

<b>Swinton Academy Behaviour and Rewards Policy</b>			
<b>DOCUMENT CONTROL</b>			
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<b>Approved by</b>	Local Governing Body		
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<b>Business Lead</b>	<b>Principal</b>	<b>Author</b>	Rebecca Hibberd

## **Swinton Academy Mission Statement**

We have the highest expectations and aspirations at Swinton Academy and we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is a unique member of our diverse and inclusive community, deserving our respect, consideration and tolerance. Everyone's contribution is valued and celebrated. Through our partnership with the local and wider community, we aim to support all our young people in order that they leave us as successful learners as well as respectful, caring and resilient citizens ready to take up their place in society. We also expect that all adults recognise their responsibility to safeguard and promote the welfare of children.

***"At Swinton Academy, we will make a difference"***

## Responsibilities and Expectations

Academy staff, parents/carers and students have specific responsibilities in order to ensure good behaviour and a purposeful learning environment. Responsibilities and expectations are outlined below.

### Students

At Swinton Academy expect students to be '**Ready, Respectful and Safe**'

This means:

- Every student should be **ready** to learn. Students will be in full uniform, arrive on time to lessons, have their phone turned off and in their bag, be prepared with the right equipment (including bag and planner), be **ready** to work hard, make progress and to do their best.
- Members of the academy community will be **respectful** towards others. Students will follow instructions and allow others to learn.
- Members of the academy community will feel **safe** and be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. In line with our academy equality objectives, students will demonstrate acceptance without exception.

### Staff

Staff will:

- Meet and greet at the classroom door.
- Refer to students being '**Ready, Respectful, Safe**'.
- Model positive behaviours and establish working relationships.
- Have high aspirations and expectations for all students
- Provide high quality education through lessons that engage, challenge and meet the needs of students.
- Use a visible recognition mechanism throughout every lesson (Rewards board - Character / Reading / Outstanding contribution / Kindness)
- Acknowledge and rewards students who consistently meet expectations
- Remain calm and give 'take up time' when students exhibit challenging behaviour
- Prevent before sanctions.
- Follow up every incident, retain ownership and be persistent and consistent
- Engage in reflective dialogue with students following behaviour concerns
- Maintain regular communication with parents for positives and concerns so there are no surprises at consultation evening
- Never ignore or walk past students who are not ready, respectful or safe

## **Middle leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Their role is to work alongside colleagues to support, guide, model and show a unified consistency to students.

Middle leaders will:

- Meet and greet students at the beginning of the day in their faculty area
- Be a visible presence in the faculty to encourage appropriate conduct
- Support staff in returning students to learning by arranging and leading reparation meetings and supporting staff in conversations
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls
- Ensure staff training needs are identified and targeted
- Be proactive in the use of behaviour data to target and assess interventions
- Make sure that the 'buck stops here', taking ownership of behaviour within the faculty and establish an ethos of positive behaviour within the faculty ensuring faculty staff are persistent and consistent in retaining ownership
- Seek to work with Year Teams, SENDCO, Inclusion and ASC staff to ensure needs are met

## **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they work alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet students at the beginning of the day
- Be a daily visible presence around the site and especially at the start and end of the day and during lesson changeover time
- Celebrate staff, leaders and students whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or challenging behaviours
- Use behaviour data to target and assess academy wide behaviour policy and practice
- Regularly review provision for students who fall beyond the range of written policies
- Support link faculty leaders to ensure high standards of behaviour and consistent practice
- Drive the academy vision of 'High expectations and high aspirations for all student'
- Communicate information back to staff

## Parents/Carers

Parents/Carers will:

- To be aware of the academy's value and expectations
- To support the values and expectations of the academy
- Ensure their child is **ready** to learn, arrives in full uniform, on time and prepared with the right equipment (including bag and planner).
- To communicate to the academy any necessary information that will help to support the education of their child
- Be **respectful** towards academy staff and students by speaking politely and respectfully whether in person, on the phone or online
- Support the academy in keeping children **safe** and be free from discrimination, harassment and victimisation

## REWARDS AT SWINTON ACADEMY

Swinton Academy has an extensive rewards system which is based on rewarding students who adhere to our Mission Statement and Ethos and Values in lessons, tutor time and around the academy generally.

Praise and rewards are used to model standards of behaviour and expected attitudes across the academy. Rewards are very high profile across Swinton Academy and are celebrated through Assemblies, displays, rewards events and whole school celebrations.

The whole school system has a stepped approach that begins within classroom/tutor time on a daily basis and then develops into weekly, half termly, termly and annually praise and rewards events.

Alongside the academy system, faculties and pastoral teams also offer additional rewards to students.

# Swinton Academy Rewards

Reward	Criteria	Responsible
<b>BRONZE AWARD</b>	<ul style="list-style-type: none"> <li>+50 net achievement points</li> <li>95%+ attendance and minimal late marks</li> <li>Show development of positive 'Swinton characteristics' in and around the academy</li> <li>Contribute positively in Personal Development lessons</li> </ul>	Student Form tutor Year Leader Link LT
<b>SILVER AWARD</b>	<ul style="list-style-type: none"> <li>+75 net achievement points</li> <li>96%+ attendance over a term</li> <li>Consistently demonstrate positive 'Swinton characteristics' in and around the academy</li> <li>Represent the Academy in a competition, at a performance or an event.</li> <li>Attend at least 10 sessions of a club or other extra-curricular activity</li> </ul>	Student Form Tutor Year Leader Link LT
<b>GOLD AWARD</b>	<ul style="list-style-type: none"> <li>100+ net achievement points</li> <li>97% overall attendance for at least 2 terms</li> <li>Extensively demonstrate positive 'Swinton characteristics' in and around the academy</li> <li>Represent the Academy regularly in competitions, performances or events.</li> <li>Take on a leadership role</li> <li>Attend at least 20 sessions of a club or other extra-curricular activity</li> </ul>	Student Form Tutor Year Leader Link LT
<b>PLATINUM AWARD</b>	<ul style="list-style-type: none"> <li>200+ net achievement points</li> <li>97% overall attendance for at least 3 terms</li> <li>Represent the Academy regularly in competitions, performances or events and share experiences with others in Personal Development Lessons, Assemblies or school events</li> <li>Sustain a leadership role and be a role model to other students</li> <li>Attend at least 30 sessions of a club or other extra-curricular activity</li> </ul>	Student Form Tutor Year Leader Link LT

## Practical steps in managing and modifying poor behaviour

Students are held responsible for their behaviour. Staff will deal with behaviour, asking for support when necessary. Staff will use the steps outlined below when dealing with poor conduct.

### Redirection

Engagement with learning is always the primary aim. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. There are however occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, **taking individual needs into account where necessary**. Praise the behaviour you want to see. Do not pander to attention seekers.

**Students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.**

### Steps to redirection

#### Step 1 - Reminder

A reminder of the expectations for students **Ready, Respectful, Safe** delivered privately to the student (when possible). The teacher makes them aware of their behaviour. The student has a choice to do the right thing.

#### Step 2 - Caution

A clear verbal caution delivered, privately when possible, to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make good choices.

#### 30 second caution script

- a. Personal, non-threatening approach. Side on, eye level or lower if seated
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the student what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the student; allowing her/him time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and instead spend our energy returning students to their learning.*

#### Step 3 - Time-out

- The student is asked to speak to the teacher away from others
- Boundaries are reset

- Student is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Student is given a final opportunity to reengage with the learning / follow instructions

Students should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. Check outside the classroom to ensure the corridor is quiet and it is appropriate for the student to wait there.

If you need to speak with the student outside of the classroom, ask the student to stand in the doorway with their back to the class. You will face the student so that you can talk to them but also watch the class behind them.

#### **Step 4 - Exit**

If the step above is unsuccessful, or if a student refuses to go and take a time out, the student will be asked to leave the room and go to another classroom nearby for the remainder of the lesson.

If necessary, another member of staff will escort the student to a different classroom away from the original teaching room.

**Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

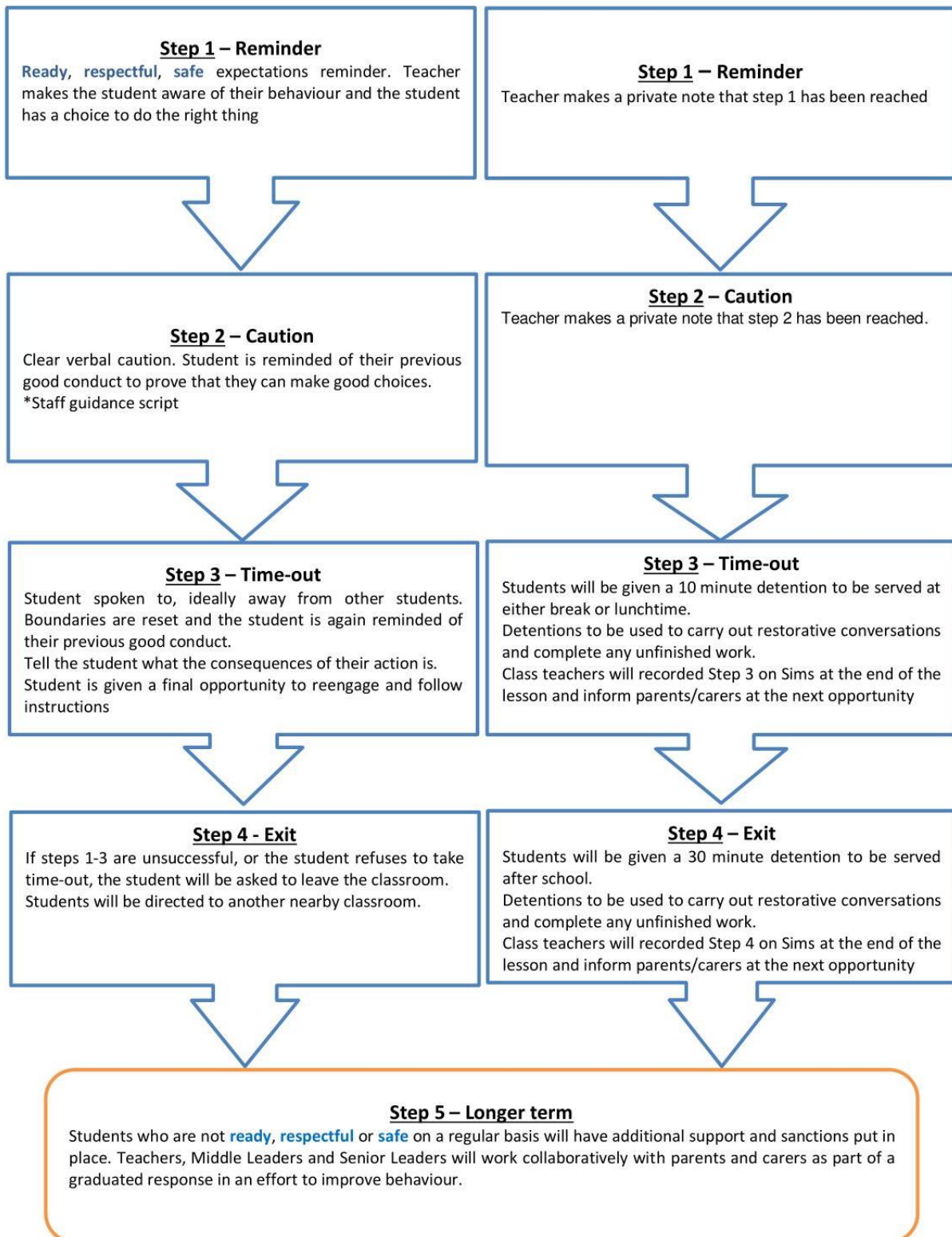
#### **GRADUATED RESPONSE TO BEHAVIOUR**

Our behaviour procedures adhere to a graduated response in addressing student behaviour that does not meet our standards and expectations. Students are given opportunities to correct their behaviour themselves by staff using reminders, referring to the Mission Statement and Ethos and Values and by using de-escalation procedures

The Graduated Response Ladder is outlined below:



# Steps to Redirection



## UNACCEPTABLE BEHAVIOURS

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list:

<p><b>Lateness and truanting</b></p> <p>Arriving late for the start of the Academy day (8:40am)</p> <p>Arriving late to lessons and activities during the Academy day</p> <p>Failing to attend lessons</p> <p>Walking out of lessons without permission</p>	<p><b>Disruption</b></p> <p>Distracting others from learning</p> <p>Talking when asked to work in silence</p> <p>Shouting out or making noises e.g. tapping, whistling</p> <p>Throwing things</p> <p>Wandering around the classroom without permission</p>	<p><b>Lack of equipment/correct uniform</b></p> <p>Failing to have the basic equipment as follows:</p> <ul style="list-style-type: none"> <li>✓ A sensible bag</li> <li>✓ A pen, a pencil, a ruler and Academy journal</li> <li>✓ PE kit, on days required</li> </ul> <p>Forgetting or failing to complete homework</p> <p>Failure to wear the correct uniform or wearing items that are not permitted as set out in the uniform expectations</p>
<p><b>Non-compliance</b></p> <p>Failure to follow instructions given by a member of staff</p> <p>Rudeness to others including answering back and talking over a member of staff</p> <p>Chewing, eating or drinking in areas not permitted</p> <p>Refusing to complete a good standard of classwork or homework</p>	<p><b>Property damage, theft and littering</b></p> <p>Deliberate misuse, theft or damage/vandalism to the property of another student or a member of staff</p> <p>Deliberate misuse or damage/vandalism to Academy buildings, fittings or equipment</p> <p>Dropping litter within the building or anywhere on the Academy site</p>	<p><b>Off-site behaviour</b></p> <p>Demonstrating poor behaviour in the community</p> <p>Being impolite or discourteous to members of the public</p> <p>Being involved in unkindness or bullying to others when outside of school</p>
<p><b>Drugs</b></p> <p>Possessing, using, distributing, supplying or dealing in any banned or illegal drugs on site, or travelling to or from school or on an Academy visit, or trip or activity.</p>	<p><b>Alcohol, smoking, vaping materials</b></p> <p>Possessing, using, distributing, supplying or dealing in alcohol, smoking or vaping materials on site, or travelling to or from school or on an Academy visit, or trip or activity</p>	<p><b>Offensive Weapons</b></p> <p>Carrying any offensive weapon on the Academy site, or travelling to or from school or on an Academy visit, trip or activity</p>

<b>Harassment and sexualised behaviours</b>	<b>Verbal and physical assaults</b>	<b>Bullying and prejudice behaviour</b>
Sharing inappropriate photos	Using unacceptable language, or swearing particularly when directed at another student or staff member	Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation.
Upskirting		
Initiation/hazing type violence and rituals	Inappropriate comments or behaviours towards other members of the school community	
Sexual Harassment (verbal, physical, online)	Any outburst of aggressive, violent or threatening language or attack towards other members of the school community	Online abuse of any kind
Sexual comments (lewd comments, calling someone sexualised names)		
Sexualised physical behaviour (e.g. deliberately brushing up against someone)	Fighting between students	
Sexual violence		

## **Tolerance, Respect and Personal Development**

We want students to be able to recognise what is right and wrong, identify risks or warning signs, resist pressures and make informed decisions based on objective, impartial information. We also want our students to know their rights and responsibilities as citizens of the UK, to respect people of different cultural and faith backgrounds, to value democracy and the rule of law and take part in opportunities society has to offer.

Our behaviour policy supports these intentions, students are taught this specifically through the PSHE and RSE curriculum. For further information, please consult the PSHE and RSE policies found on the school website.

### **Child-on-child Abuse**

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

#### **How we intend to respond / have responded to Child-on-child abuse:**

Students should always report any circumstances where they do not feel safe. Where they are treated inappropriately by other students or made to feel uncomfortable in any way. We encourage students to report this to any member of staff.

Once this has been reported students can be reassured that they will be listened to and treated with respect. Their report will be taken seriously.

Student discussions will be logged and acted upon immediately - which may mean involvement of external support and external agencies such as Early Help, Social Care or the police.

Students should understand that their safety in the academy is paramount and as such risk assessments may be necessary to assess the social, physical and environmental risks.

Staff will be provided with high quality safeguarding training and regular CPD on Child-on-child abuse. Staff and leaders will challenge any inappropriate language, slurs or actions, if witnessed or reported in the academy and implement our behaviour policy fully

Logs of sexual harassment will be monitored closely and renewed strategies to address any areas of concern will be implemented, with the support of external agencies if needed.

#### **Zero Tolerance to Child-on-child abuse**

We do not tolerate any Child-on-child abuse or sexually inappropriate behaviour. Responses to such incidents will be proportionate, considered, supportive and decided on a case-by-case basis.

Support will be offered to victims, and although we do not tolerate Child-on-child abuse, support will be provided to alleged perpetrators so that they can change their behaviour.

Possible sanctions following a Child-on-child abuse incident

- Educating to correct behaviour
- Verbal warning
- Contact with parents and carers via telephone or meeting
- Detention
- Community service
- Internal exclusion (length dependant on the incident)
- Respite at another school
- Suspension
- Permanent exclusion

#### **Phones and Entertainment Equipment in Swinton Academy**

It must be recognised that the responsibility for the safe keeping and proper use of this equipment lies with the student and the academy accepts no responsibility for loss or damage.

Phones should be turned off and placed in bags once students enter the Academy gates. Students who have their phones or other electronic devices out on corridors, out in lessons and out without being in base at break / lunch will have their device confiscated by a member of patrol staff. Phones and devices will be returned after 3pm subject to the step. **Please see Mobile Phone Policy for further information.**

We appreciate that there are sometimes situations where a student may feel they need to contact home during the day. Students are, and have always been, allowed to do this via Student Reception or the Pastoral Team.

Students should never video or photograph other students or teachers without the express permission of a teacher and students who are being filmed. In circumstances where filming and photography is part of a course and done with the express permission of those being filmed, it should only be done with equipment owned by the academy unless the teacher in charge has specifically given permission.

Any student who is found to have bullied another student in the academy by persistent texting, posting inappropriate material on social networking sites, video sharing sites or websites will be dealt with by our Anti-Bullying Policy but with the additional sanction that they may be denied access to the academy network.

### **Academy Uniform Policy**

Non-compliance with the academy uniform policy could lead to the following sanctions being implemented:

1. All students will be made aware of the sanctions linked to non-compliance with the academy uniform policy
2. If a student is not following the uniform policy, they will be given an agreed time frame to rectify the issue
3. If the issue continues, students will be placed in IER / IS until the uniform issue is corrected
4. If the student continues to refuse to follow the policy, then this could lead to a suspension
5. A student could be permanently excluded if they persistently refuse to follow the academy uniform policy

### **Toilet Access**

We aim to develop responsible and resilient students and maximise learning time through the school day. As such, toilets should be accessed before school, at break time, lunchtime and after school. Students should avoid asking to use the toilets during lesson time unless they have medical reasons that require toilet access throughout the school day.

It is the responsibility of parents and carers to provide medical evidence to year teams so that toilet passes can be granted and recorded on Sims so that staff are aware.

### **Sanctions**

If students are not **ready, respectful** or **safe** and do not comply with the academy's expectations, there will be sanctions put in place. The students' behaviour will then be

monitored closely by teachers and faculty leaders to ensure that sanctions are completed effectively, parents/carers are informed and students are clear on the expectations going forward.

Incidents of unacceptable behaviour will be recorded using SIMS and a behaviour log created for the student, giving a brief description of the incident and the action taken as a result. Year Teams and Faculties monitor the entries onto the system to identify students who require further intervention.

Staff will use their professional judgement and demonstrate persistence in order ensure that students are given every opportunity to correct their behaviour and show that they are **ready, respectful** and **safe**.

### **Internal Exclusion**

Internal Exclusion is staffed by members of the Leadership team. Students can be placed in Internal Exclusion by the Principal or designated member of the Leadership Team. Students are completely isolated from the rest of the academy and they are expected to display high standards of behaviour. Failure to do so will result in an extension to the amount of time to be spent in Internal Exclusion or suspension. Letters will be sent to parents/carers should a student be placed in Internal Exclusion for three days or longer. The letter will outline the reason for the internal exclusion and state a date for the parent/carer to come into the academy to discuss their child's behaviour.

### **Suspension/Permanent Exclusion**

The Principal can decide to issue a suspension from the academy or in the most serious cases a permanent exclusion.

### **Dangerous Weapons**

No student shall possess, use or distribute a weapon when in the school. "Possession" means having a weapon on one's person in a school location. This includes areas adjacent to school such as bus stops.

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury. This includes objects that have been modified to serve as a weapon. Articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), but used to inflict bodily harm and/or intimidate will be treated as possession and use of a weapon.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to a member of staff shall not be considered to possess a weapon.

### **Vaping**

Vaping not permitted and students have had this message repeated in assemblies and tutor

period sessions. We have also used tutor time to reinforce the dangers and risks associated with vaping.

1. If caught vaping - vape will be removed/searched if necessary.
2. Parent contacted and appropriate sanction set.
3. We record vaping student details on a spreadsheet.
4. The vape gets placed in an evidence bag with details and collected by community police officer.
5. This is linked to trading standards to provide further evidence as to where students are illegally purchasing them from.

### **Consequences for students**

The minimum consequence for students possessing, using or distributing weapons shall include:

- immediate isolation pending investigation;
- confiscation of the weapon;
- parent/carer notification
- possible notification to the police

Further consequences of possessing, using or distributing a dangerous weapon may include: a detention

- a period in isolation
- a suspension
- a permanent exclusion

Depending on the circumstances of the incident, other appropriate action may be taken, including consideration of a recommendation for lesser discipline

### **Local Governing Body Discipline Committee**

In extreme cases, especially when permanent exclusion is a strong possibility, students may be invited, along with their parents/carers, to a formal meeting of the LGB Discipline Committee. Any student with 15 or more days of suspension in one term will be automatically invited to a formal meeting with the governors.

### **Policy links appendix**

- [Uniform Policy](#)
- Suspensions and Permanent Exclusions Policy
- [Attendance Policy](#)
- [PHSCE/RSE Policy](#)
- [SEND Policy](#)

## **Addendum re: vaping in the academy**

### **1. Context**

This addendum has been developed following the release of new national vaping guidance for schools released by **Action on Smoking and Health (ASH) September 2022**.

Vaping is not for children. While it can help people quit smoking, if you don't smoke don't vape. Uptake of vaping has a distinctive age profile. The key ages for take up are 16, 17 and particularly 18, although it can occur earlier. It is illegal to sell cigarettes or nicotine containing vapes to under-18s, but it is not illegal to smoke or vape underage. The main source of supply to children of cigarettes and vapes is shops. Children under 18 should be asked where they got their vape (or cigarette) from. Complaints can then be made to trading standards through the Citizens Advice online portal.

<https://www.citizensadvice.org.uk/consumer/get-more-help/report-to-trading-standards/>

This addendum applies to all students within Aston Community Education Trust (ACET). It also applies to staff, volunteers, parents/carers, members of the public and visitors to any ACET academy.

Agency staff and contractors should be made aware of the addendum and abide by the vaping arrangements.

### **2. Vaping on site**

#### **Vaping is not permitted**

- in any academy building
- in academy grounds
- in academy vehicles
- whilst on academy visits and residential trips

### **3. Children and Young People**

If students are found to be using, or in possession of vapes the steps outlined in the ***Behaviour Policy*** will be initiated.

Vapes could be used to exploit the most vulnerable children, as is the case with other age restricted products such as tobacco and alcohol. Discovery, or suspicions of children being in possession, of any age restricted product should be immediately reported to the Principal and DSL within junior academies and to the Principal, DSL and year team staff within senior academies.

Consideration will be given to circumstances and the responses of the child or young person and where there are concerns that they are at risk of exploitation appropriate referrals will be made as outlined in the safeguarding policy.



Children and young people will always be offered support through the school nurse service, universal smoking cessation pathways and any locally available support networks as appropriate.

If children and young people identify premises that have sold vapes to them this will be reported through the Citizens Advice online portal.

In all cases contact will be made with parents/carers.

All academy vehicles are smoke-free. Vaping is also not permitted in academy vehicles.

#### **4. Support from ACET**

The Trust Central Safeguarding and Executive Teams will provide support and guidance as appropriate to enable the DSL to carry out their role effectively in regard to issues arising from vaping.

#### **5. Further Support**

**Information and advice on vaping/smoking cessation can be found at the following websites**

<https://www.nhsinform.scot/healthy-living/stopping-smoking/how-to-stop/e-cigarettes>

<https://www.nhs.uk/better-health/quit-smoking/>

<https://www.rdash.nhs.uk/publications/leaflets/stop-smoking-services-rotherham/>

<https://smokefreesheffield.org/how-to-quit/services/>

<https://www.livelifebetterderbyshire.org.uk/services/stopping-smoking/stopping-smoking.aspx>