



# Athena Learning Trust The Ilfracombe Academy Behaviour procedure

## **Review**

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Reviewed by: SEND/Safeguarding Board

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The Ilfracombe Academies behaviour procedure aims to set out how The Ilfracombe Academy develops and maintains good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships.

**Our top priority is 100% disruption-free learning first and foremost; then 100% of students focusing well in all tasks in all lessons, 100% distraction-free.**

## **1 - In-class behaviour**

### 1.1

All staff and students are expected to follow a focus routine: '3, 2, 1, *Focus*', to ensure that students are: **F**acing the teacher, and **O**bserve the teaching with **C**lear eye contact, sitting **U**pright with **S**ilent attention. Silent attention means no talking, no calling out, no shouting out, no whispering, no murmuring, no fiddling with pens, rulers or equipment.

### 1.2.

Students arrive at classes in the correct uniform and with the correct equipment.

### 1.3.

Teachers arrive at the classroom on time and with their lesson and resources planned and ready.

### 1.4.

Where students do not follow the focus routine, where they disrupt the teaching or learning, or where other school rules are broken in lessons students receive a named reminder.

### 1.5.

Where school rules are broken again students are referred to reflection.

### 1.6.

Serious one-off incidents are dealt with outside the named reminder process.

## **2 - Out of lesson behaviour**

2.1.

Students are expected to walk quietly and sensibly around the school

2.2.

Staff are expected to be in the corridors at lesson changeover.

2.3.

Students should not push and shove each other.

2.4. Students not walking sensibly around the school receive a named reminder and then are sent to reflection if further instances occur.

## **3 - Uniform and equipment**

3.1

The school publishes a full list of expected equipment and uniform on their website.

3.2

Uniform and equipment is checked by tutors every morning through the school's greeting routine.

3.3.

All students without the correct uniform or equipment are given the opportunity to change their uniform with loan clothes held by the school or by being given or loaned equipment by the school. Students forgetting equipment or wearing incorrect uniform in the morning are supported to remember to be organised and prepare themselves for the future. Three missing items of equipment in a week is a reflection.

3.4.

Students refusing to be supported with uniform and equipment corrections will be referred to reflection until such a time as the uniform or equipment issue is resolved.

#### 4 - Serious behaviour warranting suspension

4.1. Some serious behaviour breaches are normally dealt with by suspension. These include:

- **Discriminatory Behaviour or Language** - ALL instances, including use of racist, homophobic, biphobic, transphobic, misogynistic, or ableist language, is met with a zero tolerance response and will receive a suspension and possible exclusion. This includes what some might suggest is casual derogatory language for example 'that's so gay' 'it's gay' etc. This list is not exhaustive.
- **Truanti**ng from the school
- **Walking away** from staff; ignoring or defying staff (unless it puts student safety at risk)
- **Disrupting** reflection or learning persistently
- **Bullying**
- **Swearing at or about a member of staff** (even if under breath or indirect)
- **Fighting** or assault – Including if out of hours/school
- **Filming staff or students at school**
- **Posting inappropriate social media content** even if out of school hours

This list is not exhaustive but instead is used to detail the range of behaviours which could lead to suspension.

4.2 - Some serious behaviour breaches will normally be dealt with by means of exclusion.

These include, but are not limited to:

- **Fighting** which results in serious medical treatment, stamping, kicking in head, headbutting, striking when the other party is on the floor
- **Bringing a weapon** onto the school site
- **Repeated discriminatory behaviour or language**, including use of racist, homophobic, biphobic, transphobic, misogynistic, or ableist language, is met with a zero tolerance response and receives an exclusion. This list is not exhaustive.

- **Carrying or supplying drugs or alcohol** on the school site or being under the influence of either whilst in school
- **Persistent bullying**
- **Sexual abuse or assault**

## 5 - Use of Reasonable Force

**5.1 The Law** - Under s. 93 Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the pupil concerned. The decision on whether or not to physically intervene is down to the professional judgment of the member of staff concerned and has to be judged on a case-by-case basis.

**5.2 Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

**5.3 Physical restraint** means to hold back physically or to bring a pupil under control in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- i removing disruptive children from the classroom where they have refused to follow an instruction to leave;
- ii preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- iii preventing a pupil leaving the classroom to keep them safe
- iv preventing a pupil from attacking a member of staff or another pupil
- v restraining a pupil at risk of harming themselves through physical outbursts.

## **6 - Mobile Phones**

6.1 Mobile phones are not to be either seen or heard anywhere on the school site. This is when students are within the green perimeter fence. Phones should be switched off and in the bottom of bags. This includes our sixth form unless they are in the common room.

6.2 If students require a mobile phone to travel and to and from school it should remain in their bag all day whilst on site.

6.3 Parents can contact their children by telephoning or emailing the school office for urgent messages.

6.4 Students can request to use the office phone to phone home in emergency situations and at the discretion of the school staff.

6.5 Students using their mobile phones, or if they are seen or heard, will have them confiscated until the end of the day. If a student refuses to hand over the device its reflection.

6.6 In the instance of repeated usage of a mobile phone on school premises, pupils will be required to hand their phone into the office every day, or parents will confirm a student has not brought a phone onto the school premises.

6.7 The school reserves the right to confiscate and search devices without any consent.

## **7 - Reflection**

7.1 Students are sent to Reflection and must arrive promptly, within five minutes.

7.2 Students on arrival must hand in their phone.

7.3. Students complete 2 hours in Reflection plus a break or lunch.

7.4 Students are allowed a short break and lunch, food is ordered from a set brief menu.

7.5 Students repeatedly referred to Reflection are monitored by our pastoral team.

## **8 - Behaviour outside the school premises**

Students can be sanctioned for any behaviour that contravenes this policy, or at the headteacher's discretion, when they are outside the school grounds, especially if they are:

- taking part in any school-related or school-organised activity
- travelling to and from school
- wearing school uniform
- identifiable as a student at the school
- poses a threat to another person

OR

- could adversely affect the reputation of the school

## **9 - Wilful Damage**

Students causing wilful damage will receive a sanction. This will either be time in the Reflection Room or external suspension. In addition, the following will happen:

- If the cost of repairing or damage costs over £50 the Academy will inform the police
- If the damage is extreme or repeated the damage may be logged as a crime

The parents/ carers will be invoiced by the Trust Finance team to cover the full cost of any repair.

## **10 - Our School Rules**

### **10.1**

#### **Rules for Life**

1. Focus well.
2. Respond well.
3. Attend on time.
4. Move calmly.
5. Raise your hand to share.
6. Bring the right kit.
7. Keep electronics off and away.
8. Look after our environment.



10.2 -

Ways to live by the rules:

1. <b>Focus well</b>	<b>Focus</b> Face & Observe the teaching, Clearly Upright, with Silent Attention
2. <b>Respond well</b>	<b>Tail</b> ask: "Can we Talk About it Later?" (if unsure about a reminder or reflection) <b>Steps</b> say Thank you, Excuse me, Please and smile!
3. <b>Attend on time</b>	<b>SAS</b> sat at seats by the bell
4. <b>Move calmly</b>	<b>Walk</b> Walk calmly, Arrive calmly, Leave calmly, Keep considerate
5. <b>Raise your hand to share</b>	<b>Soto</b> No Shouting Out, Talking Over teaching or practice
6. <b>Bring the right kit</b>	<b>PC-Prrfct</b> 2 Pens, Clear pencil case, 2 pencils, ruler, rubber, <del>functioning calculator</del> , timetable <b>Jet-mend</b> No visible Jewellery, Trainers, Makeup, Fake Eyelashes, Nails, Hair Dye
7. <b>Keep electronics off and away</b>	<b>Stop</b> Switch Tech Off for Peaceful attention
8. <b>Look after our environment</b>	<b>Care</b> Care for others' kit, Avoid gum/graffiti, Rubbish in the bin, Ensure to recycle & reuse

## 11 – Consequences

### 11.1 – Suggested consequences

	<b>For...</b>	<b>We give a...</b>
1.	<b>Fixable incorrect uniform or equipment</b> coats, piercings, nails, makeup, trainers, trousers, shirt, tie, skirt; borrow a pen, pencil or ruler	nudge to correct it (not logged) at Greeting; <b>named reminder</b> afterwards (not logged).
2.	<b>Once unfocused, distracted</b> in a lesson daydreaming, slouching, fiddling, head on desk	nudge (not logged or written on the board): Silent self-interrupt, pause, eye contact, Unnamed 'waiting for 1 person'), Named- 'Ben!'
3.	<b>Twice unfocused, distracted</b> in a lesson daydreaming, slouching, fiddling, head on desk	<b>Named reminder</b> (written on the board, not logged online): <i>'Joe, that's a named reminder, for disrupting. If it continues, it's a reflection. Are we clear?'</i>
4.	<b>Still unfocused, distracted, after</b> a named reminder in a lesson daydreaming, slouching, fiddling, head on desk	<b>Reflection</b>
5.	<b>First disruption</b> calling out, speaking over individual silent practice, speaking to a peer while the teacher is talking	<b>Named reminder</b> (written on the board, not logged online) <i>'Ben, that's a named reminder, for disrupting. If it continues, it's a reflection. Are we clear?'</i>
6.	<b>Second disruption</b> calling out, speaking over individual silent practice, speaking to a peer while the teacher is talking	<b>Reflection</b>
7.	<b>Not responding well to staff once</b> Tutting, eye rolling, sighing, saying "what" or "how?", arguing, deliberately refusing to do as asked a <b>first</b> time	<b>Named reminder</b> <i>'Linda, that's a named reminder, for disrupting. If it continues, it's a reflection. Are we clear?'</i>
8.	<b>Not responding well to staff <u>again</u></b> , or after a named reminder: tutting, eye rolling, sighing, saying "what" or "how?", arguing, deliberately twice refusing to do as asked by staff	<b>Reflection</b>
9.	<b><u>Late</u> to a lesson after the bell</b> without an adult-signed note or accompanied by staff not sat at seats by the bell without a dated, timed, adult-signed note	<b>Reflection</b>
10.	<b>Unfixable incorrect <u>uniform</u> and/or uniform defiance</b> refusing or unable to correct uniform; untucked shirt/short tie/skirt not worn correctly twice in one day after a named reminder from the same teacher.	<b>Reflection</b> (remain in extended reflection if it is not fixed)
11.	<b>(a) Phone/electronics</b> out or heard; <b>(b) refusing to hand over</b>	a: <b>Confiscation</b> ; b: <b>Reflection</b> & extended confiscation (hand in to start the next day)
12.	<b>Disrespect</b> towards a staff member or another student name-calling, insults, mocking, spreading rumours, sending messages in class.	<b>Reflection</b> (if to a student, both sets of parents called)
13.	<b>Inappropriate contact</b> pushing, bundling, hands on others, hands on others' kit	<b>Reflection</b>
14.	<b>Anti-social behaviour</b> out of school (or bus) shouting, rudeness, littering, graffiti	<b>Reflection</b>
15.	<b>Swearing</b> (about something, rather than at somebody)	<b>Reflection</b>

16.	<b>More than one student in a toilet</b> with the door closed	<b>Reflection</b>
17.	<b>Graffiti, chewing gum, littering</b>	<b>Reflection</b>
18.	<b>Carrying vaping/smoking items a first time</b>	<b>Reflection</b>
19.	<b>(a) No Y11 Sparx homework;</b> (b) not doing 1+ task a week, or not attending catchup	<b>(a) Catchup; (b) Reflection</b>
20.	<b>Truantiing</b> one or more lessons	<b>Extended Reflection</b> (full day, 2 breaks, after school), call home
21.	<b>Within top 10 toilet users in a week during lessons</b>	Phone call home
22.	<b>Missing equipment</b> - Three times in one week	<b>Reflection</b>

11.2 – Judgment, the more disruptive, intentional or persistent the behaviour, the more likely we are to give a **reflection rather than just staying with a reminder.**

D - Disruptive

I - Intentional

P – Persistent

## 12 - Reflection – Further guidance

12.1 Who can issue a reflection? – Every member of staff is expected to.

12.2 Extended reflection - This is for a day (5 periods and two social times). Up to 3.25pm for KS3 and 4.15pm for KS4.

### 12.3 Duration in the Reflection Room

Key Stage 4			
Removed	Time spent in the reflection room		
<b>Period 1</b>	Period 1	Period 2	First Break
<b>Period 2</b>	Period 2	First Break	Period 3
<b>Period 3</b>	Period 3	Period 4	Second Break
<b>Period 4</b>	Period 4	Second Break	Period 5
<b>Period 5 (or 6)</b>			
<b>Year 10</b>	Period 5	Period 1	(Back to lesson P2)
<b>Year 11</b>	Period 5	Period 6	(Back to lesson next day)

Key Stage 3			
Removed	Time spent in the reflection room		
Period 1	Period 1	Period 2	First Break
Period 2	Period 2	First Break	Period 3
Period 3	Period 3	Second Break	Period 4
Period 4	Period 4	Period 5	
Period 5	Period 5	Period 1	Period 2 + First Break

### 13. Suspensions/Exclusion – Further Guidance

#### 13.1 – Examples as a guide

1.	Truancing the school <u>and</u> ignoring staff	<b>Suspension, then reflection</b>
2.	Abuse, threat, fighting or damage E.G - Swearing at staff or students	<b>Suspension, then reflection</b>
3.	Disrupting reflection persistently; not arriving to reflection swiftly (within 5 minutes)	<b>Suspension, then reflection</b>
4.	Repeated bullying; any discriminatory language	<b>Suspension, then reflection</b>
5.	Misusing (social) media (e.g. filming staff/students)	<b>Suspension, then reflection</b>
6.	Fighting	<b>Suspension, then reflection</b>

**We have 6 suspension categories** – These will feature on the formal letter home, at our discretion we can add additional reason/s if needed:

- 1 Persistently disrupting and defying
- 2 Truancing and defying/ignoring staff
- 3 Physical assault or fighting
- 4 Abuse (including swearing at or about or threats to staff) or damage
- 5 Repeated bullying
- 6 Other very high-level of misbehaviour

13.2 Returning to school after suspension, this is a guide:

Suspension Duration	Reflection duration on return
1 day suspension	1 day reflection on return up to P5.
2 day suspension	Up to 2 days reflection on return
3 day suspension	Up to 3 days in reflection on return.
Students are back into lessons P5 (on the final day)	

## Returning to school after a suspension:

For any length of suspension students will not be allowed to represent the school in a sporting fixture, school music concert, school drama production, non-essential extra-curricular school trips or any other representative occasion in the same half term that they were suspended. In the summer term, this also includes attendance to activity days trips off the school site and attendance at the school sports day (for behavioural and health and safety reasons).

- See also section 16 positive role modelling.

### 13.3 Exclusion

1.	<b><u>Persistent</u> breaches of the behaviour policy that would seriously harm the education and welfare of staff and other students.</b>	<b>Exclusion</b>
2.	<b>Serious breach of the behaviour policy that would seriously harm the education and welfare of staff and other students:</b> assault, offensive weapon, prohibited item, drug dealing or possession, abuse, discriminatory abuse, verbal abuse or threatening behaviour.	<b>Exclusion</b>

### 14 - Toilets

The expectation is students use the facilities before/after school, at social times and within the 5-minute movement bell.

Students may use the facilities after the first 15 minutes of a lesson if **really necessary**, in this situation teachers will only let out one student at a time and log it on class charts using the 'toilet visit' behaviour. This simply logs the visit.



There may be some occasions when a member of staff deems that a student has a genuine need to go to the toilet outside of the designated time and can exercise their professional discretion at this time.

Pastoral staff will monitor student repeatedly using toilets during lessons, whilst we allow it if **really necessary** we want to avoid recurrence due to the negative impact on lessons and learning.



## 15 - Punctuality

The movement bell between lessons is 5 minutes, this gives students plenty of time to use the bathroom if required and get to lessons. If a student arrives late to lesson after the movement bell without a note from a member of staff the teacher must direct them to reflection.

Students must be seated by the bell – before the bell.

SAS–BB = Sat At Seats By the Bell.

If a student arrives late to school without a note from parents, they will be directed to reflection. Students should be at their morning greeting before 8.45am.

## 16 – Positive role modelling

We take pride in our core values and our ethos of life in all its fullness. We promote the link between positive behaviours and students publicly representing their cohort and the Academy. Any student who has been suspended from school during a specific half term cannot represent for their cohort or school during the same half term. This includes but is not exhausted to: sports day, sports teams, drama productions, music performances, activity days, any off site activities, Year 11 v sixth form football match etc...

For example, if a student has been suspended from school during the final summer half term they may not compete or spectate at sports day.

Assault dependent on level will mean no school representation for either the term or year.

**8 reflections** per half term will mean no representation for the half term.

SLT will have a veto over extreme behaviours and whether or not students can take part in activities week and residentials (SEND dependent). **Please be aware refunds cannot be offered for trips when students are removed due to behaviour, a suspension that half term or extensive reflections. This includes but is not limited to activity days and offsite trips.**

Positive engagement behaviours are specifically taught and rewarded at The Ilfracombe Academy. We require all students to be Ready, Respectful and Safe at all times, and proactively teach students these expectations. Students can earn Class Charts points for good work, attitude, contributions, homework, attendance, support for others and representing their House.

**Our top priority is 100% disruption-free learning first and foremost; then 100% of students focusing well in all tasks in all lessons, 100% distraction-free.**

To support all students to engage productively in learning, we all follow the **FOCUS** cue. For every instruction, explanation and class discussion we give the “**3-2-1 Focus**” cue to students. This means students:

- F**ace and
- O**bserve the teaching with
- C**learly
- U**pright
- S**ilent attention

**Where pupils are not engaged in learning, our system is as follows:**

Distracted: If a student is not focused on their learning	A silent or unnamed prompt if appropriate
Disrupting: A student disrupts the learning, or is disrupting the teaching by continuing to be distracted.	A named reminder is given
Disrupts again	Reflection
Incidents such as swearing, defiance or bullying behaviours	Reflection
Serious behaviours including threats or abuse behaviours, disrupting the reflection room or roaming the school ignoring staff instructions	Suspension, followed by Reflection

**Reflection** gives us time to think about what we could do better. Students who are referred to Reflection from lessons will be instructed to report to the Reflection room without delay. Failure to do so will result in a suspension. Students spend two lessons and a social time in Reflection.

When a student truants from school or from a lesson they will be in Reflection. If a student is late after the movement bell (5 minutes into the lesson) they will go to reflection. **Attendance and punctuality to lesson is a priority.**

When students are completing a period of reflection, they are expected to sit facing forward in the allocated seat and complete the learning. Failure to meet these expectations will result in a named reminder, further disruption will result in a suspension.

**Predictable routines are essential to allow students to give their full attention to learning.**

Learning Together for Life in All its Fullness