



BEHAVIOUR FOR LEARNING POLICY

Date Approved by KA Governing Body:		
Chair of Governors Signature	M Farley	
Acting Principal's Signature	S Pountain	
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Kearsley Academy Behaviour Policy

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1. Introduction

Kearsley Academy is committed to providing an environment where every student regardless of age or ability can reach his or her potential.

Good behaviour and discipline are key elements for students achieving academic success and as an Academy we believe that this is best achieved through the reinforcement of positive behaviour rather than highlighting negative behaviour. The Academy's Reward System encourages this approach.

The Academy does have clearly agreed levels of expected behaviour for both students and staff, and the behaviour policy is built on the whole staff agreed mission statement.

Mission Statement

Kearsley Academy is committed to providing stimulating, challenging, quality teaching and learning, where the needs of the individual are recognised and all are encouraged to maximise their potential within a supportive and caring environment

2. Expectations

Conduct

Students attending Kearsley Academy are expected to conduct themselves appropriately. This means:

- Arriving at the Academy on time and fully equipped for the Academy day (Minimum expectations; pen, pencil and ruler)
- Arriving at lessons on time and remaining in lessons unless having specific permission to leave
- Following the classroom expectations of the teacher.
- Following all reasonable instructions from staff, first time without argument
- Respecting all members of the Academy community: by not using physical or verbal abuse (swearing) or behaviour that is offensive to others. ***Bullying and fighting will not be tolerated.***
- Respecting the whole Academy environment and resources provided.
- Treating all visitors to the Academy with respect and courtesy
- Attempting all tasks set to the best of their ability and being positive about their achievements and those of other students.

We do not accept:

- ***Behaviour or language that is demeaning (racist, sexist, harassment of others or sexual misconduct)***
- ***Behaviour which abuses Academy property (littering, graffiti, vandalism, theft)***
- ***Dangerous or harmful behaviour (violence, bringing harmful implements or controlled substances on to the Academy site)***

3. Uniform

KEARSLEY ACADEMY Uniform Policy and Procedures 2014

Boys Uniform	Girls Uniform
<ul style="list-style-type: none"> ✓ Black Blazer with Academy Logo ✓ Academy Tie ✓ Black Trousers with KA Logo ✓ Academy v-neck jumper (KA Logo) ✓ White Shirt ✓ Plain Black Shoes (no trainers, no boots) ✓ Black socks ✓ A wrist Watch ✓ No jewellery ✓ No extreme hair colours / styles ✓ School Bag 	<ul style="list-style-type: none"> ✓ Black Blazer with Academy Logo ✓ Academy Tie ✓ Black Pleated Kearsley Academy logo Skirt (Knee Length) or Black Trousers with KA Logo) ✓ Academy v-neck jumper (logo) ✓ White Shirt ✓ Plain Black Shoes (no trainers, no boots) ✓ Plain Black tights (no knee length socks, no socks and tights together) ✓ A wrist Watch ✓ No jewellery ✓ No extreme hair colours / styles (Hair dressage is minimal – bobbles and slides, no additional hair accessories) ✓ No nail varnish / acrylic nails ✓ School Bag
Boys PE KIT	Girls PE KIT
<ul style="list-style-type: none"> ✓ Kearsley Academy Navy Blue / Light Blue Polo Shirt ✓ Kearsley Academy Navy Shorts ✓ Black or White ankle socks ✓ Sports Trainers (no converse / canvas style) Outdoors Wear ✓ Kearsley Academy ¼ zip sweat top ✓ Plain Navy / Black Tracksuit bottoms (discrete logo allowed). Plain, no stripes etc. ✓ Knee length black / navy / white football socks ✓ Suitable Sports Bag 	<ul style="list-style-type: none"> ✓ Kearsley Academy Navy Blue / Light Blue Polo Shirt ✓ Kearsley Academy Navy Shorts ✓ Black or White ankle socks ✓ Sports Trainers (no converse / canvas style) Outdoors Wear ✓ Kearsley Academy ¼ zip sweat top ✓ Plain Navy / Black Tracksuit bottoms (discrete logo allowed). Plain, no stripes etc. ✓ Knee length black / navy / white football socks ✓ Suitable Sports Bag

Having a uniform demonstrates that students are a member of the Academy community. Kearsley Academy has high expectations for how the uniform is worn.

- Blazer is worn at all times (unless at Principal's discretion in warm weather). Jumpers are optional, blazers are not.
- Shirt tucked in, no rolled up sleeves at any time.
- Tie fastened correctly covering all buttons of the shirt.
- Skirt an appropriate length. (knee)

SLT, ELT, Year Group Leaders and Form tutors will check students' uniform as they arrive in the morning. Form tutors along with Year Group Leaders and other staff will check uniform daily during registration. If there is a valid reason for students not having the correct

uniform, a phone call or a note from home must be produced so the form tutor can issue a non-uniform slip for the day. If there are extenuating circumstances the note will be given for a negotiated period.

Students who come to the Academy in incorrect uniform will be stopped in the student entrance in the morning and will have their uniform corrected. Students who arrive without key pieces of uniform will be able to borrow uniform. Students will sign for each piece of borrowed uniform. Failure to return uniform will result in students being charged for that uniform item. Where students borrow pieces of uniform they will be required to leave an item of their own clothing. E.g. if students borrow Academy pumps they will be required to leave their own footwear.

Continued failure to wear correct uniform will lead to further sanctions including:

- Phone call to parents/carers,
- Detentions
- Report
- Parental meeting
- Internal isolation

Students without correct uniform may be sent home to remedy the problem. If parents/carers cannot be contacted or the problem with uniform occurs frequently students will be internally isolated in Resolve, for an appropriate period of time.

Additional Points

Students should not:

- Wear outside clothing in assembly/ lesson times and on the corridors, this includes overcoats, jackets, hoodies / sweatshirts, hats, gloves. (The only exception to this will be at the Principal's discretion in severely inclement weather.)

Our principal stockist is Whittaker's (please see below for the address). Our uniform is also available to **buy online** for your convenience from the beginning weeks of July.

Link for buying online: <http://www.whittakersschoolwear.co.uk/Find-Your-School>

Whittaker's Schoolwear
106 Deansgate
Bolton
BL1 1BD
01204 389485
<http://www.whittakersschoolwear.co.uk>

4. Behaviour in Class

Classrooms (including labs, workshops and gyms) are the students' place of work and the responsibility for the management of behaviour lies first with teachers. A separate Teaching and Learning Policy details how Kearsley Academy will generate well prepared, stimulating lessons and good learning. Where Teaching and Learning is good or better, this results in good student attitudes. Teaching and Learning cannot be seen in isolation. The quality of teaching has a direct effect on student behaviour.

Teachers are role models and are expected to:



- Arrive before the class and start on time.
- Be prepared for all lessons.
- Keep students engaged and interested.
- Extend and motivate students.
- Mark all work promptly.
- Maintain an attractive teaching environment.
- Use first names.
- Apply Academy rules positively.
- Maintain discipline (e.g. apply Academy rules, insist on uniform, follow up problems to their conclusion)
- Separate the problem from the person.
- Only refer it on if the problem cannot be resolved.

5. Behaviour for Learning

At Kearsley Academy we are committed to managing student behaviour within curriculum areas. All academy staff have received training in behaviour management strategies and the Academy has a very clear system for ensuring that behaviour supports learning.

Our classroom learning ethos is based on Personal Learning and Thinking Skills.

KEARSLEY Academy <small>Preparing for the Future</small>		CLASSROOM LEARNING ETHOS (PLTS)		
The following PLTS are the expectations for the learning environment.				
	Effective Participators	Independent Enquirers	Self Managers	Team Workers
1.	Be an ACTIVE LEARNER within the lesson. Maximise your learning.	MAKE INFORMED DECISIONS based upon a variety of information sources. PLAN CAREFULLY.	Be ON TIME for all lessons wearing FULL ACADEMY UNIFORM at all times.	RESPECT the learning environment and equipment.
2.	LISTEN to the opinions of others.	Work INDEPENDENTLY and focus on your learning.	Take RESPONSIBILITY for your own learning.	SUPPORT the learning of all students.
3.	Show a POSITIVE AND RESILIENT learning attitude within the lesson.	MAKE LINKS with all subject areas, expressing the same positive approach to learning in every lesson.	Use your mobile phone RESPONSIBLY.	Show RESPECT to STAFF and STUDENTS at all times.
4.	See things from OTHER PEOPLE'S POINT OF VIEW with sympathy and understanding.	ASK the teacher for support and guidance when needed.	Be ORGANISED and bring SCHOOL EQUIPMENT to the lesson.	Put across your point of view POSITIVELY using appropriate language.
5.	FOCUS on your learning within the lesson. PLAN for FUTURE SUCCESS and GO FOR GREEN!	Be willing to CHANGE your ideas and REFINE your work.	Complete tasks successfully through effective TIME MANAGEMENT.	Take RESPONSIBILITY for your actions.

 • **CREATIVE THINKERS - WWW** (Connect and **LINK** your learning and ideas.)
 • **REFLECTIVE LEARNERS - EBI** (Set **GOALS** and **IDENTIFY** ways of improving your work.)

TEAM KEARSLEY	WORKING HARD every minute, every lesson, every day, EVERYONE
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These expectations are made explicit to all students through displays, assemblies and regular communication.

As a model for staff to follow when applying the classroom-learning ethos, we encourage staff to use the ARC approach (detailed below).

Staff should use the ARC system to ensure students stay in lessons and on task. Make sure your language is consistent and precise in terms of the PLTS and the systems outlined in departmental behaviour documents.

Ask: Ask students to comply with tasks/requests. Use the strategies outlined in this policy to support students to make the right choices.

Remind: Remind students of the consequences of non compliance and their responsibility in terms of the PLTs. Use the departmental expectations, PLTs and departmental 5 minute behaviour plan to remind students of the specific features of the lessons in that department.

Consequence: Warn students of the consequences of their actions and implement these; use the buddy system and follow up using Sims and the department policy.

We encourage staff to use incremental behaviour management strategies. Our guidance on the specific language to use has been developed to secure a positive classroom-learning ethos and ensure that our ARC approach is successful.

See the example below of the ladder of interventions and language from least intrusive to most intrusive:

What does assertive look like?

Encouragement strategies – least intrusive to most intrusive strategies:

Least intrusive
Use positive correction managing behaviour for learning from the head, not the gut. Tactical ignoring – ignoring low level and secondary behaviour in the first instance. Praise on task behaviour. Show interest in what they are doing.
Non- verbal queuing. For example, use eye contact, raised eyebrows, body language, etc. Use the range of Kagan strategies for attracting attention.
Tactical positioning. Wandering nonchalantly over to any hot spots “just to be there”.
Simple direction. “Finish the map you are working on thanks”. “The instruction is quietly thanks”.
Department rules. Ask about the rules and how their behaviours impact on this. “What is the rule for where you sit?” You know where your place is in our seating plan, thanks”. Assume compliance in the wording of the question.
Routines and responsibilities. Ask about the routine for starts, middle and end of lesson. Remind them of these and use other students as positive affirmation.
Ask a “What?” question. “What are you doing? What should you be doing?” Don’t ask “Why?” questions.
Tactical pausing. Pause in a mid-sentence and scan the class, wait for eye contact, take up time. State when you need “Full attention thanks”
Partial agreement “Maybe, but you might think it is boring but it is a link in the chain and this leads onto what we are learning about in the second part of the lesson.
Simple choice. “Work quietly here or you will move over there.” “In your bag or on my desk”
Repeat choices and/or directions. “Move over there thanks, move over there thanks”.
Implementing consequence. “Your choice, you have chosen to not work and you need to work in the buddy room now.”
Most intrusive

Five Minute Behaviour Plan

For a more detailed and bespoke approach to behaviour management within departments, each department has produced a Behaviour plan that has been developed collaboratively in that curriculum area. This plan sets out the department's approach to issues such as equipment and routines for key points within lessons e.g. starts, endings routines.

In extraordinary circumstances it might be appropriate for a student to work in another classroom within a curriculum area. This would only occur if all reasonable attempts to resolve that student's behaviour based on the aforementioned structures had been unsuccessful. In these circumstances Departments will use the internal buddying system. This identifies the most appropriate location and member of staff during each period of every day where a student who had failed to adhere to the Classroom Learning Ethos would be able to work for that period.

Behaviour support/Resolve

Where students have particular problems in a curriculum area and display behaviour that disrupts the learning of themselves and others, they will be dealt within that curriculum area.

Where these systems do not prove effective in correcting student behaviour Behaviour and Attendance Mentor is 'on-call' to remove students to our student services provision. Whilst removed there, the focus with the student is on restorative justice and proactive work with students who exhibit challenging behaviour, although punitive sanctions may be put in place where internal exclusion is deemed necessary. The Inclusion Manager will identify students who have repeated behaviour incidents and undertake appropriate behaviour management work with them; either individually or in group work scenarios.

Staff in Student Services also work with students who are referred through the Academy systems or are returning from a lengthy absence. The aim of this support is to ensure that students are able to reintegrate into Academy life. This may require catching up on missed work, setting up of an Achievement Support Plan or attendance report.

Student Services accommodates those students who are referred by senior members of staff to our internal inclusion programme. Pupils who are returning from a period of exclusion will also be re-integrated into Academy life via the internal exclusion programme. These students, for various reasons are temporarily unable to access or cope with a mainstream Academy day. Whilst attending the Learning Support Centre, students are to adhere to the regular Academy time, arriving at 9am and leaving at the end of the Academy day at 3.10pm. They will be gradually reintegrated back into a full timetable and have break and lunchtime out of the centre.

For students referred for internal exclusion the times for their day are 9.20am to 3.30 pm with loss of break and lunchtime in the centre. This is detailed in the letter informing parents.

The correct full Academy uniform is to be worn.

Students must meet the same expectations in Student Services as they would in the rest of the Academy. Failure to follow these expectations will be recorded on the SIMs system and will result in the application of the full range of sanctions. It may also result in fixed term exclusion.

We recognise that there are many factors within and beyond the Academy which can influence/affect a child's behaviour. As an Academy we are committed to helping students understand the social and emotional aspects of their learning. Staff will accommodate

specific learning needs and tailor education plans in order to assist pupils in addressing areas of concern. This may include part-time time tables or one-to-one assisted mentoring.

Where necessary, the Attendance and Behaviour mentor will arrange for external agencies to work with students who are having difficulties and whose needs cannot be met within the Academy.

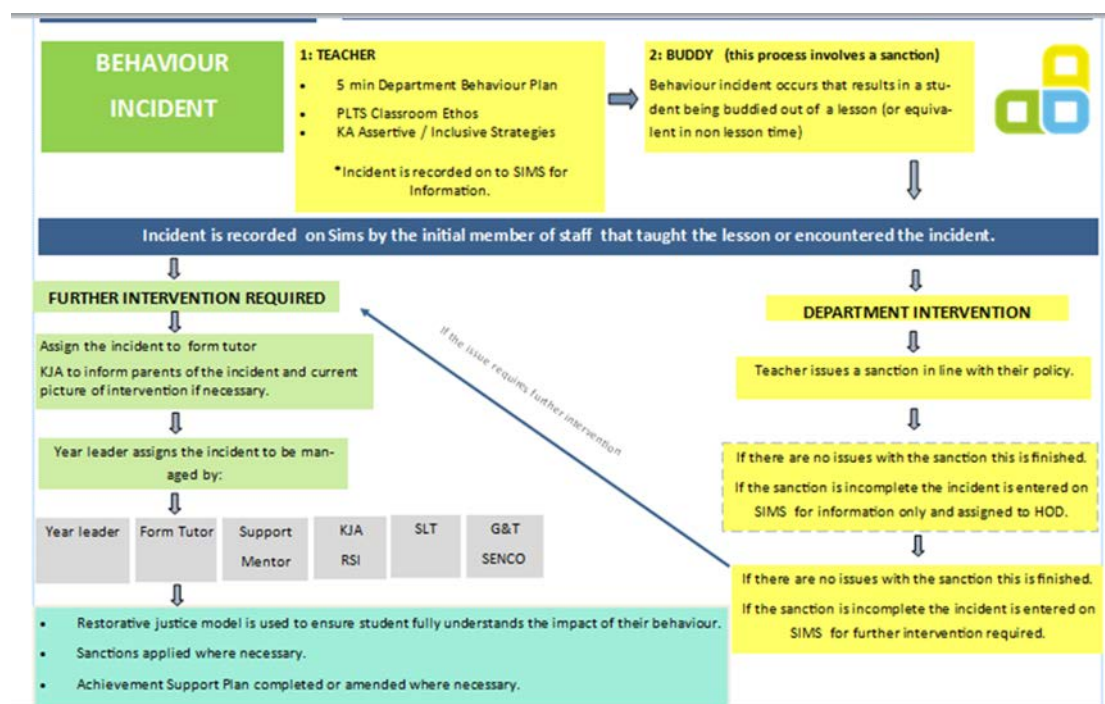
Examples of these agencies could include:

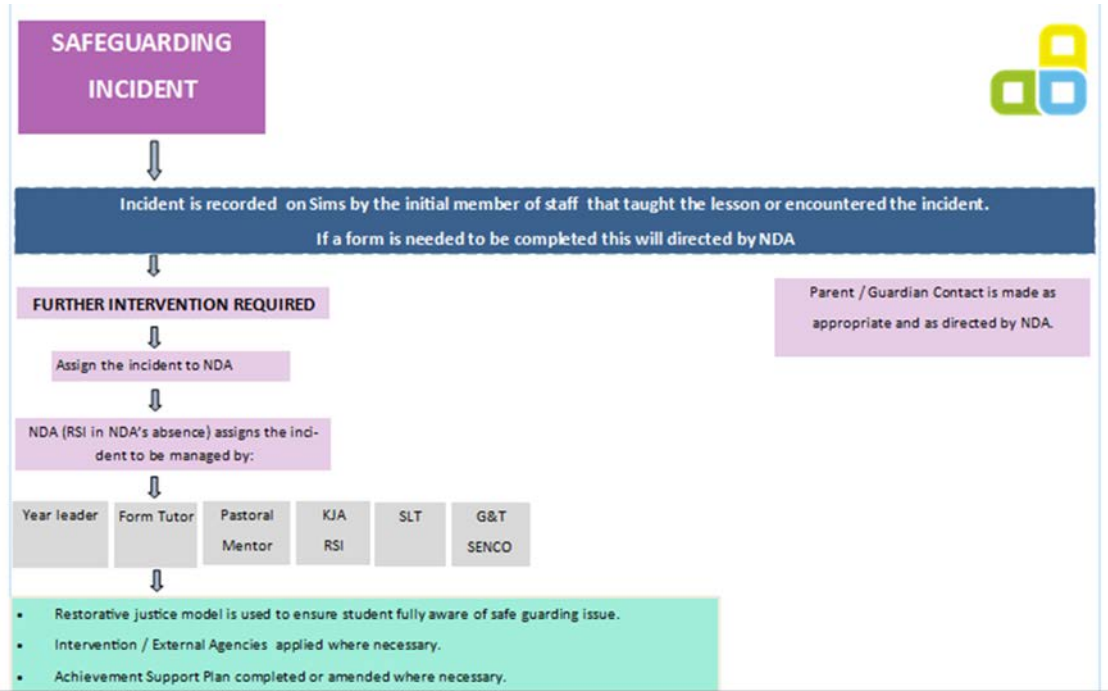
- Behaviour Support
- 360
- School Nurse (Drop in)
- Parallel
- Parent Partnership

SIMs

Our main method for dealing with and tracking student behaviour is SIMS.

A clear flow chart illustrates exactly what steps staff should follow if they encounter poor behaviour.





These are two reasons for staff to record information on SIMS. Staff may wish to simply “Record for Information”. This enables our Attendance and Behaviour Mentor to prepare analyses of student behaviour and provides documentary evidence for interviews/reports to parents and other agencies.

The second reason is if there is a situation that has not been resolved and if the member of staff requires assistance in dealing with the incident. The flow diagram makes clear who will deal with individual incidents that require ‘further intervention’.

Recording of information regarding student attitudes and behaviour allows staff to track students throughout the year. Teachers are able to instantly record both positive and negative behaviour and can make a comment. The system also shows up to date attendance figures plus behaviour reports that a student may be placed on. This enables detailed analysis of student behaviour and provides documentary evidence for interviews/reports to parents and reports to other agencies.

6. Rewards

The Academy has several strategies for rewarding students:

- Rewards Points
- Postcards of praise
- Happy Texts
- House points
- Celebration assemblies
- Rewards trips
- Achievement Awards Evening

Rewards Points

It is a SIMS based way of rewarding students for a wide range of achievements in school.

Students are rewarded in school with Rewards Points. Points are accrued for a variety of positive reasons and 100% attendance each week. Points are collated each week and informs a league table within each year group. At the end of each term, the top 10% in each year group receive a reward trip for collecting the most Reward Points in their year. At the start of each new term, all students have another chance to collect points and achieve top 10% status by the end of that term and receive a place on the rewards trip.

Examples of achievements students will be awarded points for include:

KEARSLEY Academy Preparing for the Future

Achievement Types

3: Rewards make prizes

- ✓ Each **Achievement Type will equal 50 points**
- ✓ At the end of each term/year the top 10% of students with the most points will receive a prize based on their achievements

Code	Description	Points
PAS	Positive Attitude in School	50
SCO	Student Council Contribution	50
PAL	Positive Attitude to Learning in class	50
PRO	Progress/Improvements in lessons	50
SRE	School Representation (events/competitions)	50
HWK	Outstanding Homework	50
RTL	Ready to Learn (Equipment/Uniform)	50

Our emphasis on a positive rewards system is vital to our approach. Students cannot be “docked” Rewards Points. Where behaviour falls below the expected standards (see expectations) there is a sanction system.

Postcards of praise/texts

In addition to the VIVO miles system, we also operate a system of rewards based on communication with parents. This development was a result of communication with students through the Student Council. Each member of staff sends home 1 postcard each week for each of the classes that they teach. These postcards are for academic excellence. Where students have improved behaviour or effort in lessons this triggers a text message home. The postcards have artwork related to each of the house patrons. When staff write a postcard for a student they must ensure that it is written on the correct house postcard for that student. This is imperative as the house postcards will contribute to the house competitions and the house trophies that are awarded at the end of each term.

Staff should ensure that all postcards are handed into the office by no later than break-time on Fridays to ensure that they are posted to parents over the weekend.

House Points

All areas of student's achievement feed into our House system.

Attendance
Punctuality
Progress
Effort
Attainment
Behaviour



We track on a weekly basis the relative performance of individual forms and the wider House community and share these with students through a presentation that is delivered in registration time. The House points that are awarded on a weekly basis form a running total and are totalled up at the end of each term.

Reward Trips

At the end of each term there are social trip days for each group. These are chosen in consultation with the students and based on the top 10% Rewards Points achievers in each year group.

Achievement Awards Evening

At the end of each year Kearsley Academy has an Achievement Award Evening where students' outstanding work is recognised and celebrated. Parents are invited to attend this celebration.

7. Attendance and Punctuality

Good attendance is linked to improvement in learning and attainment.

Kearsley Academy has an attendance officer and Support Leaders who meet weekly to identify attendance issues.

Students are placed within the following categories:

Good attendance: 95% +

Cause for concern: 85– 95%

Persistent Absentee: Below 90%

At the start of each academic year all Form Tutors will receive a full attendance profile for their Form and each individual student. This will include a cumulative attendance total for each individual student in the form and a cumulative total attendance for the form as a group. These figures should guide Form tutors when setting individual attendance targets for students.

All students should have an attendance target. The minimum attendance target should in most cases be **95%**.

Students with attendance of 90% should automatically receive a target of at least 95%

Students with attendance of 95% should automatically receive a target of up to 100%

All year 7 students should have a target of at least 95%

No student should have a target lower than 90%

All students' targets must be at least 5% higher than last year's total (except those with 96%+)

Form Tutors will set individual attendance targets for Forms based on whole school targets and past performance

The Assistant Vice Principal will set year group attendance targets and a whole school target for:

- Overall attendance
- Unauthorised attendance
- Persistent absentees

The Academy places a strong emphasis on students' attendance and punctuality. We aim to improve attendance through the continuation of bespoke attendance programmes for students causing concern, particularly Persistent absentees and students whose attendance falls below 94% OR students who have high levels of unauthorised attendance. Form tutors have a vital role to play in supporting this.

Registration

Registers are a legal document that we have a duty to take and maintain accurately, therefore registers must be marked accurately and daily, using SIMs on laptops. Patterns of absence and lateness should be recognised and tracked and Support Leaders and the attendance team notified.

Form tutors should seek to use a range of strategies to remedy problems relating to lateness and absence. These include:

- Mentoring
- Attendance reports
- Meetings with parents
- Detentions

Time should be set aside, either in form or during mentoring to review students' attendance and punctuality. Support Leaders and Form tutors will receive a weekly attendance report detailing the:

- Overall attendance for the form/Year group
- UA (Unauthorised attendance)
- PAs (Persistent absentee – Below 90%)
- Individual weekly attendance totals for each student. Each student will be placed in an attendance category:
95%+ = Green
85-95% = Amber
Below 85% = Red

Attendance data should be shared with students and discussed with them. Students should be praised or issued with sanctions depending on their attendance and punctuality. Form tutors should have short focused conversations with individual students during form time to:

- Celebrate the successes of 3 – 5 students
- Seek to outline strategies to improve the attendance of 3 – 5 students.

At the end of each half term, students' attendance and punctuality are reviewed.

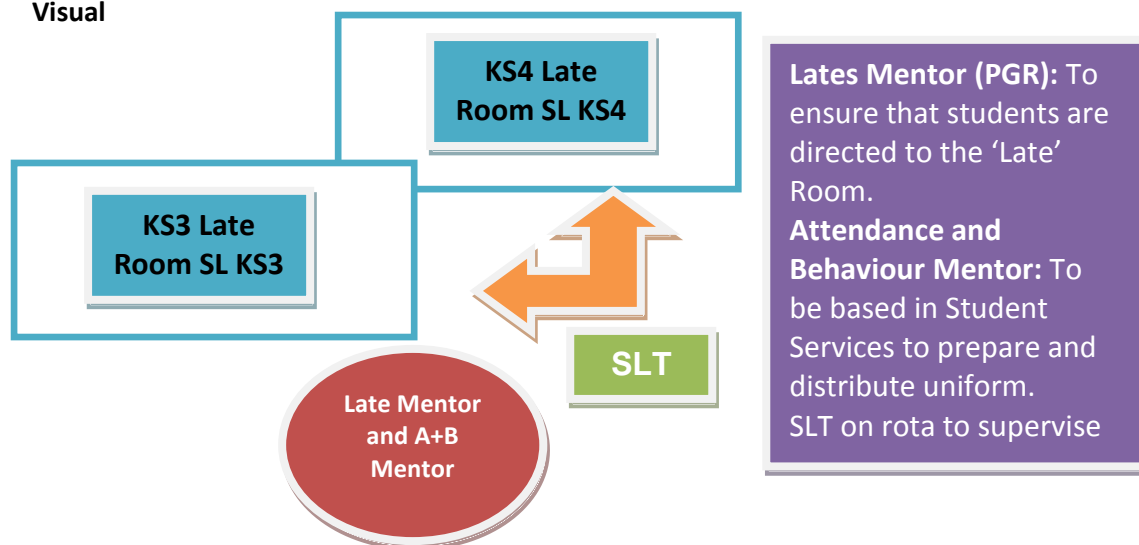
The Academy will use the agreed Local Authority protocol instigated by the Early Intervention Team for issuing warning letters and fining parents of students whose attendance falls into the persistent absentee bracket and where no improvement in attendance occurs after intervention.

Punctuality

Punctuality is of vital importance at Kearsley Academy. We recognise the importance of a prompt and focused start to the day. This begins with assembly or Form time. Both of these forums are vital for getting across important messages and information to our students. We will reward students who attend on time and this will be done automatically through the

Reward Points system. Students who are on time will automatically receive Rewards Points each week. However, students who do not attend school on time will be subject to sanctions as outlined below.

Visual



Procedures

- Students that arrive after 9:00am will be met by Support Leaders and a member of SLT in the student entrance.
- Support Leader to record student name and arrival time. This information will be passed to the Attendance Officer who will collate the late information in preparation for late detention on Fridays. In addition all students who are late for school will receive a text message from the Attendance Officer.
- Students are then escorted to the Late Room to be supervised by the Lates Mentor.
- Literacy activities to be distributed for students to complete during registration in Late Rooms.
- At 9:15am students to go straight to their normal lessons.
- Students arriving after 9:15am to be recorded in SIMs with name and collated by Attendance Officer.
- Students who are late complete a detention at lunchtime on that day.
- On Thursday the Attendance Officer will compile a list of students, who are late in excess of the time make up in lunchtime detentions recording how many minutes late.
- Letter is then sent to parents stating the length of detention on Friday after school.
- Detentions to be carried out by SLT/Student Support Teams.
- Students whose lateness totals more than the time made up in detentions will also complete an additional one hour detention after school on Monday.
- Any student who fails to attend the late detention on Friday will be required to complete this on Monday.
- Letter home to parents in the first instance and a parental meeting on the second occasion.
- Students who persistently come to the Academy late or fail to complete detentions may, in certain circumstances, be internally or externally excluded.

8. Sanctions

While operating a positive rewards system it is recognised that students will not always meet the high expectations set by the Academy. The Academy operates a system of sanctions for when behaviour fails to meet those expectations:

1. Verbal reprimand

2. Detention (break, lunchtime, after Academy)
3. Report
4. Contact with parents
5. Loss of privilege
6. Removal from lesson
7. Internal exclusion
8. External exclusion (fixed, permanent)

Detention is a main sanction and government legislation in the Education and Inspections Act 2006 (EIA 2006) empowers the Academy to maintain good discipline and removes the requirement for 24hr notice to parents for detention over lunchtimes. The Academy will inform parents in advance of any detention over 15 minutes that takes place outside the Academy day. The Act also allows the Academy to impose detention at weekends and on other non-Academy days (e.g. inset days).

9. Reports

Student behaviour is tracked and analysed by all staff. Where pupil behaviour falls below the expected standard Form Tutors and Class Teachers record incidents on the SIMs behaviour management system and Achievement Leaders ensure that an appropriate sanction is given. Where incidents are sufficiently serious it is vital that information is passed to the relevant member of staff as soon as possible. Where teaching staff feel that a student's behaviour has been proving challenging this will need to be discussed with the Head of Faculty and Year Group Leader with the possibility of a student being placed on report. There are 2 levels of report, each incrementally more serious.

- PLTs reports issued by Form Tutors, class teachers, Heads of Faculty or Behaviour and Safety Mentor.
- ASP (Achievement Support Plan) - This will be a detailed plan for a student with strategies for coping in lessons, personalised timetable, possible withdrawal and specific programmes within Student Services.

Where students are on report, other outside professionals may well be involved in the process. Parents will be invited in to discuss issues and be a part of the report process. Reports are recorded on the SIMs behaviour management system, with time scales for the report to run.

When any student is placed on any level of report it is essential that the Year Group Leader is notified. This allows the Year Group Leader to maintain a provision map detailing which students are requiring and accessing support for behaviour.

The Attendance and Behaviour Mentor monitors student behaviour on a weekly basis to ensure that students who have repeated incidents logged on SIMs; either "Recorded for information" or "Further intervention required" are supported. If a student receives 3 FIR – a more serious incident – then the Year Group leader will ensure that the student is placed on report to themselves, the Attendance and Behaviour Mentor or if the incidents have come from 1 subject area, the Head of Faculty. Students who accumulate 8 or more SIMs logs in a 3 week period are also reported to Year Group leaders and placed on a PLTS report.

10. Exclusion

Kearsley Academy will use exclusion as a last resort, when all other interventions have failed. This will usually be for a fixed period and will be conducted according to the LA guidance. If a student is excluded for more than five days the Academy will ensure that educational provision is provided. The decision to permanently exclude will be taken as the final step in the process of dealing with disciplinary offences. However the Principal reserves the right to use permanent exclusion as a one off decision where a student's behaviour is of an extreme/dangerous nature (refer to expectations) which threatens the Health Safety and Welfare of the Academy community. In all exclusions fixed term or permanent the Governing Body adheres to DCSF advice and guidance.

11. Mobile Phones/MP3 Players

In the age of technology mobile phones and MP3 players are allowed in the Academy. Expectations are that:

- Mobiles are only seen and used at social times. They ***must not be used during lesson time.*** If this disrupts the learning of others, phones ***will be*** confiscated and returned at the end of the day. If this constitutes a serious breach of the overall Academy expectations parents will be contacted and asked to pick up the equipment in person.
- MP3 players should not be used in lesson time, and must only be used at social times with respect for other students and staff. ***They must not be used with external speakers.***

12. Smoking

Government directives forbid smoking in public places. Kearsley Academy is a non-smoking Academy and consistently reinforces the importance of a healthy lifestyle and the dangers of smoking.

Cigarettes/ lighters/ and matches ***are not*** to be brought onto the Academy premises and will be confiscated and returned only to parents/carers. Students who are caught smoking will be logged on the SIMs behaviour management system and will be required to complete a detention. Parents/carers will be notified via a standard letter sent by Student Services if students are caught smoking. This does include the use of electronic cigarettes.

13. Student and Parent Voice

Student Voice

In operating a positive behaviour policy the Academy aims to be proactive in working with students. To this end the Academy conducts regular Pupils Attitude to Academy surveys on a range of different issues – behaviour, Teaching and Learning and Homework. The data obtained enables the Academy to identify where a degree of work is required to ensure student needs are being met.

Parent Voice

On each parents evening a survey based on OFSTED guidelines is issued to parents. Student Leaders ensure that these are completed and collected. SLT analyse the data to ascertain what parents are concerned about at the Academy, and what actions the Academy needs to undertake to address these concerns.

14. Communication

Communication with parents is vitally important and to develop a partnership Kearsley Academy undertakes to:

- Have a Home Academy Agreement signed by Academy and parents/carers.
- Contact home with any concerns we have in respect of their son/daughter's academic progress, attitude, behaviour and welfare. This may be in the form of verbal phone contact or in writing.
- Phone home on first day of absence
- Advise parents/carers in writing when their son/daughter is to complete an after-Academy detention longer than 30 minutes giving advance notice.
- Contact parents/carers in writing and by phone when absence and punctuality give cause for concern
- Invite parents to the Academy termly to discuss their son/daughter's progress.
- Send parents/carers a regular Academy mail-shot.
- Invite parents/carers to attend Academy functions to promote personal and Community relations
- Inform parents/carers of any changes to Academy policy with regard to behaviour.

15. Outside of Academy

Academies are empowered by the EIA 2006 to exercise discipline beyond the Academy gates, which includes journeys to and from Academy, on visits arranged by the Academy and work experience. Kearsley Academy expects that student behaviour when coming to and leaving the Academy should meet the expectations set for students in the Academy and reflect the image and reputation of the Academy within the community.

We expect good behaviour in accordance with Academy expectations outside the Academy gates and will deal with incidents of misbehaviour in light of this policy. This particularly includes cyber bullying (refer to bullying policy).

Any serious incidents of misbehaviour off site will be discussed with the Academy Police Community Support Officer (PCSO) with which the Academy has strong and positive links.

Actions taken may include;

- Parents informed of misbehaviour outside Academy.
- Sanctions applied as per this policy.
- Serious incident passed to PCSO.

16. Powers to Search

All academies have the legal power to search students if suspected of carrying weapons, controlled drugs, alcohol or stolen property.

Kearsley Academy reserves the right to exercise this power and students/parents **must** understand that this right exists and be aware that the Academy will enforce this. In so doing the Academy may well involve other partners including the PCSO.

17. Bullying (Safe to Learn)

Kearsley Academy takes all forms of bullying seriously and has a separate policy. This policy is based on Bullying Don't Suffer in Silence (DfEE 2000) and has been updated to comply with Safe to Learn (DCSF 2008). In dealing with bullying the Academy also makes available to parents its Complaints Policy, which is available on the Academy web site.

Every student at Kearsley Academy has the right to learn free from the fear of bullying whatever form that might take. (See [Anti-Bullying Policy in 'Supplementary Guidance'](#)).

In responding to bullying the views of the Academy community have been involved in updating the policy. In basic terms, this means to:

- Make sure the person being bullied is safe.
- Work to stop the bullying happen again.
- Provide support to the person being bullied.