



# Relationships & Behaviour Policy (including anti-bullying)

## **Document Control**

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1.0	EA	New Spa Academy Policy	AGB	Jun 2019	Oct 2020
1.1	EA	Behaviour, consequence flow chart and Aspire	AGB	Oct 2020	Sept 2021
1.2	EA	Rewards and consequence flow charts updated	AGB	Sept 2021	Sept 2022
1.3	EA	Policy re-written in light of updated DfE guidance	AGB	Sept 2022	Sept 2023
1.4	JD	Edits to 'Praise & Rewards', 'Consequences/sanctions in lessons' and 'Beyond the Classroom Sanctions'.	AGB	Sept 2023	Sept 2024
1.5	KH	Appendix 2 & 3 replaced	AGB	Sept 2024	Sept 2025
1.6	KH	Changes to appendix 1 (to ensure consistency with the flowchart)	AGB	Sept 2025	Sept 2026

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## **1. INTRODUCTION AND PURPOSE**

1.1 The Academy ethos is based on principles, values and standards established by Leger Trust and the Governing Body in co-operation with staff, pupils and parents.

1.2 Our Academy believes that pupils should be encouraged to adapt behaviour that supports learning and promotes good relationships. We believe poor behaviour and low-level disruption threatens the rights of pupils to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened. All pupils have a right to work in a calm, supportive and purposeful atmosphere.

1.3 We recognise that even when encouraged to make the right choice, some pupils will occasionally make choices that threaten their own learning or that of others. Therefore, it is necessary to have a set of practical measures and behaviour strategies to secure a positive learning environment for all.

1.4 Our policy is underpinned by our core values and encourages the development of pupils both personally and academically.

## **2. AIMS**

At Spa Academy Askern, we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future. We create a positive learning environment so that all children can achieve their potential.

Through this policy we aim:

- To promote and encourage positive behaviour at all times
- To keep the school community safe and secure
- To keep the school free from any kind of intimidation or bullying
- To address concerns about behaviour and deal with these to the best of our ability
- To foster mutual respect and understanding
- To develop good social skills
- To promote emotional well being
- To develop increased self esteem
- To give consistency and structure
- To create a positive environment for learning
- To enable effective teaching and learning and raise standards

## **3. PRAISE AND REWARDS**

3.1 The Academy believes that pupil achievement and motivation are inextricably linked; that pupils' positive self-image and feelings of success influence motivation; and that positive self-esteem is actively nurtured through praise and reward. The Academy therefore operates a wide-ranging policy of rewards and praise designed to acknowledge and value the full spectrum of pupils' efforts and achievements and thus to recognise many forms of success.

3.2 Our aim is to devise a range of rewards for genuine achievement for pupils of different ages, and to promote and maintain a positive culture in which everyone feels valued for their contributions.

3.3 It is essential that staff refer to values frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

3.4 Range of Rewards:

- The use of verbal praise and encouragement in lessons and around the Academy as much as possible.
- Supportive and constructive feedback.

- Positive texts and phone call homes.
- Academy Spa Stars and House Points.
- Weekly Star Learners
- Recognition via assemblies – including Homework Heroes & Attendance Champions.
- Certificates.
- Formal occasions – Reward assemblies, Performer of the Year awards, Presentation Evening.
- End of Year Rewards Trips, linked to House Points.

3.5 Reasons for Rewards may include, although not limited to:

- Full and sustained engagement with learning in the classroom, demonstrating being ready, respectful and safe;
- Demonstrating the school values of:
  - Pride
  - Ambition
  - Integrity
  - Responsibility
- Having a positive attitude to learning;
- Excellent answers and work;
- Representing the School - taking part in sports, enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the Academy;
- High Attendance/Most Improved Attendance;
- Demonstrating a strength of character;
- Community and charity involvement.

#### **4. PROMOTING POSITIVE VALUES AND BEHAVIOUR**

4.1 Our principles, further detailed in Appendix 5, that underpin the promotion of positive values and behaviour include:

- Praising in public
- Reprimanding in private
- Low-level disruption addressed through scripted responses
- Restorative conversations
- Being 'predictable'

#### **5. POOR BEHAVIOUR – USE OF DISCIPLINARY SANCTIONS**

5.1 Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. This power also applies to paid staff such as teaching assistants and lunchtime supervisors.

5.2 In all cases any use of sanctions must always be reasonable and proportionate and must follow the guidance in this policy.

5.3 The Academy will consider the range of protected characteristics identified in the Equality Act 2010 plus individual pupil needs such as any special educational needs, parental support/reaction.

5.4 The following range of disciplinary sanctions that may be implemented as appropriate:

- Behaviour logs
- Change of location
- Verbal warning/reprimand
- Phone call home
- Attitudes to Learning card
- Restorative conversations during play/lunchtime
- Internal suspension
- Pastoral Support Plan
- Fixed term suspension
- Alternative Provision

## **6. PUPILS WITH BEHAVIOURAL ISSUES – RISK ASSESSMENT AND DECISION MAKING**

- 6.1 For some pupils with particular behaviour needs, the Academy will need to undertake thorough risk assessments to determine how best to support these pupils. This is evident in a pupil's Pastoral Support Plan (PSP) – which includes pupil voice, provision and/or strategies as well as review. This may for example include pupils who will struggle to follow instructions or display significantly disruptive tendencies.
- 6.2 A Pastoral Support Plan is put in place for:
- Repeated breaches of stages 1-4;
  - A pupil returning from a suspension; this Pastoral Support Plan formalises the reintegration discussions and plan.
- 6.3 A Pastoral Support Plan includes an assessment of need, to identify any underlying SEN need. For pupils with identified SEN needs already, the PSP is superseded by their SEN plan.

## **7. BULLYING BEHAVIOUR**

- 7.1 Bullying behaviour is always unacceptable and will not be tolerated because:
- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
  - It interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
  - It is contrary to all our aims and values, our internal culture, and the reputation of our Academy.
- 7.2 Bullying is defined by the DfE's Preventing & Tackling Bullying guidance: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 7.3 The implications for any incident of physical bullying are significant in any circumstance.
- 7.4 Our Academy will deal with such bullying behaviour robustly and take immediate and necessary action to sanction pupils.
- 7.5 Types of physical bullying:
- Physical: including, hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions, barging, hurting, stamping.
- 7.6 The Academy will also not tolerate other types of bullying which may include:
- Verbal: including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter or lyrics to raps, shaming e.g. fat shaming;
  - Exclusionary behaviour: intimidating, harassing, isolating, or excluding a person from a group;
  - Extortion: threatening to, or taking money, equipment, resources, blackmailing;
  - General unkindness: spreading rumours or writing unkind notes, phone texts or emails;
  - Cyberbullying: using the internet, games, mobile telephones, social networking sites etc. which upsets someone else;
  - Non-verbal sucking teeth, staring at someone, pulling faces, gestures;
  - Sexist: making comments or referring in a derogatory way to a person's gender or gender reassignment;
  - Racist: regarding someone's culture, heritage, country of birth or nationality;

- Homophobic: related to a person's perceived or actual sexual orientation;
- Disability: related to a person's disability or special educational need, medical needs;
- Pregnancy: related to pregnancy, paternity, or maternity;
- Marriage/civil partnership: related to someone's marital or partnership status;
- Faith: related to someone's faith (belief or no faith), social standing (related to a person's home circumstances), poverty;
- Intelligence: related to someone who does as they are told, high achieving, and completing their work;
- Sexual: talking to or touching someone in a sexually inappropriate way, upskirting, asking for photographs or intimate parts or engaging in phone or written sexual conversations.

7.7 Intention - Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.

7.8 If such bullying conduct persists leaders:

- will call and talk to the parents/carers concerned
- may decide to hold a meeting with parents, if it is reasonable to do so, to determine how the pupil must remedy their behaviour.

We will ensure that staff report and monitor any instances where an act of bullying has taken place.

7.9 Legal aspects - A person who makes a physical or sexual assault on another, including "upskirting", or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort", can all lead to legal consequences outside the Academy.

7.10 Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.

7.11 Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

## **8. INITIAL COMPLAINT ABOUT A BULLYING INCIDENT**

8.1 Firstly, respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim, then report the allegation to the appropriate member of staff - this may be DSL and/or Senior Leader.

8.2 A thorough investigation must be carried out and the investigating member of staff must:

- speak with, and take notes from, the alleged bully as soon as possible;
- speak with any witnesses without delay and form an initial view of the allegation, can the alleged bully be seen on a no-names basis.

8.3 The outcomes of an investigation can be:

a) There has been a misunderstanding which can be explained sympathetically to the alleged victim and with clear advice given to the alleged bully in modifying their behaviour as appropriate.

b) Complaint is partially justified:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate;
- Advice and support to the bully in trying to change their behaviour; this may include clear instructions and a warning or final warning;
- Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to

the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the Academy's safeguarding and child protection procedures must be followed.

c) Complaint is justified. Our approach:

- Where possible, the Academy may decide to hold a supervised meeting between the bully and the victim (only with the agreement of the victim) to discuss their differences and the ways in which they may be able to avoid future conflict;
- A disciplinary sanction against the bully, in accordance with the Academy's behaviour and discipline conduct will be issued.

8.4 Importantly, any behaviour or bullying incident must be followed by showing the pupils how to behave to prevent any further incidents.

## **9. RECORD KEEPING AND MONITORING**

9.1 Every complaint or report of poor behaviour or bullying must be entered and recorded in accordance with the Academy's internal system and process (CPOMs).

When implementing this policy, every pupil should be encouraged to understand that:

- Every complaint of bullying and poor behaviour will be taken seriously;
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis;
- The primary aim will be for the bullying/poor behaviour to cease, not the punishment of the bully unless this is necessary.

9.2 The Academy may decide to use a restorative approach to solve the problem between pupils but it is the victim who will select whether this takes place or not.

9.3 The Academy will, for most but not all, serious incidents, inform parents/carers as to what has happened so that they can give their support. Where the Academy staff feel that the pupil may be unsafe or vulnerable because of telling parents (for example of transgender or homophobic bullying) the staff will tackle the incident themselves with the help of specialists. The Academy staff must ensure that the Designated Safeguarding Lead (DSL) is made aware in these circumstances and all information is recorded on CPOMS.

## **10. SUSPENSIONS & EXCLUSIONS – USE OF SUSPENSIONS AND PERMANENT EXCLUSIONS (PEX)**

10.1 Spa endeavours to ensure that all procedures conform with statutory guidance set by the Department for Education (DfE).

10.2 In upholding statutory guidance it is only the Headteacher that may suspend or exclude a pupil. All parties involved in these, must have regard to statutory guidance. Proceedings at Spa are conducted in a lawful, reasonable and procedurally fair manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated timelines.

10.3 The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

10.4 The DfE guidance is followed in a pupil's reintegration to school following a suspension. Following a suspension, one of two actions are taken to formalise the reintegration process:

- A Pastoral Support Plan is put in place; or
- A pupil's SEN plan is reviewed.

- 10.5 A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
- in response to a serious breach or persistent breaches of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- 10.6 Spa defines persistent as 'continuing firmly or obstinately in behaviours, despite a robust Pastoral Support Programme and/or SEN plan'.

## **11. USE OF REASONABLE FORCE**

- 11.1 Force may be used for the purpose of preventing a pupil from doing (or continuing to do) any of the following:
- Committing a criminal or civil offence;
  - Causing personal injury to, or damage to the property of, any person, Prejudicing the maintenance of good order and discipline at the Academy.
- 11.2 In such occurrences the member of staff should:
- Manage the situation using appropriate techniques
  - Escort the pupil/s to a designated area where they cannot come into contact with others
  - Administer first aid if necessary
  - Ensure that the Headteacher is made aware of the incident so that the incident process can be followed to not only record the nature of the incident but also staff will need to record any aspect of physical contact and close proximity that occurred.
- 11.3 Where physical restraint and positive handling techniques are used by staff, this must be recorded in writing and the pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment. Identified members of SLT and Pastoral Team have received up to date Team teach training.
- 11.4 Team Teach is a structured, non-violent staff development programme. The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a pupil, and it teaches safe, effective ways to do this.
- 11.5 The Academy will always enter incidents of physical restraint and positive handling techniques on CPOMs and inform parents of action taken to manage a pupil through authorised techniques.

## **12. GUIDANCE FOR SEARCHING, SCREENING AND CONFISCATION**

- 12.1 The Leadership Team and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- 12.2 Staff can search any pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. The Academy must follow each step in the statutory guidance (Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies, DfE January 2018).
- 12.3 Prohibited items are:
- Weapons or knives
  - An illegal substance or legal substance for which pupils are trading e.g. alcohol, cigarettes, prescription drugs.
  - Stolen items
  - Fireworks

- Pornographic images
- Tobacco and cigarette papers
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person
- The Leadership Team and authorised staff can search for any item banned by the Academy rules and Code of Conduct.

12.4 Informed consent - The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy and in full adherence with statutory guidance.

12.5 Searches without consent - In relation to prohibited items, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the Academy premises or where the member of staff has lawful control or charge over the pupil, for example, on Academy trips.

12.6 Searches generally - If staff believe a pupil is in possession of a prohibited item, it may be appropriate for an authorised, trained member of staff to carry out:

- A search of outer clothing; and / or
- A search of Academy property, e.g. pupils' lockers or desks; and / or
- A search of personal property (e.g. bag or pencil).

12.7 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

12.8 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil, or in the case of a transgender pupil, they may select the gender of the searcher. However, by exception, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex without a witness present.

12.9 When an electronic device, such as a mobile phone, has been seized by a member of staff, the staff member can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. In establishing good reason to do so the Headteacher and authorised staff must refer to the categories stated in the DfE 2018 statutory guidance for Searching, Screening and Confiscation.

12.10 If an electronic device that is prohibited by the Academy Code of Conduct has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible.

12.11 Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police. If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of Academy discipline.

## APPENDIX 1 – UNIVERSAL PRINCIPLES

### Be **READY**, Be **RESPECTFUL**, Be **SAFE**

#### On the way to and from school, this includes:

##### **Be Ready:**

- Attend regularly.
- Arrive on time.
- Wear the correct uniform.
- Bring all the equipment and work that you need for that day in a school bag.

##### **Be Respectful:**

- Show respect to the local community by being polite and well mannered.
- Take care of the local environment e.g. put litter in the bin.

##### **Be Safe:**

- Wait on-site for friends.
- Take the most direct route between home and school.
- Take care crossing roads and when riding bicycles. All bicycles must be dismounted on school site

#### Beyond the classroom, this includes:

##### **Be Ready:**

- Wear uniform correctly.
- Moving promptly to classroom following play/lunch

##### **Be Respectful:**

- Show respect to others in school – be polite and well mannered.
- Respect the academy environment and buildings.
- Avoid anti-social behaviour and behaviour that is hurtful or disrespectful to others.

##### **Be Safe:**

- Always walk sensibly on the corridor.
- Line up in a sensible manner outside of classrooms.
- Conduct yourself in a safe manner around the building and at social times in your designated area.
- Be in the correct area at social time.
- Mobile phones are switched off and handed to class teachers at the beginning of the day.

**In lessons this includes:**

**Be Ready:**

- Arrive to lessons on time.
- Have your equipment out ready.
- Listen intently and wait for instructions from staff.

**Be Respectful:**

- Follow instructions/reminders first time.
- Speak in an appropriate manner and listen carefully to the views of others.
- Respect the classroom environment, keep it tidy and avoid damage to property/equipment.

**Be Safe:**

- Not leaving lessons unless you are asked to do so.
- Use equipment as instructed to do so.
- When required, move around the classroom sensibly

Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

**Consequences/sanctions in lessons**

Expectation Reminder	The teacher reminds the pupil of the expectations and values. Warning is given, clearly stating the consequence if the behaviour continues.
Stage 1	The teacher clearly states that the pupil is now at Stage 1 and records this on the board.  Where appropriate, the pupil is then moved seats within the classroom <u>or</u> works with a member of support staff.
Stage 2	The teacher clearly states that the pupil is now at Stage 2 and records this on the board as well as ensures pupil moves to link class for remainder of session.  This is recorded on CPOMS by the teacher with a comment; Pastoral Team are called to the classroom should further support be required for the link class move.  The teacher, or pastoral team member will: <ul style="list-style-type: none"> <li>• Take out, preparing the pupil for a restorative conversation;</li> <li>• Takeover, allowing the teacher to lead a restorative conversation.</li> </ul> This incident is recorded on CPOMs by the staff involved to this point with a comment.  Parents will be informed if the pupils continues to receive multiple Stage 2 consequences (3 consecutive weeks or twice within the same week)
Stage 3	The staff member clearly states that the pupil is now at Stage 3 and the member of SLT on 'High Profile' is called for by the Pastoral Team.  At this point, a lunchtime detention may be issued by SLT for the same or following day. With reference to paragraph 70 of the Behaviour in Schools guidance: 'with lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.'  Parents are contacted by the class teacher. This incident and contact is recorded on CPOMs by the teacher; SLT must ensure that the action taken is added.  An Attitudes to Learning report card is issued, where the class teacher feels this is appropriate (eg attending reflection multiple times)  If a pupil receives two Stage 3 events on the same day, they will be removed from class for the remainder of the day, continuing their education elsewhere (see paragraphs 79 – 81 of Behaviour in School Guidance).
Immediate Stage 2 events	The teacher will clearly state what the Stage 2 event is.  Examples of an immediate Stage 2 events include: <ul style="list-style-type: none"> <li>• Being late to lesson, following break or lunchtime.</li> <li>• Failing to place your coat/bag in the designated area as instructed by staff.</li> <li>• Swearing – we do not expect pupils to swear in lessons. If swearing is loud enough to be heard it is loud enough to be sanctioned.</li> </ul>

Immediate Stage 3 event	Examples of an immediate Stage 3 event include: <ul style="list-style-type: none"><li>• Significant disruption at any point during a lesson</li><li>• Safety – not following instructions that keep others safe</li><li>• Threatening behaviour or aggression towards peers</li></ul>
Persistent Stages 1 - 4	Pastoral Support Programme put in place/Attitude to learning report card assigned

## Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

### Beyond the classroom sanctions

It is important the Behaviour for Learning extends around the school. Any member of teaching staff can issue a Stage 3 to pupils. A Stage 3 can be issued for the following:

Beyond the classroom immediate Stage 3 (Reflection)	Examples on immediate Stage 3 event beyond the classroom include: <ul style="list-style-type: none"> <li>• Running on the corridor at any point of the day</li> <li>• Shouting in the corridor at any point of the day</li> <li>• Pushing another pupil</li> <li>• Pushing into any queuing system (break, lunch, account top up...)</li> <li>• Leaving trays / rubbish at the dining table</li> <li>• Refusal to remove a coat</li> <li>• Littering</li> <li>• Being in a non-designated area (out of bounds)</li> <li>• Failing to behave appropriately in assembly</li> <li>• Other instances of anti-social behaviour including swearing at peers.</li> </ul>
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Behaviour	Sanction
Expectation reminder – Beyond the Classroom	Reminder only, no formal log (staff member)
Stage 1 (Beyond the classroom)  Stage 2 (Beyond the classroom)	Examples include: time out with designated staff member (on playground). Moved in the hall (assembly time) to sit with assigned staff member. If stage 2 occurs following a stage 1, duration of time spent with adult increases.  Both stages to be logged on Cpoms.
Stage 3 or Immediate Stage 3 event (see above)	Lunchtime reflection (Senior Leadership) Attitude to Learning Card where necessary, Cpoms log, Behaviour log, phone call home
Stage 4	Continuation of disruptive or threatening behaviour towards staff or pupils Removal to Senior Leadership Team
Refusal to hand over device/item	Removal to Senior Leadership Team
Smoking/vaping	Removal to Senior Leadership Team
Severe damage to property/grounds	Removal to Senior Leadership Team
Aggressive behaviour towards staffmember	Removal to Senior Leadership Team

	Truancy	Removal to Senior Leadership Team
	Cyber-bullying	Removal to Senior Leadership Team
	Fighting (equal blame)	Removal to Senior Leadership Team
	Missed Detention	Removal to Senior Leadership Team
	Other (where appropriate)	Removal to Senior Leadership Team
Stage 5	Refusal at stage 4	Fixed-term suspension
	Targeted verbal abuse (including swearing)	Fixed-term suspension
	Homophobic discrimination	Fixed-term suspension
	Racial discrimination	Fixed-term suspension
	Religious discrimination	Fixed-term suspension
	Physical assault (severity dependent)	Fixed-term suspension
	Transphobic discrimination	Fixed-term suspension
	Bringing the Academy into disrepute	Fixed-term suspension
	Setting off the fire alarm	Fixed-term suspension
	Other, deemed appropriate	Fixed-term suspension
Stage 6	Physical assault of a staff member	Permanent Exclusion
	Physical assault of a pupil (severity dependent*)	Permanent Exclusion
	A serious breach of the behaviour policy	Permanent Exclusion
	Persistent breaches of the behaviour policy	Permanent Exclusion

## **Determining**

Stage 5 Fixed-term Suspension (FTS)  If not already completed: consideratio n of Managed move or Alternative Provision Placement	FTS 1	x0.5 day, x1 day FTS or x1.5 days FTS (where appropriate)  If not already completed: Pastoral Support Plan, part of reintegration discussions
	FTS 2	x2 days FTS or x2.5 day FTS  If not already completed: referral to relevant agencies
	FTS 3	x3 days FTS or x3.5 days FTS
	FTS 4	x4 days or x4.5 days FTS
	FTS 4*	x5 days FTS  *Governor’s Panel meeting is triggered at 15 days (termly). School reserves the right to introduce a Governors Panel Meeting earlier if in the best interest of all parties.
	FTS 5 onwards	x5 days FTS for this incident and all following FTS’s
Stage 6	Permanent Exclusion	



# Behaviour Expectations



## Ready Respectful Safe

Expectation  
Reminder

- Pupil reminded of expectations and values
- Warning given, clearly stating consequence of behaviour continues

**Stage 1**

- Low level disruption continues despite reminder
- Pupil moved seats within class, supported by adult

**Stage 2**  
(Link Class)

- Continued disruption despite intervention by adults in class
- Pupil removed to link classroom for remainder of session (if within 10 minutes of end of session, pupil to remain in link class for following session) Logged on CPOMS by Class teacher
- Parents contacted (text message by Teacher/office) where removal occurs in 3 consecutive weeks or more than twice with same week.

**Stage 3**  
(Reflection)

- Ongoing persistent disruption to learning of others in link class and own class, results in child attending reflection room from 12 – 12.15pm
- Parents contacted (phone call by teacher)
- Stage 3 logged by teacher on CPOMS

**Stage 4**  
Pastoral Team/Senior  
Leaders

- Continued disruption or threatening behaviour towards staff or another pupil.
- Stage 4 logged by pastoral team on CPOMS
- Parents contacted to attend a meeting with Pastoral team and phase leaders
- Staged behaviour report card/pastoral intervention plan implemented. Review of SEND needs if appropriate.

**Stage 5**  
Headteacher

- Extreme disruption to learning, physical assault, verbal abuse or threatening behaviour towards staff or pupil.
- Fixed-term suspension or permanent exclusion
- Stage 5 logged by SLT on CPOMS

**Pride – Ambition – Integrity - Responsibility**

## APPENDIX 3 – BEHAVIOUR FLOWCHART - REWARDS

Initiative	General	Weekly	Half Termly	Termly	Annual
<b>Celebration Assembly</b>		Learner of the week (Star learner) and Special Mention			
<b>Spa Stars</b>	Teacher led class-based reward (10 + Spa Stars)				Lunch at McDonalds for children achieving 100+ Spa Stars
<b>In it 2 win it</b>		Raffle tickets	In-house cinema experience	£100 raffle draw	Always reward trip (Inflatable fun)
<b>House points</b>		House teams and class with most house points announced in assembly	Non-uniform day for winning house		Awaiting confirmation
<b>Trust Values Awards</b>			Recognition of chosen value: Pride, Ambition, Integrity, Responsibility		
<b>Attendance</b>		Class of the week and most improved (Y3/4) Class of the week and most improved (Y5/6)	Most improved certificate + Sticker		100% attendees- Ice cream van
<b>Phase leader Award sticker</b>	Teacher initiated to reward pupils for exceptional work				
<b>Headteacher Award sticker</b>	Teacher initiated to reward pupils for exceptional work in recognition of continued effort				
<b>Lunchtime Awards</b>	DMc and PGi to use stickers to reward good conduct in the dining hall				
<b>School Council Rep Awards</b>	Reps to use stickers to reward good				

	conduct on the playground				
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## APPENDIX 4 – EXAMPLE DISPLAYS AND REPORT CARD

### EXAMPLES OF ATTITUDES TO LEARNING CARDS:

Pupils will be awarded 'Attitude to Learning' grades, from 1-4, for each learning session, whilst on their Aspire Card. Below are the categories and descriptions in which pupils will be scored upon.

The expectation is that pupils aim to earn as many 1's as possible in a day (a score of 1 for every session).

If the score is higher than the goal set by them and their teacher, the child will remain on the Aspire card to be monitored for a further week.



## Spa Academy Attitudes to Learning

An aspire card is put in place in order to develop a more positive approach to learning

**'Better never stops'**

**Pride  
Ambition  
Integrity  
Responsibility**

Learning Behaviour– Linked to school values			
1 – On Task	2 – Mostly on task	3 – Sometimes off task	4 – Off Task
<ul style="list-style-type: none"> <li>Positive contribution to learning.</li> <li>Regularly demonstrates school values.</li> <li>Has positive behaviour</li> <li>Follows school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Often contributes positively in lesson.</li> <li>Sometimes shows characteristics of the school values</li> <li>Rarely reminded about school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Very rarely contributes to learning</li> <li>A passive learner</li> <li>Sometimes needing reminding of school expectations</li> </ul>	<ul style="list-style-type: none"> <li>No positive contributions to learning.</li> <li>Often a negative influence on the learning of others</li> <li>Often fails to meet school expectations</li> </ul>

#### Notes from face to face meeting:

Name: \_\_\_\_\_

Class: \_\_\_\_\_



# Attitudes to Learning



Daily target score:

W/C:	Morning Task/ Assembly	Reading	English	Break	Newsround	Maths	Dinner	Quiet Reading	Lesson (1.20-2.15)	Lesson (2.15-3.00)	School Signature	Home Signature
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Examples of Expectations Posters displayed in School:



# PLAYGROUND EXPECTATIONS

READY  RESPECTFUL  SAFE

## What does it look like?

Everyone having fun    Playing    Socialising/chatting  
Sharing and respecting equipment  
Kind body language    Ready when the bell goes

## What does it sound like?

"Can I join in?"    "How are you?"    "Thank you"  
Polite language    Good manners    Kind words  
Silent when lining up/coming inside    Laughter

## What does it feel like?

Fun    Friendly  
Happy    Active    Safe



# CORRIDOR EXPECTATIONS

READY  RESPECTFUL  SAFE

## What does it look like?

Walking on the left    Smiling    Single file if passing  
Holding doors open    Feet on the floor  
Arms by sides/behind backs    Straight line when lining up

## What does it sound like?

"Good morning/afternoon"    "How are you?"    "Thank you"  
Adults greeting pupils as they enter rooms  
Silent when lining up    Quiet conversation when moving

## What does it feel like?

Calm    Positive    Safe