

Achievement and Behaviour Policy

SOUTH AXHOLME ACADEMY



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1 Introduction

At South Axholme Academy it is believed that all students can learn behaviour that is appropriate and right within the constraints of cultural norms. For this to take place acceptable behaviour should be modelled and explained to students. The best way to achieve appropriate and co-operative behaviour that enables the academy to function as a learning institution is through reinforcing positive behaviour by highlighting and rewarding the good behaviour and taking action to prevent and stop inappropriate behaviour through the sanctions, procedures and disciplines highlighted in this policy. As an academy we strongly believe in the South Axholme Mindset of 'Expecting Excellence' and promote the ethos of students being Ready, Respectful and Resilient. The academy recognises the importance of working with parents, carers/guardians, other agencies and more importantly recognising the contribution our students can make in the development of a safe, well ordered learning environment.

The South Axholme Mindset is Expect Excellence, Ready, Respectful and Resilient.

2 Principles

The Academy Oversight Committee (AOC) in conjunction with the Principal believe that to enable high quality teaching and learning to take place, co-operative and appropriate behaviour in all aspects of academy life is necessary.

This policy promotes the following principle under pinning the South Axholme Mindset:

- All members of South Axholme Academy have a right to feel safe
- All members of South Axholme Academy have a right to respect
- All members of South Axholme Academy have a right to learn, free from disruption, violence, bullying and any form of harassment
- All members of South Axholme Academy are encouraged to exhibit the values of Academic achievement, Creativity, Hard work Extra-curricular participation, Independence, Versatility, Enthusiasm, and Determination

The policy promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- encouraging a positive relationship with parents, carers and guardians to develop a shared approach which involves them in the implementation of the academy's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve
- To promote high levels of student engagement with all aspects of their learning and to minimise incidents of low level disruption
- To ensure that the efforts of all our students are regularly and consistently recognised through praise and reward
- To all students to take responsibility for their behaviour, both in lessons and around the academy site, so that students, staff and visitors enjoy a purposeful, calm and welcoming environment

This policy sets out how we expect our students to behave in the academy and how the Academy will try to encourage and reward all its students. Reasonable adjustments will be made for students on the grounds of SEN, Equality and Race/Religion.

The Policy covers the following areas:

1. Rewards
2. Academy Uniform
3. Conduct on the Academy Bus
4. Conduct in the Classroom
5. Wider Behaviour Expectations
6. Behaviour System.

3 Rewards

The aim of the reward system is to recognise effort and success at all levels in all areas of academy life. All staff have a responsibility to give praise during lessons and at other times, when they are with students.

Regular recognition of effort, performance and behaviour is important in developing students' South Axholme Mindset. The academy will reward students for Achievement, Attendance and Attitude.

4 Achievements

Staff at the academy regularly recognise, praise and encourage the achievement of all students. Achievement is quantified based upon the South Axholme Mindset and clarified in '**SAX ACHIEVED**' Appendix 1), and points are recorded by teaching staff regularly throughout the academy day. Student achievement will be celebrated on a half-termly basis.

5 Attendance and punctuality

There is a clear link between excellent attendance and achievement. It is widely recognised that even one day off academy can half the chances of students achieving expected progress in GCSEs.

We work closely with the local authority to enforce the attendance of all students and to support parents/carers as necessary.

All students are set a minimum target of 97% attendance during the academic year.

Form tutors will regularly praise and encourage students to achieve outstanding attendance.

Student attendance will be celebrated on a half-termly basis. Through prize draws, spot prizes, letters home and certificates.

Please consult our attendance policy or any further information.

Punctuality is extremely important, and all students are required to be on the academy site by 8.50. Being 1 minute late is still late and it is important that as an academy we encourage students to be punctual as we know this will help them when they progress into the world of work. Please also see appendix 3 regarding the academies approach to students arriving late.

6 Attitude to Learning

As part of the academy's scan cycle, students with outstanding Attitude to Learning scores will be commended as part of the reward schedule. Student attitude will be celebrated on a termly basis.

7 Celebration Assemblies

Student Achievement, Attitude and Attendance will be celebrated on a half-termly basis during Celebration Assemblies. Gender specific achievement rewards will be distributed to each year group based upon their 'ACHIEVED' points, whilst students with outstanding attendance will be entered into an Attendance Raffle.

Termly celebration assemblies will mirror the format of those taking place on a half-termly basis, but with the inclusion of Attitude to Learning awards which are linked into the academy's data cycle.

Improvements in Achievement, Attitude and Attendance will also be celebrated by staff at regular intervals throughout the year.

8 Academy Uniform

Academy uniform regulations are published on the academy website. It is the responsibility of parents, carers/guardians and students to ensure that the correct uniform is worn at all times both in academy and during the journey to and from academy. Uniform regulations will normally be reviewed annually. Fashion, however, can develop new styles of clothing and attire very quickly. In circumstances where changes in fashion challenge the published uniform list the Principal in discussion with the SLT will reissue guidance to parents, carers and guardians should the need arise.

Form Tutors will monitor uniform on a daily basis in registration periods and refer to the Progress and Achievement Leaders any student who is persistently failing to comply with uniform standards.

Shoes must be worn at all times during the academy day, including the journey to and from academy. Shoes must be black and leather with no logos or steel toe caps. Plimsolls, boots and canvas shoes are not permitted. Trainers will only be allowed as an alternative to shoes on receipt of a medical note.

- Mobile phones must be switched off and be stored safely. (The academy accepts no liability for damage to phones)
- Coats must be taken off when lining up outside classrooms before going into lessons.

- Blazers must be worn on entry to and when leaving the classroom. Blazers are compulsory and jumpers are optional. Blazers must have the academy badge
- Full length plain black tailored trousers (not ankle grazers) or plain black tailored skirt (not shorter than 3 fingers widths above the knee nothing stretchy or clingy)
- Plain white shirt button up to neck (long or short sleeve). Shirts must be tucked in
- Academy tie (available from the academy) Ties must cover the fastened top button of shirts or blouses
- Plain black, flat shoes (no canvas shoes/trainers/sneakers of any kind, plimsolls and no boots). No coloured adornments and logos of any type etc on any footwear
- Black or white socks (not over the knee) or black opaque tights
- Belts must be plain black with a plain buckle

Prohibited Items

The following will not be allowed in academy:

- Jewellery/piercings of any type
- SMART watches except a wrist watch
- Jeans, leggings, "skinny" clothing of any kind
- Hoodies or hooded jumpers
- Logos/badges
- Make-up is discouraged, but if it is to be worn then it must be natural
- Nail varnish or acrylic nails are not permitted
- Extreme hairstyles including non-natural dyed hair, shaved/extremely short hair, Mohican and pattern/stripe shaving
- iPod/iPad/MP3 and other portable ICT devices
- Laser pens
- Chewing gum
- Matches, lighters or smoking materials e.g e-cigarettes
- Fireworks
- Alcohol
- Illegal substances
- Solvents and aerosols
- Any kind of weapon, real or imitation

The Academy accepts no liability or responsibility for these items if students decide to bring them on to the premises.

Staff have the right to search students clothing and bags if they suspect students are in possession of prohibited items and the right to confiscate (seize, retain, dispose of) articles which are banned or prohibited, which are found as a result of a search.

Mobile phones are not banned from academy as we accept that some students and parents see the possession of mobile phones as an aid to safety and security. However, if a student does bring a mobile phone into academy, it must be switched off during the day, kept out of sight and not used for any reason on academy premises, or on academy trips or sports fixtures organised off the premises, unless the student has the express permission of a member of staff and uses it

under their supervision. The academy will not accept liability for the theft, damage or loss of a mobile phone and the student has to accept full responsibility for it at all times. If a student is seen with their mobile phone (not necessarily using it) the phone will be confiscated until the end of the academy day. If a student repeatedly commits this breach of code, further sanctions will be put in place appropriate to the level of the breach.

Confiscated items are transferred to the academy safe for storage.

In addition, the member of staff confiscating the item(s) may make the decision that the student has previously been caught with such items and may issue a detention.

9 Behaviour on Academy/Public Transport

Transport of students to and from academy is the responsibility of the Local Authority.

Incidents of poor behaviour including aggression, the damaging of property or behaviour that is seen as a danger to themselves and those travelling will be dealt with in line with the authority transport policy.

This may result in students being banned from using the Local Authority Transport/Academy Transport.

10 Conduct in the Classroom

As an Academy, we believe that:

- All students must have the opportunity to concentrate and do well in lessons
- All students must enter a classroom calmly and be ready to learn as quickly as possible
- The work and progress of all students in lessons is important

11 Classroom Standards

Students will, therefore, be expected to observe the following standards:

- Arrive on time, properly dressed, following uniform rules without make-up and without jewellery
- Enter lesson in an orderly fashion
- Bring the correct equipment and any independent learning tasks properly completed
- Show respect by being silent when the teacher is speaking to the class
- Engage fully with all aspects of the lesson and follow all instructions given by the teacher first time, every time
- Show respect for other students by listening and putting hands up to contribute to class discussions
- Do not touch other students or their property
- Always try your best and without disturbing the learning of others

Inappropriate Comments including sexual harassment, racist or homophobic

The South Axholme Mindest promotes respect amongst peers. There is no place for any comments that offend others including sexualised comments, harassment, racist or homophobic. Such comments will be dealt with seriously and in line with the Achievement and Behaviour policy sanctions.

12 Conduct in the Academy Grounds/Buildings

As an Academy we believe that:

- We should respect and constantly work to improve the environment of the Academy
- There should be a calm and orderly atmosphere in and around the Academy buildings

Students will, therefore, be expected to observe the following standards:

- Arrive on academy site by 8:50am
- Wear Academy uniform correctly at all times. Blazers are compulsory and jumpers are optional
- Students should enter and leave lessons with their blazer on. Only at a teacher's discretion will students be allowed to remove blazers in classrooms
- Keep to the left on all corridors and not push or run, as this is a danger to others. Follow one-way systems
- Place all litter in the bins provided
- Eat lunches and snacks in the designated eating areas
- Assist the Prefects in their role during lunch in order that the queue can move quickly and efficiently
- Treat toilet facilities with respect
- Show respect to our neighbours' homes that are next to the academy and keep at least one metre away from boundary fences at all times
- At breaks and lunchtime only go to the designated areas and do not disturb lessons that may be taking place
- Follow guidelines for lunchtime and breaks in wet weather as the field maybe out of bounds. A tannoy announcement will clarify the decision

13 Behaviour System

Procedures:

Please note, Academy staff do not need to move through the stages. The appropriate stage should be used for the behaviour of the student. Please note at the discretion of the teacher / Senior Leadership team a reasonable punishment can be issued.

Examples of the types of behaviour at each level can be found in Appendix 3.

IGLU = Integrated Learning Unit – a designated student support room.

De-escalation stage

Description: Low level poor behaviour, or one off incidents that can be corrected

Action: Teacher speaks calmly to the student about the behaviour and resolves the situation without escalating the situation

Reporting: None

Stage 1 – Behaviour Incident (1 point)

Description: After a reminder low level disruptive behaviour continues.

Action: Teacher speaks to the student about the behaviour and the student records a detention in their planner, if the teacher deems appropriate.

Reporting: Teacher logs incident on the MIS system as a level 1 incident.

Stage 2 – Persistent Disruption (2 points)

Description: A student continually behaves in a way that breaks the academy's behaviour code within a lesson or a number of lessons within the space of a week.

Action: Teacher speaks to the student about the behaviour and the student may be issued with a detention, if the teacher deems appropriate.

Reporting: Teacher logs incident on the MIS system as a level 2 incident and adds the student to a detention session for the next available session if required.

Stage 3 – Removal from lesson and IGLU inclusion (3 points)

Description: A student's behaviour is so severe that they are removed from the lesson for either; the health and safety of others or to allow others to continue to learn.

Action: Teacher speaks to the student about their behaviour and issues a detention. The Teacher then reports the issue and the student is removed from the lesson via the on-call system. Students may be sent directly to the IGLU at the teacher's discretion.

Reporting: Staff will log the incident on the MIS system as a level 3 incident and **ADD** the student to a detention session for the next available session.

A stage 3 may also be awarded if a student is asked to go to the IGLU outside of lesson time.

Stage 4 – IGLU inclusion (4 points)

Description: A student's behaviour following removal from lesson does not improve and they are removed to work in the IGLU or a student is placed in the IGLU for an incident of severe poor behaviour.

Student works in the IGLU for the period of time, if deemed appropriate by academy staff and works on correcting poor behaviour. This will include being isolated at breaks and lunchtimes.

Reporting: Staff will record a Stage 4 -IGLU on the MIS system.

IGLU

The Integrated Learning Unit (IGLU) is also used as an intervention and support room where an incident is investigated. Therefore, members of the Senior Leadership Team and Progress and Achievement Leaders may place a student in the IGLU for a period of time to facilitate the taking of statements or student interviews as part of a wider investigation of an incident, that may have happened during lesson or non-lesson time.

Internal Exclusion

When deemed appropriate by a member of the Senior Leadership Team or a Progress and Achievement Leader may use their discretion to allocate a period of internal exclusion within the IGLU for what is considered as a breach of the academy's code of conduct and ethos.

Stage 5 – Suspension/Exclusion (5 points)

Where the behaviour of a student seriously violates the academy's rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to exclude / suspend that student for a short period of time, or permanently exclude them. The Academy follows the DFE Exclusion guidance. A member of the Senior Leadership Team will contact home and a reintegration meeting will be required at the end of any suspension period. The academy will not re-admit a student until this meeting has been completed. Please the academy policy for further details on Exclusions.

14 Detention System Procedures

The amendment to the Education Act 2006 allows students to be placed in detention without academy's having to provide reason or notice to parents. The procedure for detentions is outlined below:

Break: It is the students' responsibility to record the detention in their journal.

Failure to turn up: Teacher records a level 2 behaviour on the MIS system and sets a lunchtime detention. It is the students' responsibility to record the detention in their journal.

Lunchtime: Teacher records detention on the MIS system and adds a student to next available detention. Lunchtime detentions are 25 minutes from the start of lunch. (leaving adequate time for students to have lunch)

Failure to attend or lateness to session: The student will be placed in an after-academy detention for the next available session.

After academy detention: Teacher records detention on the MIS system and adds a student to next available detention. After academy detentions are hosted every Tuesday and Thursday evening for 60 minutes. Failure to attend this detention will result in students being placed in an SLT detention for 90 minutes. It is the parent/carers responsibility to ensure the safe collection of students from after academy detentions.

Failure to attend: The student will be placed in an SLT detention for the next available session.

SLT detention: SLT detentions are set for when a student fails to attend an after academy detention. They can also be set at the discretion of the senior leadership team. They will be recorded on the MIS system and students will be added to next available session. SLT detentions are hosted on a Friday and last for 90 minutes. It is the parent/carers responsibility to ensure the safe collection of students from SLT detentions.

Failure to attend: The student will be placed in the IGLU for a full day.

IGLU: Students are placed in the IGLU for all lessons, breaks and lunches. Staff will record the IGLU on the MIS system as a level 3 behaviour.

Exclusion: Failure to attend, or poor behaviour in the IGLU may result in Suspension.

No students are exempt from the academy's detention system. Reasonable adjustments can be made for students with SEN needs at the discretion of the Principal.

Staff may choose to support colleagues by escorting students with a detention to the detention room at the start of the session.

15 Report System

The behaviour of students will be tracked through the MIS system. Students who repeatedly receive behaviour reports may be placed on report to Tutors, Subject Leaders, Progress and Achievement Leaders or SLT. The reports will focus on key targets for improvement. These will be reviewed regularly.

16 Behaviour Contracts

Where a student's behaviour fails to improve after a period of monitoring through the reporting system, they may be placed on a behaviour contract. This will be agreed with the academy, parents and students.

17 Governors Disciplinary Panel

The purpose of this group is to assess the nature of concern that has been escalated to the Governing Body to intervene and set targets where possible and attempt to halt the progress of individual students towards permanent exclusion. Students facing the panel may have already

moved through the report system and are likely to have experienced a period(s) of fixed term exclusion from the academy or their incident was so severe that it was deemed appropriate to move to the Governors Disciplinary. However, should the Governing Body deem that the information presented to them gives a clear indication that the students' needs are not being met within the reasonable expectations placed on South Axholme Academy or that the student is unwilling to modify his/her behaviour and they may pose a threat/endanger themselves or other students or continue to disrupt the learning of others then the Governing Body reserve the right to exclude in line with DFE guidance.

The panel will work in partnership with SLT, Progress and Achievement Leaders, Senco, external agencies/education providers and parents, carers and guardians.

18 Physical Restraint

When student behaviour presents a serious danger of them causing significant harm to themselves, to others, or to property, or there is a major threat to good order, staff may need to take physical control until such time as the student is able to take back control for themselves.

19 Complaints

Complaints about the Academy Achievement and Behaviour policy should be made following the Trust's Complaints policy. (available on the website)

20 Monitoring

This policy is a working document, subject to revision in the light of changing circumstances and the impact of actual practice. The Principal has the responsibility for ensuring that the policy is monitored and formally evaluated.

The monitoring of behaviour within the Academy is an important aspect of the academy and department self-evaluation process. Progress and Achievement Leaders and Subject Leaders need to include reference to behaviour as specified in the Academy Improvement Plan (AIP) and the Department Improvement Plan (DIP). On an annual basis behaviour in the academy will be evaluated by the SLT and Governors and modifications to this policy will be made.

The success criteria for the Academy's behaviour policy will be:

- A reduction in the number of incidents of poor behaviour that impinge on the learning of individuals or groups/classes of students.
- The number and type of exclusions in respect of the rates of reduction.

21 Appendix 1 'SAX' Mindset - ACHIEVED

A	Academic
C	Creative
H	Hard-working
I	Independent
E	Extra-curricular
V	Versatile
E	Enthusiastic
D	Determined

22 Appendix 2 Behaviour Stage

Behaviour Stages – Types of Behaviour. [Please note this note an exhaustive list.](#)

Stage 1-Departmental <ul style="list-style-type: none"> • Lateness to lessons • Inappropriate Language • Make-up/Uniform/Jewellery • Failure to follow instructions • Failure to meet homework/independent learning deadline • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Lack of equipment • No PE kit • Other-please specify 	Stage 1-Wider <ul style="list-style-type: none"> • Lateness to academy • Inappropriate Language • Make-up/Uniform/Jewellery • Failure to follow instructions • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Other-please specify
Stage 2-Departmental <ul style="list-style-type: none"> • Persistent lateness to lesson • Persistent failure to meet homework/coursework deadline • Persistent inappropriate Language • Persistent make-up/Uniform/Jewellery • Persistent failure to follow instructions • Persistent disruption to teaching and learning of others • Persistent poor behaviour for learning • Persistent chewing/eating when prohibited • Persistent other-please specify • Persistent lack of PE kit • Failure to attend a detention • Other 	Stage 2-Wider <ul style="list-style-type: none"> • Persistent lateness to academy • Persistent failure to meet homework/coursework deadline • Persistent inappropriate Language • Persistent make-up/Uniform/Jewellery • Persistent failure to follow instructions • Persistent disruption to teaching and learning of others • Persistent poor behaviour for learning • Persistent chewing/eating when prohibited • Persistent other-please specify • Failure to attend a detention • Other
Stage 3	
<ul style="list-style-type: none"> • Removal from lesson and IGLU inclusion- Detention issued 	
Stage 4	
<ul style="list-style-type: none"> • Internal IGLU inclusion – Will be sanctioned if a student fails to attend detentions or if deemed appropriate by senior staff 	
Stage 5	
<ul style="list-style-type: none"> • Exclusion 	

23 Appendix 3 Lates procedure

First lateness to academy	Stage 1 warning recorded
Second lateness to academy	Stage 2 recorded and lunch detention on the same day
Third lateness to academy	Stage 2 recorded and after academy detention set
Each subsequent lateness	Stage 2 recorded and after academy detention set

This procedure will reset at the end of each half term. Academy staff withhold the right to decide what is an appropriate reason for being late.

24 Document Control

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