making sure we treat others and ourselves fairly
- **Courage** – Courage is being brave when we are scared. It is being able to something when we feel bad or fear we might fall
- **Compassion** – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people
- **Hope** – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen
- **Respec**t – Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth
- **Responsibility** – Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country
- **Integrity** – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs
- **Resilience** – The ability to carry on and cope when faced with difficulties – to rise to the challenge

3. OUR CODE OF CONDUCT

This policy is underpinned by our Code of Conduct, which we expect all members of the school community to follow at all times:
1. **Ready** – Ready for school and learning
2. **Respectful** – Be respectful always
3. **Safe** – Act in a safe way towards others and the school environment

4. **TEACHING AND LEARNING: the development of social, emotional and behavioural skills**

For Samuel Ward to be proactive in improving behaviour, we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practiced. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum).

For example, the development of students' social, emotional and behaviour skills will be achieved:

- *through a structured programme across all years in PSHE and Personal Development time*

- *within our 'Tutor Time'*
- *within integrated curriculum approaches*
- *through the School Bac Programme*
- *through regular value themed assemblies*

Students with more challenging behaviour have the opportunity to benefit from a period of targeted support from a range of extended providers

In these practical strategies for intervention, full use is made of support from the wider-community of the LA, Inclusion Support Services, Education Welfare Service, Police, in-house counselling service, multi-agency teams, and peer mentoring

The school's Learning and Teaching policy supports staff in teaching approaches which promote positive behaviour and attendance.

5. REWARDS AND SANCTIONS

Our Code of Conduct is supported by a coherent system of rewards, recognition and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the student;

- should students choose to follow school expectations and behave appropriately, then their achievements will be recognised and /or rewarded. Routine expectations for students are shown in the planner and discussed on admission to the School.
- should students choose not to follow school expectations and behave inappropriately, then a system of sanctions and support can be reasonably applied.

5.1 Rewards

At Samuel Ward we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately recognised for all aspects of their school life – including behaving as expected. Rewards are much more effective than punishment in motivating students. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Samuel Ward, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in reinforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts students make in lessons, in their positive behaviour and attendance, in the help and respect they offer adults and other students in school and in the community and in the way they treat the environment.

Students that have demonstrated exemplary behaviour, improved behaviour and exemplary attendance are recognised in Celebration assemblies and /or Awards Evenings.

All adults are encouraged to reward positive behaviour, which could be in the following ways:
- *Verbal praise*
- *Written praise in the marking of work or via whole class feedback*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities e.g Ambassador*
- *Recording successes on Go 4 Schools*
- *Referral to tutor, Subject Leader, Head of Year, SLT, Headteacher,*

Governors
- *Contact with parents / carers*
- *Recognition at Celebration assemblies and / or Awards Evenings.*
- *R points*
- *Certificates for attendance, R point totals, Star Pupil etc*
- *Values certificates*
- *School colours – half and full colours for achievements in Sports and Performing Arts*

5.2 R points (Reward points)

In addition to the above strategies, the school has a formal reward system which is used to recognise and congratulate all students when they set good examples or show improvement in their own behaviour or attendance. These are allocated via the R points, which are recorded on Go4schools so that they can be viewed by parents, students and school staff. They are allocated as follows:

If you do follow our Code of Conduct, these are the rewards.

R1 Positive performance / good work, positive display of school values, 100% attendance for one week.

R2 Good performance / high quality piece of work requiring excellent effort, Excellent attendance for several weeks.

R3 Excellent performance / sustained hard work over time, participation in events requiring significant time commitment, Long term excellent attendance (end of term attendance certificates)

R4 Outstanding performance / (Headteacher's Award) Exceptional contribution of the school: e.g. sporting achievement, school production, exceptional quality of work.

Excellent attendance, brilliant effort in inter-house competitions, fantastic homework, participating in extra-curricular activities and trying your best every day will all deserve **R points**.

R points are added to Go 4 Schools and there are certificates and prizes at the end of each term/year. R1 is worth 1 Reward Point, R2 is worth 2 Reward Points etc

5.3 Sanctions

5.3.1 Who has power to discipline: Where and when they have a responsibility to do so

Samuel Ward Academy has a statutory power to discipline students for breaches of school rules/the Code of Conduct, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of students have the power to discipline. This includes all staff in the school who may have contact with, or supervision of, students, including all mentors, caretakers, lab technicians, administrative staff and cover and lunchtime supervisors.

Temporary staff, student teachers and volunteers will be made familiar with the Academy's disciplinary expectations and procedures and would be expected to work with a member of school staff in application of the discipline policy and school sanctions.

The Academy will seek to maintain discipline and impose sanctions during the school day and during enrichment and extra- curricular activities, including trips and visits associated with the school. In addition, the Academy and its staff will act in the following circumstances:

- When students are involved in issues outside school whilst wearing Academy uniform or where otherwise readily identifiable as members of the Academy
- Where the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student, inciting fear about coming to school and inappropriate use of social media). This includes abuse to a member of school staff in any circumstance
- Where the misbehaviour in question was on the way to or from school, outside the school boundaries or otherwise in close proximity to the school
- Where the misbehaviour occurred whilst the student was on work experience, taking part in a further education course as part of their curriculum or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the Academy) which might affect the chance of opportunities being offered to other students in the future.

The Academy will work with transport providers to ensure that behaviour and discipline is maintained on the school buses. The Academy may find it necessary to remove access to the school buses from individual students where there have been persistent or high levels of poor behaviour on school transport, or where their behavior puts other students at risk.

Staff should always seek to balance rewards and sanctions. Staff should reward consistently good and improving behaviours, attitudes and efforts in school. In incidences of poor behaviour staff should seek to consistently and fairly employ the Academy's Behaviour and Discipline Policy and the sanctions listed in this section.

Sanctions are more likely to promote positive behaviour if students see them as fair. It is important that:

- Staff avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, sanctions are used that are a logical consequence of the inappropriate behaviour.
- Sanctions are used to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- Sanctions should be seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)

- There is a consistent link between the sanctions and student choice, so that students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- Follow the steps shown below for low level disruptive behavior within the classroom setting.
- Staff report any serious 'serious incident' behaviours as soon as possible to an Inclusion Officer, Head of Year or member of SLT.

5.2 The Consequence System (C system/ C points)

Classroom behaviour
The Consequence System (C system/C points)

If you do not follow the CODE OF CONDUCT in lessons.

C1 You will be reminded of our expectations; your name will go on the board as a reminder.

C2 You will be given a 2nd reminder of our expectations; a tick will go against your name on the board as a reminder.

C3 You have ignored two warnings and continued to misbehave.
This will result in a 30-minute detention after school, the same day, unless the event occurs after 2.00pm, in which case the detention will take place the following day.

C4 Despite the C3, your behaviour has not improved. A Senior Teacher will be called and you will be removed from class;
This will result in a 60-minute detention after school, the same day, unless the event occurs after 2.00pm, in which case the detention will take place the following day.

School detentions will take place:
Daily
30-minute detention: 1500 – 1530
60-minute detention: 1500 – 1600

If a student misses a detention the time will be <u>doubled</u> for the next day. It will be the responsibility of parent/carer to arrange transport home after a detention.

Repeated failure to attend detentions (i.e a student has accrued detention doubled time of longer than 2 hours) will result in internal exclusion for defiance.

During the detention, pupils will sit in silence and may be offered a focusing activity such as colouring or reading to complete. On some occasions, the member of staff who issued the detention will attend the detention and remove the child for a 'restorative conversation' to address the reasons for the detention, rebuild the

relationship and give the child an opportunity to express their view, with an aim of preventing a recurrence.

5.3 Serious Incidents

There are certain serious types of behaviour which are rarely acceptable, in or out of the classroom or anywhere on the school site or in the community whilst representing the school. These behaviours are listed below and will be sanctioned with time in Internal exclusion, at the discretion of the Senior Member of staff attending. Serious or repeated offences may result in a Fixed Term (external) exclusion (See section: Exclusions). Where necessary, an investigation will be carried out and the student(s) concerned will have a chance to give their view. After internal exclusions, parents may be asked to come up to the school for a re-admittance meeting to discuss the incident. For fixed term exclusions, parents will definitely need to attend a meeting in school to discuss the incident and agree re-admittance targets, which all parties will be required to sign to indicate agreement. The school will try to work around parental availability, but reserves the right to hold a child in isolation until a meeting has taken place if they feel it necessary.
Repeated 'Serious Incidents' offences may result in permanent exclusion.

Serious Incidents (examples)

- Violent or threatening behaviour (verbal or physical including social media)
- Physical Contact
- Swearing
- Extreme Defiance (including refusal to attend lesson)
- Racism/prejudice
- Dangerous use of equipment
- Willful damage to school or another person's property
- Leaving a classroom without permission
- Unsafe behaviour around the school site
- Being out of bounds
- Two C4s in the same day.

Each Serious Incident will be graded as Serious Incident 1, 2 or 3, depending on the severity of the incident and whether it is a first or recurring offence. This grading will be decided by the Head of Year and overseen by the member of the Senior Leadership Team in charge of behaviour. In general, the sanctions will be as follows but **may be increased for repeated offences:**

Serious Incident 1	Serious Incident 2	Serious Incident 3
2-3 periods Internal Exclusion	At least 5 periods Internal Exclusion (up to 10 periods)	Fixed Term Exclusion 0.5-5 days

Serious Incident 3 will always result in a Fixed Term Exclusion (external).

5.4 Other detentions

Samuel Ward Academy uses detention as one of a range of sanctions that can be employed with students as part of an appropriate behaviour management process.

Any member of staff may impose a break time or a lunchtime detention. A teacher or Head of year may do this, for example for homework that has not been handed in, or minor disruption in lessons, lateness to school or lessons. It might also be a sanction for inappropriate behaviour at break or lunchtime. Head of Year detentions take place at lunchtime and are recorded on Go 4 Schools as 'Minor Incident.

5.5 Community Service

In some circumstances, the Head of Year or member of SLT in charge of behaviour may issue community service in place of a detention, where the student will be required to complete tasks around the school such as hoovering or tidying. This may be issued for offences such as minor damage to school property or littering.

6. EXCLUSIONS

Serious Incidents may result in some form of internal or external exclusion. All serious breaches of school policy should be investigated thoroughly by the Head of Year and the Inclusion Officer, under the leadership of the Assistant Headteacher (Pastoral). Witness statements should always be taken including a statement from the alleged perpetrator, where possible. For Internal Exclusions, the Head of Year will then make a decision based on the evidence available what action should be taken. In case of serious breaches of the behaviour policy, the Head of Year will refer to the Assistant Headteacher (Pastoral) who may make a recommendation for a Fixed Term Exclusion to the Head teacher. The Governing body accepts that senior leaders will make such decisions based on the principle of a balance of probability when conclusive proof is not available.

The Head teacher or the person deputising has the power to decide to exclude a student.

Exclusions can be:

i. **Internal exclusions** - whereby students remain in school and are provided with the work but are isolated from the rest of the student body in the Internal Exclusion (IE) Room.
ii. **Fixed term exclusions** - where the student is normally excluded from school for between 1 and 5 days. Following fixed term exclusion, a student will be required to spend one "perfect" day in the Internal Exclusion Room
iii. **Permanent exclusions.**

6.1 Internal Exclusion
A period of Internal Exclusion (to the Internal Exclusion Room, or IE Room) may be appropriate following a single serious incident, or prolonged and repeated disruptive behaviour. A Head of Year or member of SLT will make the recommendation. Parents will be informed by telephone or email and, if for 5 periods or more, it will be confirmed by letter.

Students in the Internal Exclusion Room will be required to work individually in silence in a designated space. They will be provided with appropriate work. Students will also be required to reflect on the incident, and their behaviour in Internal Exclusion through the use of

the Perfect Day form.

During the day a member of supervising staff (usually an Inclusion Officer) will monitor and assess the attitude and behaviour of the student as well as the work produced throughout the day. Any concerns will be addressed as they arise. Failure to follow the Code of Conduct or rules of Internal Exclusion may result in a further sanction e.g. repeating a period, removal by a Senior member of staff or a Fixed Term Exclusion.

6.2 Fixed Term Exclusions (External Exclusion)

For serious or repeated incidents, including those highlighted in this policy, it may be appropriate to impose a fixed -term exclusion from school on a student.

The decision to exclude a student will be made by the Headteacher but in his absence, may be authorised by the Deputy Headteachers. This decision will only be taken after an investigation of the circumstances and wherever possible the student involved will be given the opportunity to give their perspective on the incident in question.

After a decision has been taken the parents will be informed by telephone or email as soon as possible. A letter outlining the reasons for the exclusion, the length of the exclusion and the rights and responsibilities of the student and their parents will be sent.

All Fixed Term Exclusions will be reported to the Local Authority.

6.3 Readmission Interview following Fixed Term Exclusions

It is the expectation of the Academy that all students will return to lessons at Samuel Ward Academy after a Fixed Term Exclusion. The Academy believes that it is important that this reintegration is preceded by a meeting with parents, the student, the Year Team where possible and a senior member of staff.

At the interview the circumstances of the exclusion will be discussed as well as the reflection of the student and the opinions of the parent. The student will be asked to make commitments regarding future conduct and behaviour. Any appropriate support for this will also be discussed. Some or all of the first day back in school will be spent in the Internal Exclusion room to allow time for reflective and restorative work to take place and so that the student can demonstrate their commitment to following the school Code of Conduct before being allowed back to lessons/social time.

6.4 Permanent Exclusions

There may be occasions when in the judgment of the Head teacher it is appropriate to exclude a student permanently, for a single one-off breach of the policy. These may include:

a) serious actual or threatened violence against another student or member of staff
b) serious verbal abuse or threats to a member of the school community
c) sexual abuse or assault
d) supplying an illegal drug (for payment or not), or any other substance knowing it is to be misused
e) carrying an offensive weapon.

A "persistent breach" of the Behaviour Policy/Code of Conduct may also result in a Permanent Exclusion - In claiming this has occurred, the Head teacher is stating that, in their opinion, allowing the student to remain in school would seriously harm the education or welfare of the

student or others in the school and that the student is behaving in open defiance of the school's behaviour policy.

Where a student is given a permanent exclusion, the school is obliged to refer to the Local Education Authority (LEA). A parent/guardian is always contacted by telephone in the first instance. A formal letter follows with a copy to the Chair of Governors. The school will send work home for the student to complete for the first five days. From the sixth day the LEA is responsible for ensuring that full time education is provided. Only the Head teacher can decide to permanently exclude a student. A decision can be taken only in response to serious breaches of the school's behaviour policies and/or if allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school. In most cases, before permanently excluding a pupil, a range of alternative strategies should have been tried, and normally, governors will expect that all other practical interventions have been exhausted prior to a student being excluded, and in all cases that all relevant legislation and guidance has been given due regard.

Governors will also require, in each case, the Head teacher to support the decision to exclude permanently student with relevant documentary and witness evidence regarding the breach or breaches of policy that lead to exclusion. A clear record of interventions and strategies (including a reviewed SPSF) that failed prior to the exclusion is also required– and where no interventions have been employed (for example, in the case of a one-off serious breach), clear evidence of why exclusion is necessary. Governors also require clear indication that current guidance and legislation has been complied with.

Where a student has been permanently excluded the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student. If the exclusion is upheld the parent has a right of appeal to an Independent Appeal Panel. All permanent exclusions must be reported to the Local Authority and the Unity Schools Partnership.

6.5 Government Guidance on Exclusions

The Government statutory guidance on exclusions in schools can be found here:
https://www.gov.uk/government/publications/school-exclusion

7. **ACTIONS AND CONSEQUENCES – FURTHER INFORMATION**

7.1 Assault on another Student
An assault on another student is never acceptable. The Academy recognises that specific incidents may be the consequence of longer term problems and each incident will be fully investigated. Any student involved in physical violence or intimidation will face an Academy sanction. If the student has been the aggressor in an incident then they will face a Fixed Term Exclusion from school or a period of time in Internal Exclusion.

If the assault is part of a history of violent incidents or is a serious assault, which for instance, requires the medical treatment of the victim, then a Permanent Exclusion from the Academy may be considered and the police will be involved.

Any intimidation or touching of a sexual nature could also result in permanent exclusion and the police will be involved.

7.2 Abuse to Member of Staff

Abuse to a member of staff is never acceptable. This includes the use of abusive language in front of a member of staff where it clearly shows an unacceptable level of disrespect, for instance between two students in front of a class where the impact will be to seriously disrupt a lesson. The deliberate use of abusive language to or in front of an adult in the Academy will result in a Fixed Term Exclusion from the Academy or period of time in Internal Exclusion, and could result in Permanent Exclusion.

7.3 Physical threats, intimidation or assault against a member of staff

Physical threats, intimidation or assault against staff will be investigated and could result in a fixed-term exclusion. Depending on the severity of the situation physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion.
The school retains the right to report incidents to the Police.

7.4 Abuse or intimidation of staff outside school

Samuel Ward will not tolerate abuse, denigration, harassment or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- their first concern must be for their own personal safety
- they should make clear that the student has been recognised, even if in a group of young people
- they should then use the judgement about how to leave a difficult situation without provoking further confrontation

Staff who feel that they have been subject to abuse, or intimidation by students outside or school should refer the issue in the first instance to the member of the Senior Leadership Team responsible for Behaviour.
The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the student is in school.

7.5 Bullying

The Academy takes very seriously any bullying behaviour in school. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the working relationship of students in school.

The Academy recognises bullying as sustained hurt or humiliation of an individual and may include:

- Name calling
- Pressure to give someone money or possessions
- Physical threats or violence
- Damage to possessions
- Spreading rumours about students or their family
- Using text, email or web-space to write or say hurtful things (cyber·bullying).

It is bullying if the student felt hurt because of things said about, for instance, their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Bullying will not be tolerated. The Academy will ensure that the person being bullied is supported, is safe and feels safe. The Academy will sanction bullying behaviour. This may include a Fixed Term Exclusion or in the case of persistent bullying may result in permanent exclusion. The Academy will work with individuals and outside agencies to address the root cause of bullying behaviour.
More detail can be found in the Anti-Bullying policy

7.6 Mobile phones, internet sites and social media (see also Online Safety Policy)

Whilst we accept that technology has many advantages in helping to keep our young people safe, technology can also be exploited by students in order to bully, embarrass, denigrate, threaten or harass fellow students or members of staff. The use of defamatory, denigrating or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate. (See also: Anti-bullying policy)

Students may bring mobile phones and other devices into school at their own risk. The Academy will not take responsibility for any of these items if they are lost or stolen. However, they must not be used at any time during the school day, including before and after school, break and lunchtimes. Phones should be switched off and placed in students' bags at the gate if they wish to bring them to school. At all times they must be switched off and placed in the student's bag. If the phone is out at any time or is seen or heard by a member of staff, it will be confiscated for the remainder of the day and kept in the office for collection at the end of the school day.

On rare occasions, students may be permitted to use their own device in a lesson under direct instruction of the teacher e.g. to use a camera function for Art/photography. The device remains the responsibility of the student and must only be used if the teacher has specifically authorised it.

7.7 Additional Behaviour Expectations in light of COVID-19

When the school is fully or partially open and the threat of COVID-19 remains in existence, however small, students will be expected to comply with additional expectations to ensure the safety of everyone on school site. These include:

- Adhering to the one-way systems around the site, including stairwells, corridors and outside areas
- Not deliberately entering an area/zone that is not permitted to their year group
- Engaging in regular handwashing/hand sanitizing, wiping down tables after use
- Adhering to social distancing where possible and respecting the personal space of staff and other students
- Not deliberately attempting to pass on a virus to other people e.g. deliberately coughing near someone or spitting
- Coughing or sneezing into elbows or tissues, discarding any tissues appropriately after use and washing hands/sanitizing areas afterwards
- Reporting to the medical room if feeling unwell

Any student found to be deliberately or repeatedly not complying with reasonable requests with regards to safety or social distancing will be sanctioned appropriately, likely with some form of internal or external exclusion depending on severity.

7.8 Racist and Homophobic Incidents, those related to Disabilities and where there is a breach of the Equalities Act 2010

Incidents and language motivated by racism, homophobia or in response to disability will not be tolerated at Samuel Ward Academy.

This includes any hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, national status, sexual orientation or disability. This may include:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person's family
- when a person is abused or intimidated because of their sexual orientation and gender

Any of these incidents should be referred to the behavior team. It will be investigated, and an appropriate sanction imposed. This may include a Fixed Term Exclusion. The parents of both the victim and the perpetrator will be informed. The Academy has a statutory duty to record and report to the Local Authority any of these incidents.

7.9 Drugs

The Academy has a zero tolerance on illegal drugs. Any student who is in possession of illegal drugs or can be shown to have been dealing in illegal drugs, or has taken illegal drugs in school will be reported to the police and may be Permanently Excluded from school.

7.10 Smoking

The Academy is a no-smoking-site which includes any form of e-cigarettes. Where a student is caught smoking, or there is sufficient evidence to support the presumption that the student has been smoking during the school day, there will be a sanction. Any student who associates with another student who is smoking will also be subject to a sanction for being in the company of smokers, this applies both on-site or in the local vicinity. In cases where a student persists in smoking in school this may result in an internal exclusion or a Fixed Term Exclusion. Being equipped to smoke or smoking will result in an internal exclusion. Being in the company of smokers will result in after school detention.

7.11 Confiscation

Staff at the Academy, have a right to confiscate items of a student's personal property, as part of an appropriate and proportionate response to the breach of Academy rules and expectations. This includes all times, when staff have a responsibility and duty of care for a student and will include after school activities, trips and visits. Such circumstances include:

- Where an item of clothing or jewelry is being worn contrary to the Academy's uniform rules
- Where a student is seen with a mobile phone other electronic device at any time during the school day (see section on Mobile Phones on page 3)
- Where an item poses a threat to the health and safety of students or staff
- Where the possession or use of an item would disrupt learning or good order around the Academy
- The possession of any prohibited item found during a search.

Any item, other than those mentioned in the section above, that has been confiscated will be

handed into the office. They will be clearly labelled and securely stored for collection at the end of the day. The Academy will make no exceptions to these rules. Any item which poses a risk to health and safety will not be returned to the student or the parent. Items such as cigarettes/vaping equipment can only be collected by an adult.

7.12   Examining Electronic Devices

When an electronic device has been confiscated, the Academy may examine any data or files if there is good reason to do so. This includes a reasonable suspicion that the device has been used, or could be used to cause harm, disrupt teaching or break the school rules. Where there is good reason to examine stored data, the student should be informed and where possible should be present whilst the electronic device is being examined.

7.13 Searching Students

It is Academy policy that a student may be asked to empty pockets or give permission for a search of a personal property, including property stored within Academy property, for example a bag or pencil case within a bag. If a search of a student's bag is required, two members of staff will be present. The student may also be asked to empty/turn out pockets of trousers/jackets etc and expose the rim of their socks. There will be no physical contact between the member of staff and the student.

7.14 Searching without consent

If the student does not give permission, then parents may be called and invited into school to carry out the search themselves. If there is a reasonable suspicion that the student has prohibited items in their possession the Academy has a statutory right to search the students, or their property without consent.

7.15 Prohibited items

Prohibited items may include:

- knives or weapons or any item that is intended to be used as a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and smoking paraphernalia including e cigarettes / vaping equipment
- fireworks
- pornographic images
- aerosol sprays
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage property
- firecrackers / fun snaps
- imitation guns or 'shock guns' or other items that cause electronic shock
- laser pens or equipment
- tools or screwdrivers

If any illegal items are found during a search e.g. drugs, then the police will be informed and the items passed on to them. Any other prohibited items will be confiscated and destroyed. The Academy will not return any of these items to the students or the parents.

8. **RESTRAINT OF STUDENTS & USE OF FORCE**

8.1 Restraint

The Academy will ensure that all staff will have regular and up to date training in the appropriate circumstances and situations where physical restraint of students is appropriate.

All Academy staff, including teachers and support staff, may use as much force as is reasonable in the circumstances. The Headteacher may give a temporary authorisation to others, who may be given control or charge of students at the Academy.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a young person's behaviour if it is necessary to prevent personal injury to the student, other students or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used. Under no circumstances should physical force or intervention be used as a form of punishment.

In all cases where physical intervention is employed the incident and subsequent actions will be documented and reported in the Restraint Book. This will include written and signed accounts of all those involved. The parents will be informed on the same day. A risk assessment will also follow for the students involved.

8.2 Guidance on the Use of Force

Where at all possible the situations requiring the use of force should be prevented and avoided.

- Good relationships with students should be nurtured and developed
- Avoid the situations where challenging behaviours will escalate
- Where a situation is occurring avoid escalating to a physical confrontation
- Communicate calmly with the student, use non-threatening "open" body language and ensure that the student can see a way out of the situation

The decision to use force will depend on the precise circumstances of each incident. Staff will be expected to make judgements on:

- The seriousness of the incident and the potential for injury, damage or disorder
- The potential for restoring calm by another means
- The risks associated with physical intervention

Examples of a situation that may justify the use of force include:

- A physical assault on another student, a member of staff, or a member of the public
- A student fight is in progress and there is a serious risk of injury
- There is the risk of serious damage to property
- If a student refuses to co-•-operate or to go where they are asked, in such a way that there are serious risks to their safety or the safety of others

Before using force, staff, wherever possible, should give clear and calm instructions as to the behaviour expected from the student. Again, wherever possible, they should warn the student that it might be necessary to use force.

Appropriate ways to use force include:

- Passive blocking of a student's path
- Leading a student by the arm or hand
- Ushering a student by placing a hand in the centre of the back
- In more extreme circumstances any necessary action to restrain a student

Staff should:

- Make every effort to avoid injury to the student
- Always avoid any contact or restraint that might be interpreted as sexually inappropriate contact

9. **INFORMATION SHARING**

Information regarding the behaviour of a student, individual incidents and any resolution or sanction will be recorded on Go4Schools and be available to all staff working with that student. Any concerns about the welfare of a pupil should be recorded on CPOMS.

If a member of staff has a concern about the work, behaviour or safety of a student they should communicate this information to the Head of Year. The Head of Year will seek a resolution and if appropriate direct support or a sanction for the student. The concern will be logged and a risk assessment completed and shared will staff.

Teachers, and other relevant staff, may be asked to complete a "Round Robin" assessment of work, behaviour and progress to help inform intervention and behaviour support for a student.

10. **INCLUSION**

10.1   Taking account of individual student needs (SEN, disability, vulnerability, race, religion, culture)

At Samuel Ward we are keen to ensure that we do not discriminate against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and / or cultural background

Adults should be aware that blanket policies, such as policies that provide a fixed penalty for a particular offence e.g. An automatic internal exclusion for a student who swears at a teacher might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom swearing may be 'related to their disability'.

Therefore, when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual students needs when applying sanctions

Students who are known to exhibit challenging behaviour due to SEN or vulnerability should benefit from preventative and nurture strategies to support students before they fail. Individual support plans should be in place for such students and referred to by staff to ensure that they are meeting their needs.

All incidents must be recorded on the school's Behaviour Management system

10.2 Support systems for students

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support a well organised and caring school community, some students will need extra support to help manage their behaviour and attendance, and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN. The school will use procedures to identify early those students most at risk, in order to draw up a behaviour support plan and to establish a support programme (SPSF) to address issues arising, through: (*for example*)

- *Liaison with parents / carers, previous schools, outside agencies and services*
- *Referrals by adults to pastoral leaders through data analysis such as bullying, truancy*
- *Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews*
- *Programmes of short courses on specific elements of social, emotional and behavioural*
- *Contact with parents on the first day of any unexpected absence and discussion between the student and staff responsible for their registration*

- *Contact with parents in the early stages of an issue, rather than leaving it too late*
- *Be close to exclusion, or following bereavement, parental divorce, or separation*
- *Referrals for specialist advice from agencies linked to the school, either for the individual (eg Educational Psychologist Service) or in more general terms (eg Local Authority, Inclusion Officer, School Nurse, Educational Psychologist)*
- *Referrals to the Learning Support Unit for a short period of additional support outside the usual classroom environment*
- *Peer mediation and counselling schemes*
- *Parents / carers consultation and family sessions*
- *One to one counselling with a trained specialist or support from Inclusion officers or trained Teaching Assistants*

10.3 Report Card Support System

Samuel Ward runs a report card system to help diagnose, support and correct inappropriate behaviour. Students are expected to get the card signed by designated adults in school and also by parents/guardians each evening. Students should present their cards at the beginning of every lesson. Parents will be informed prior to their child being put on report.

All reports should be kept in the student's file.

10.4 Behaviour Support Plan (BSP)
A behaviour support plan will be put in place for students who are struggling to self-regulate and manage their behaviour. This will be discussed with Parents and shared with staff with the aim of supporting the Student to self-regulate and provide strategies for Teachers in the management of individual behaviour issues for the student.

10.5 Suffolk Student Support Framework (SPSF)

A SPSF will be appropriate for those students who show continued poor behaviour and disruption of lessons. Evidence for this will be seen in repeated detentions for the same offence, repeated use of Isolation, a number of Internal or Fixed Term Exclusions. It will also be when a student's behaviour support plan is not having an impact. It may also be used to support a student in other circumstances such as other emotional or social behaviour. The decision to start a SPSF with a student will be taken by the Head of Year or member of SLT with a responsibility for behaviour.

The key features of the SPSF process are:

- All students placed on a SPSF will be considered for a CAF referral for further support for the student and family
- A 16-week duration with a review with parents present every two weeks if it is concerned with poor behaviour.
- Overall targets will be set at the outset to assess progress over the 16 weeks. Targets will be set and reviewed every two weeks, with support for the student identified and explicit
- The targets will be realistic and achievable, and if achieved new targets can be set for the following two weeks
- After eight weeks an assessment of progress will be made and the student and parent will be informed if there is any danger of failing the SPSF
- At the end of 16 weeks an assessment as to whether the student has succeeded or not in the SPSF will be made

- If the SPSF has been unsuccessful then the procedures outlined for a permanent exclusion will be followed (in the case of an SPSF for poor behaviour)
- If a SPSF has been successful continuing support for the student will be identified and implemented if appropriate

11. REVIEW OF THIS POLICY

11.1 Consultation

To be fully effective, this policy needs support from the whole school community, so consultation is essential. The law now requires a governing body to consult the Headteacher, students, parents and carers, staff before making or revising its statement of principles. At Samuel Ward we also believe that support is more likely if all stakeholders are actively involved in the process of developing the policy and code of Conduct as well as agreeing underpinning principles. School adults, including governors, will be consulted via staff and governor meetings as well as questionnaires.

Parents / carers will be consulted via a letter outlining changes and a chance to attend a meeting. Students will be consulted through tutor time process and School council

The policy will be available on our website for all stakeholders to view.

11.2 Monitoring and evaluation

At Samuel Ward we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation Form; and inform discussions with staff, governors, students (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it

An audit of behaviour in conjunction with the consultative process above will be carried out at least biannually to inform the effectiveness of the behaviour policy. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.

12. HOME-SCHOOL AGREEMENT

A complete copy of the Home-School Agreement, which includes further expectations of students, school, parents and Governors, can be found at Appendix 1. All parties are expected to sign this agreement as part of their Induction Process into the Academy.

13. "HOW WE DO THINGS HERE"

All students will be issued with the 'How we do things here' guide when starting at Samuel Ward Academy – this details expected conduct in the following areas of the school:
- General
- Assembly
- Lessons
- Presentation of work
- Canteen/Food Hall
- Outdoor Areas
- Corridors
- End of School day

It clarifies the schools expectations of students in most situations and details the desired behaviours of conduct around the school (See Appendix 2 for the full document

Appendix 1

Home-School Agreement & ICT Acceptable Use Agreement

HOME-SCHOOL AGREEMENT

The School

As a school, we will do our best to:

- ➤ Provide a safe, well-ordered and caring environment
- ➤ Have a clearly stated, published behaviour policy
- ➤ Set homework regularly
- ➤ Encourage pupils to work to the best of their ability
- ➤ Provide a balanced and challenging curriculum which meets pupils needs
- ➤ Listen to and respond quickly to any concerns your son/daughter or you may have
- ➤ Contact you promptly should a problem arise
- ➤ Keep you informed about the school
- ➤ Provide you with regular Progress Checks on your son/daughter's progress
- ➤ Encourage pupils to attend school regularly and punctually
- ➤ Record and reward your son/daughter 's good performance and progress
- ➤ Value and respect your son/daughter as an individual
- ➤ Provide pupils with high quality teaching and a variety of enrichment activities
- ➤ Aim for your son/daughter to achieve their Target grades

Signed: _____ _____ (School)   Date: _____4/3/2020_____

Learner

As a learner, I will do my best to:
- ➤ Work to the best of my ability at all times
- ➤ Come to school with all the equipment I need
- ➤ Show respect to others both in and out of school
- ➤ Follow the school's Code of Conduct (Ready, Respectful, Safe)
- ➤ Attend school regularly, on time and in full uniform
- ➤ Co-operate with teachers
- ➤ Record and complete all my homework on time
- ➤ Respect the school environment and the local community
- ➤ Adopt a positive attitude towards, and participate fully in the life of the school
- ➤ Keep my planner up to date and make sure that books are properly used and looked after
- ➤ Be responsible for taking communications to and from school and home
- ➤ Work to achieve my Target grades

Signed: _____ (Learner) Date:_____

Parent/Carer

As parent/carer, we will support our son/daughter/ward to succeed by:

- ➢ Sending them to school regularly, on time and in full uniform
- ➢ **Immediately** inform the school of any changes to name, address, contact details and immigration status
- ➢ Ensure they have all the necessary equipment and kit they need
- ➢ Take an interest in their education by encouraging them to complete their homework and providing other opportunities for learning
- ➢ Keep the school informed about any problems which might affect their learning
- ➢ Attending Parents Evenings and other meetings whenever possible
- ➢ Support the school and its policies as fully as possible – including sanctions issued for behaviour as outlined in our Behaviour Policy
- ➢ Read all correspondence from the school and respond quickly when necessary
- ➢ Ensure they are properly prepared each day to take part in the life of the school
- ➢ Encourage them to have a positive attitude to school
- ➢ Encourage them to do their best

Signed: _____ (parent/carer)   Date: _____

USING ICT, INTERNET AND VLE

Acceptable Use Policy – Students

The purpose of the Acceptable Use Policy (AUP) is to help promote a safe environment in which you can learn. The school has systems in place to monitor messages, e-mails and computer files.

In using the School's Information Technology Systems, students agree to these simple rules:

Personal System Security
- I will only use **MY** username and password to log onto the IT System
- I will not tell anybody my password
- I will change my password regularly
- I will tell my teacher or network personnel if I think my password is known by somebody else

Personal Devices Security (for example, IPods, mp3 players, mobile phones, laptops, netbooks)
- I will not use personal devices in school without express permission of a member of staff

Personal Data Area
- I will only save computer files that are required for my learning
- I will organise my computer files appropriately
- I will delete any computer files I no longer need
- I will ensure that I have archived backups of important files (for example copies of coursework)

Using a Computer at School
- I will care for the computer equipment I use and the IT Suite environment
- I will only print documents when they are complete and a teacher has asked me to
- I will ensure that computer files are scanned for viruses before they are uploaded or sent to school
- I will not touch any computer cables or wires or change display settings
- I will not use somebody else's keyboard without their permission
- I will not look at or delete somebody else's files

Using the Internet at School
- I will only access the Internet to support my learning
- I will use the school IT Systems responsibly and for learning
- I will not use the school IT System to play online games
- I will not give anybody my home address, phone number or arrange to meet anyone using the Internet
- I will report any misuse of the internet to my Tutor/Inclusion Officer/Head of Year
- I understand that if I accidentally access a website that has inappropriate content I must report it immediately to my teacher
- I will not use the school system to access social networking sites

Using E-mail, Chat and Messaging at School or via VLE
- I will use these systems sensibly
- I will be polite
- I will only send to people expecting to receive an e-mail, chat or message from me and this with the prior permission of a member of staff
- If I receive an e-mail, chat or message that is threatening or upsetting I will tell my teacher immediately

Using the e-Portfolio of VLE
- I will use the e-Portfolio/VLE responsibly
- I will use appropriate language and images
- I will respect other people's privacy
- I will respect other people's points of view
- I will be polite at all times
- I will not use forums, blogs, chat or forums to threaten, intimidate, abuse or ridicule another person
- I will abide by Copyright rules and regulations by not copying, amending or distributing materials which do not belong to me, or for which I have no permission to use.

Photographs
- I will only use school cameras under the direction of my teacher when taking photographs
- I will only take photographs which will be used for my school work
- I will not put the photographs I have taken on any social networking site
- I can put the photographs I have taken on the school's VLE if directed to do so by my teacher

What can you expect?
You will be treated with respect by other students and users of school IT Systems
You can request information to support your legitimate use of school IT Systems
The School will:
- maintain and make available all school IT Systems to support your learning
- provide a safe environment in which you can learn
- advise users of acceptable and appropriate behaviour when using IT Systems

What do I do if things go wrong?
If these simple rules are broken by others it may prevent you from using a safe environment to enjoy your learning and, potentially, place you and others in danger. By not breaking the rules, others will enjoy all that the school IT System can offer.

If you notice something is not working or somebody is not following these rules, please report what has happened to your teacher as soon as possible – they will know what to do.
If you break these rules you could:
- place yourself and others in danger
- be stopped from using school IT Systems or parts of the System
- be open to other school sanctions as appropriate (listed in School's E-Safety Policy)

ICT USER STUDENT/PARENT AGREEMENT

As a user of the school's IT systems, Internet and VLE I agree to comply with the rules and guidance on its use. I will use the facilities provided to me in a safe and responsible way and observe the restrictions explained to me by the school.

Student signature_____

As a parent/carer of the student signing above, I grant permission for the use of the internet, School VLE and associated e-mail and contact methods.

I understand that my child may be held accountable for his/her actions when using the school ICT resources. I also understand that some material on the internet may be objectionable and I accept responsibility for setting standards for my son/daughter to follow when selecting, sharing and investigating information and the media.

Parent/Carer signature_____

Progress Checks

These are summary statements of the student's current attainment, attitude to learning, organisation and homework.

Student Data Form

It is essential that parents complete the Student Data Form so that we have accurate up to date information about our students. On this form, which is included in a separate booklet accompanying your introductory pack, please mention whether your child suffers from any allergies, asthma, disabilities, etc. The more information we have, the more we can do to help.

Reporting on Progress

At Samuel Ward Academy we strongly believe that the parents of our students, and the children themselves, need to know how well they are doing, what the barriers to their further success are and what strategies we need to deploy in order to overcome them together. To this end, students at Samuel Ward Academy are assessed formally. This information is then reported in the form of a progress check. In this 'snapshot' of their son/daughter's learning, parents are able to see their child's target grades, their current levels and additional information about their behaviour for learning and homework.

There is at least one parents' evening per year per year group (usually two for year 11) for parents to come in and meet with subject teachers to discuss their child's progress.

Punctuality

Tutor Time begins at 8.45am and students will be expected to report to their form room by that time. If students arrive after 8.45am they will be marked as late and will have to make up the time. If students arrive after the start of lessons they should report to the school office and complete a late slip explaining the reason for their lateness

SCHOOL UNIFORM

Full school uniform is compulsory and can only be purchased online through our school website, however both genders can chose to wear either option 1 or option 2.

OPTION 1	OPTION 2
Navy Blue suit	Navy Blue suit (female cut)
Blue long or short sleeved shirt	Blue long or short sleeved blouse
Navy clip-on tie	
Navy Jumper (optional)	Navy Jumper (optional)
Coloured house badge	Coloured house badge
Plain black/navy/grey/white socks	Plain black/navy/grey/white socks
Black leather-style formal shoes	Black leather-style formal shoes
PE	**PE**
Grey hooded sweatshirt	Grey hooded sweatshirt
Grey polo shirt	Grey polo shirt
Navy track pants	Navy track pants
Navy shorts	Navy shorts
Navy sports socks	Navy sports socks

- Students may wear 1 watch (not a smart watch) and 1 pair of small earrings (no more than 5mm diameter), one in each ear, which must be removed before PE lessons for health and safety reasons

- Hair should be of a natural colour, without dyed streaks and not in an extreme style

- A plain hair-band to hold hair in place may be worn

- Plain, black, flat leather style shoes must be worn

- A suitable sized school bag

We do not allow

- Hats or other headgear

- Trainers (except for PE) or unsuitable footwear

- Body or face piercing *(one small earring in each ear lobe is allowed)*

- Shaved heads, tramlines, two toned hair or extreme hairstyles

- Beaded hair braiding

- Nail varnish or false nails

- Team football strips for PE

- Any jewellery other than that listed above

Criteria for Attitudes to Learning Grades –

The following descriptors are intended to be used by staff to assess the learning behaviours of all students. They should be used in a 'best fit' manner and should be used to help students to identify next steps/targets that help them to become better learners.

Description	Characteristics of the learner
Excellent	• Consistently works exceptionally hard • Regularly meets or exceeds teachers expectations regarding outcomes • Is helpful and *highly* considerate towards other students • Is *very supportive* of other students' learning • Works effectively in a group and as an individual • Largely takes responsibility for their own learning - e.g. independently choosing their own learning tool for a task/ works out how to tackle a problem • Consistently shows resilience when tackling a problem • Positively participates in all learning activities • Responds quickly to advice given with regard to improving work/next steps • Conduct is excellent nd meets school's high standards consistently • Always has necessary equipment – e.g. pen, book etc.
• Good	• Works hard in lessons • Regularly meets teachers expectations regarding outcomes • Is helpful and *behaves considerately towards other students* • Supports other students' learning when asked • Will work independently and in groups as required • Can take responsibility for their learning but sometimes needs guidance in terms of what to do/learning tool to choose/how to approach a task • Shows resilience when tackling problems • Positively participates in most learning activities • Responds to advice given with regard to improving work/next steps • Conduct always meets the school's high standards • Always has the right equipment for lessons
Inconsistent	• Work rate is inconsistent in lessons • Can meet teachers expectations with regard to outcomes, but does not always do so • Sometimes forgets to consider the needs of others in the group and conducts themselves in a manner that sometimes disadvantages them • Can give support to other students but does not always do so • At times, when working independently and in groups, works less effectively than the teacher would like. • Can take responsibility for their learning but does not do so all of the time. Sometimes shows a lack of resilience. • Sometimes shows resilience when tackling a problem, but can also give up easily and be over-reliant on help from others • Engages with learning activities but can be easily distracted/goes off task/daydreams etc. • Knows what s/he has to do to improve her/his work but does not always respond to advice • Conduct is inconsistent. May need warning at times, but can make good recovery in lesson.

Poor	- Regularly distracted and off task - Regularly falls short of the teachers expected outcomes because of conduct - Shows little awareness of the needs of others and/or the impact of their conduct on others. - Conduct includes incidences of racist or sexist behaviour and other forms of bullying. May also directly and repeatedly challenges teachers/HLTAs/TAs - Does not always listen to instructions and so cannot participate effectively - Takes no responsibility for their learning - Tends not to get involved in learning activities and makes less progress than - s/he could - Does not respond to advice on how to improve work and does not bother to ask for help when s/he needs it. - Rarely has the right equipment for lessons – e.g. pens, book etc.

What is this booklet for?

At Samuel Ward
Academy we know
that students want to
learn and achieve in
a safe and respectful
environment.

This booklet has been written to ensure that everyone knows what is expected of them in an environment where students will:

• **Be safe**
• **Learn effectively**
• **Achieve success at school and beyond**

The Samuel Ward Academy Approach:

• **We are polite and courteous**
• **We are punctual**
• **We are organised and properly equipped for our learning**
• **We are ambitious and strive to achieve our best**
• **We are responsible and show consideration for others**
• **We wear full school uniform with pride, including the correct PE kit**
• **We are friendly and welcoming when we greet visitors, staff and other students**
• **We address staff with courtesy and respect and use the appropriate formal title such as "Sir" or "Miss".**

Assembly

At Samuel Ward Academy:

• **We gather outside the glass corridor**
• **We line up in alphabetical order in our tutor groups when instructed to**
• **We wait in silence to enter the studio**
• **We leave all bags neatly on pegs, on or below the bench in the glass corridor - no bags will be left in a position which impedes safe passageway though the corridors**
• **We will follow our tutor in silence and sit where we are told**
• **We sit in silence while waiting for all tutors groups to enter**
• **We engage with the assembly and only comment/ discuss when invited to do so**
• **We applaud the presenters who have taken time to share their messages with us**
• **We leave in silence when dismissed**
• **We collect our belongings quickly and leave immediately for lessons.**

Lessons

At Samuel Ward Academy:

Before the lesson
• We go straight to our lessons and arrive on time; we don't loiter in corridors

Start of the lesson
• We get our planners and equipment out and start work on the "do now" activity immediately. This is individual work so we work in silence
• We listen carefully while the teacher explains how we can be successful during the lesson

During the lesson
• We engage in paired work, group work and individual work as directed by our teacher and use the appropriate voice
• We show resilience if we find the work hard and try to solve problems for ourselves before we ask for help
• We never give up

End of the lesson
• We ensure the room is tidy and equipment is packed away
• We stand behind our chairs and wait for the teacher to dismiss us
• We leave the room in silence.

Presentation of work

At Samuel Ward Academy:

• We take care of our exercise books and other resources the school provides for us
• We add the date to each piece of work
• We underline titles and label the work as classwork or homework
• We write in blue or black ink unless otherwise instructed
• We draw diagrams using a pencil and ruler
• We correct mistakes by crossing through neatly with a single line.

Canteen/Food Hall

At Samuel Ward Academy:

• We walk in sensibly
• We queue up in single file to get food and drink
• We sit down on the chairs provided to eat or drink, placing our bags on the floor. If there is nowhere to sit, we go outside
• We do not use raised voices, so to ensure a calm and pleasant environment for everybody
• We leave furniture where we find it so that all tables have the correct number of chairs
• We put all rubbish, plates and cutlery in the correct bins and buckets provided
• We put chairs neatly back under the tables when the bell is rung and check to make sure the area we have used has been left clean and tidy
• We exit in a calm and orderly fashion, leaving enough time to get to our next lesson promptly.
• (*We show consideration for others and leave when we have finished eating so others can use our table*)

Outdoor areas

At Samuel Ward Academy:

• We walk when moving between buildings and around the site
• We walk on the left hand side of any path to ensure people coming the other way can get past
• We uphold the school's standards of behaviour, particularly when in groups, avoiding physical contact, raised voices or bad language
• We place any rubbish in the bins provided
• We remain in-bounds. A map of out-of-bounds areas can be found in each tutor room.

When the field is open:

• We put all rubbish in the bins provided or keep it with us and put in the nearest bin afterwards
• We respect other students and their property; there is plenty of space for everyone
• We play sports sensibly with students of similar age within a set area, not playing in and around other students who are not part of the game
• We uphold the school's standards of behaviour, particularly when in groups, avoiding physical contact, raised voices or bad language
• We allow sufficient time to ensure that we get to our next lesson promptly.

Corridors

At Samuel Ward Academy:

• We walk calmly
• We walk on the left hand side
• We respect that other lessons may be going on and avoid disturbing them
• We show consideration for our school environment at all times; we do not lean on walls or displays
• We talk to others using a quiet indoor voice
• We avoid loitering
• We use the correct stairwell when ascending and descending floors
• We hold doors open for others.

End of the school day

At Samuel Ward Academy:

• We leave quietly, showing respect to students and adults who are still working
• We walk any bicycles or scooters
• We walk on the path, crossing at the designated areas
• We keep our phones out of sight until we are past the gate
• We cross the road safely, paying attention to traffic
• We are courteous and polite to members of the public
• We act in a way that upholds the values and reputation of the school.

Be safe.
Learn effectively.
Achieve success at school and beyond.

Samuel Ward Academy, Chalkstone Way,
Haverhill, Suffolk. CB9 0LD
The best way to predict the future..is to create it.

Ratified by the Governing Body:	September 2020

Related Policies

Anti-Bullying Policy; Mental Health Policy; Attendance Policy; Safeguarding Policy; Child Protection Procedures; Online Safety Policy