

NORTH GOSFORTH ACADEMY

BEHAVIOUR & REWARDS POLICY

General Statement

Our principle aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people. We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The management of behaviour at North Gosforth Academy is often 'traditional' as well as 'modern'. Respect is sought, individuals are treated as such but misdeeds are addressed. Staff and students know the context in which they work and what is expected. Staff realise that children are what they are and that there will be many occasions of misjudgement and immaturity. As professionals and adults we are bound to deal with such instances in the correct manner, by taking concerns seriously but applying context and not over reacting.

Good order and effective discipline are essential conditions if students are to make the most of their time at school. Students should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims should be supported by a system of rewards and appropriate sanctions.

The Trustees value the good relationships fostered by the school and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this school and will not be tolerated. The school will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the school will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.

Aims of this policy

- To promote positive attitudes in pupils towards behaviour, learning and progress;
- To define what is acceptable and what is unacceptable behaviour;
- To outline the philosophy behind our approach to behaviour management;
- To demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated;
- To explain how we celebrate the success and achievements of students;
- To explain the strategies we may use to support those who struggle to achieve high standards of conduct and behaviour;
- To outline procedures and sanctions available to staff when misbehaviour is encountered, including poor behaviour off-site;
- To raise awareness of the statutory rights of schools in promoting good behaviour;



- To promote core values, which include fundamental British values.

Responsibilities

Trustees

The Trustees will discuss, review and endorse agreed strategies. The role of the Trustees with regard to exclusions is outlined in the Exclusions Policy.

The Principal

The Principal will:

- Ensure that all staff have an opportunity to discuss strategies and review them;
- Determine the strategies and procedures;
- Discuss development of the strategies with the Leadership Group;
- Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils;
- Report annually to the governing body;

Senior Leaders of North Gosforth Academy

Senior Leaders of North Gosforth Academy will:

- Be responsible for the day to day management of the policy and the systems;
- Ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere;
- Ensure the Principal is informed of incidents;
- Arrange relevant staff training;
- Determine how best to involve parents and other agencies in the solution of individual problems.

Heads of Year

Heads of Year will:

- Be responsible for ensuring that the school's positive strategies are put into practice;
- Know the school's procedures and deal with any incidents that are reported;
- Play a key role in supporting individual pupils to change their behaviour;

All staff

All staff will:

- Know the policy and procedures;
- Be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary;



- Be observant and try to create an environment where behaviour incidents do not arise;
- Deal with any incidents according to the policy
- Challenge and report if necessary when students' comments or actions run counter to our policy of supporting British Values and promoting mutual respect and tolerance.

Parents and carers

Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

Fundamental British Values

The school recognises its duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards system are as follows:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures;
- Encourage respect for other people.

Other relevant policies and publications

This policy should be read in conjunction with the relevant parents' handbooks and the PRAISE code guidelines. Relevant Government publications include 'Behaviour and discipline in schools: Advice for headteachers and school staff' January 2016 and the Education and Inspections Act 2006.

Government Guidelines

In 'Behaviour and discipline and behaviour in schools' January 2016, the following points are made:

- The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules;
- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school;
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils;



- Teachers can discipline pupils at any time the students is in school or elsewhere under the charge of the teacher, including on school visits;
- Teachers' powers to discipline include the power to discipline students even when they are not in school or in the charge of a member of staff in certain circumstances;
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions;
- Teachers can confiscate students' property.

North Gosforth Academy exercises these rights

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- School staff also have the power to search without consent for prohibited items, which include:
 - Knives and weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - E-Cigarettes
 - Fireworks;
 - Energy drinks;
 - Pornographic images;
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - Any item banned by the school rules which has been identified in the rule as an item which may be searched for;
- If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:
 - A search of outer clothing;



- A search of school property, e.g. students' lockers or desks;
- a search of personal property (e.g. bag or pencil case within a locker)
- Searches will be conducted in such a manner as to minimise embarrassment or distress.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation January 2018.

When items are confiscated by school staff the following will be the result:

- Mobile phones or other personal devices will be handed to the Main School reception. They will usually be returned in the way outlined in the relevant guidance.
- Weapons and knives, extreme or child pornography, illegal/other substances and stolen property will always be handed over to the police.
- Cigarettes, cigarette papers, lighters, e-cigarettes and alcohol will be disposed of.
- Other confiscated items may be retained, disposed of or returned to the owner.

Power to use reasonable force

In line with Government advice, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm. Force is never used as a form of punishment.

Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

Investigating behaviour incidents: Advice for investigating staff

- Students involved should be kept separate as far as possible until the outcome of the investigation has been reached. A 'withdrawal' from lessons may be appropriate for this to take place.
- All relevant students should be interviewed and a written statement may also be requested from those involved.
- Any written statement should be signed and dated. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should still be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements.

Outcomes of behavioural incident investigation: Advice for investigating staff



- Some of the aspects of the school sanctions system may be applied, e.g detention, isolation, suspension etc;
- Sometimes parents/carers will need to be contacted.
- Sometimes referrals may need to be made to an aspect of internal support;
- Sometimes contact will need to be made with relevant outside agencies;
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome;
- In the case of suspension or permanent exclusion, contact should be made with a parent. Ideally this will be by phone, but if this is not possible then leaving a voicemail, sending an email or sending the student home with a copy of the suspension letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean students will have to be kept isolated from other students pending parental contact;
- An official suspension letter should be sent in the post, whether or not the student has taken home a copy.

Malicious allegations against staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include suspension or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

School rules

North Gosforth Academy has some essential school rules which help to enable the smooth and effective running of the school.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- Bullying, either physical, verbal or online;
- Deliberate damage to school or personal property;
- Deliberate disruption of teaching;
- Smoking (including e-cigarettes/Vapes) on the school premises or the approaches to school or being in the presence of smokers;
- Use, possession of or supply of alcohol or any illegal substance.

We always expect students to be:

- On time
- On task



- On side

Around school students should observe the following rules:

- Do as you are asked – first time, every time.
- Be prepared for lessons with the right equipment and the right attitude
- Mobile phones must be turned off and in your bag
- Be courteous and respectful to all staff and students
- Take pride in your work
- Wear the correct uniform at all times
- Have your planner in school each day
- Be punctual to all lessons
- Complete your homework on time and to a high standard
- Follow the rules of the PRAISE code at all times
- Do the very best you can in each and every lesson

Sanctions for poor behaviour – In the classroom

STAFF DECISION IS FINAL

Do as you are asked

FIRST TIME – EVERY TIME

Phase 1 – Formal Verbal Warning

*You will be given a **FORMAL VERBAL WARNING** if you behave in the following way:-*

- Being off task in the lesson
- Minor disruption of the lesson
- Interrupting the teacher or another student
- Silly, but minor, poor behaviour
- Breaking school or classroom rules

Phase 2 – Planner comment

*You will be given a **PLANNER COMMENT** for the following behaviour:-*

- Failing to behave after a **FORMAL VERBAL WARNING** has been issued (code = B)
- Wearing incorrect uniform (code = U)
- Chewing (code = Ch)
- Dropping litter (code = Li)
- Eating outside of designated areas (code = F)



- Lateness (code = L)
- Lack of book or other equipment (code = E)
- Mobile phone/music device visible or in use (code = P). These are then confiscated
- No homework (code = H)
- Out of bounds (code = O)
- Disobedience (code = D)
- Truancy (code = T) - day in isolation/internal exclusion
- Smoking including e-cigarettes (code = Sm) - automatic detention + if caught with a cigarette or e-cigarette – isolation

Phase 3 - MOVE SEATS

You may be asked to move seats if the teacher decides that it is necessary as a Phase 3 sanction. You will receive a second comment in your planner. You will be asked to move seats in class for the following behaviours:-

- Failing to behave after a **PLANNER COMMENT**
- Repeated disturbance of the other students around you

Phase 4 – DETENTIONS

*You will be receive a third comment in your planner and be **REMOVED TO ISOLATION** for the following behaviours:-*

- Failing to behave after Phase 3

You will be given a WHOLE SCHOOL DETENTION for the following behaviours:-

- Being **REMOVED TO ISOLATION**
- Repeated refusal to follow staff instructions
- Being caught smoking or vaping in school uniform or on school property or in the company of smokers
- 3 or more planner comments in one week
- “Losing” planner on Mondays (automatic 2 hour detention)

Detentions - Detentions vary in length depending on the number of planner comments:-

Number of Comments Length

3 – 5 = 45 minutes (detention A)

6 – 8 = 1 hour (detention B)

9 – 11 = 1 hour 15 minutes (detention C)

or 12 or more = 1 hour 30 minutes (detention D)

Missing Detention Students who miss a detention of any length will receive an automatic two hour detention the following week.



Phase 5 – ISOLATION/INTERNAL EXCLUSION

List of misdemeanours or other reasons that normally result in isolation:

- No planner
- Not in full uniform
- Poor behaviour after moved rooms
- Refusal to move rooms
- Misuse of planner
- Damage to planner
- Dangerous or unruly behaviour
- Smoking including e-cigarettes
- Truancy
- Pending investigation of an incident
- ICT misuse
- Insolence to staff
- Refusal to hand over planner
- Refusal to hand over phone/music device
- Persistent disobedience

List of misdemeanours that normally result in INTERNAL EXCLUSION:-

- Fighting (equal blame)
- Poor behaviour in isolation
- Failing to attend detentions
- Verbal abuse of staff
- Dangerous behaviour
- Bringing the school into disrepute
- Handling stolen goods
- Truancy (persistent)
- Poor behaviour on school trip
- Bullying
- Minor damage to school property
- Receiving 5, 2 hour detentions in one term
- Poor behaviour in detention
- Poor behaviour in exam

Phase 6 – Daily Report

*You will be placed on a **behaviour report** for the following behaviours:-*

- One off serious offences
- Accumulating large numbers of planner comments in a week
- Persistent poor behaviour
- Returning from exclusion
- Persistent or frequent lateness

You will be given a phase 5 sanction if you fail to follow the procedures of behaviour report



Phase 7 – Suspension and PERMANENT EXCLUSION

*You will be given a **Suspension** for the following behaviours:-*

- Theft
- Severe defiance of staff
- Serious verbal abuse of staff
- Threat of assault on staff
- Severe assault of another student (possibly a permanent exclusion, depending on the severity of the attack) or incitement of such an assault
- Being under the influence of alcohol or controlled drugs or bringing them on site on a first occasion
- Racial or sexual harassment
- Repeated Bullying
- Serious disruption of an exam
- Repeated or serious disruptive or threatening behaviour
- Bringing the school into serious disrepute
- Breaking rules of internal exclusions despite warnings
- Malicious allegation against staff (may be permanent depending on the nature and extent of the allegation)
- Any other serious incident

Suspension will be considered if a particular offence or offences are deserving of such disciplinary action. Following any suspension each student will have a re-integration meeting with a senior member of the Pastoral Team. Parents will be invited to attend a meeting to discuss the suspension. Following the re-admission of the student to school appropriate strategies and interventions will be considered in order to help avoid a repeat of the behaviours which lead to the suspension.

Examples of strategies and interventions could include:

A) School based interventions, such as: daily report, curriculum changes, behaviour support sessions or referral to the counselling service.

And/Or

B) External agency involvement, such as: Early Help, CYPs referrals, Own It, a managed move, referral to inclusion panel.

Department for Education Guidance on school exclusions can be found on www.gov.uk/government/publications/school-exclusion

Suspensions

Internal Exclusion	Follow up
1	
2	Daily Report: 1 week
3	Daily Report: 2 weeks
Suspension	
1	Parental interview and daily report: 3 weeks



3	Parental interview and daily report: 4 weeks
5	Parental interview and behaviour support: 1 week
10	Parental interview and behaviour support: 2 weeks
15	Parental interview and behaviour support: 3 weeks

We decide the length based on the seriousness of the incident.

Following suspension students are monitored by the Head of year. The day following the internal exclusion or suspension the student **MUST** report to their Head of year at 8.30am for interview. Under government regulations for suspensions of 1, 3 or 5 days it is the parents’ responsibility to supervise the student away from school at school times.

On the 6th and subsequent days of a suspension the student will be accommodated at a site away from North Gosforth Academy and be monitored by our staff. Students cannot remain at home whilst excluded from the 6th day onward. They must be in supervised isolation at the alternative site. For Looked After Children this begins after the first day of exclusion.

The next exclusion would be a **PERMANENT EXCLUSION**

The following behaviours will result in automatic **PERMANENT EXCLUSION**:-

- Receiving more than 45 days **SUSPENSION** in a school year
- Supplying banned substances or appearing repeatedly under the influence of them, carrying them on site for a second time
- Defiance of the Principal
- Assault or serious threat of assault on a member of staff
- Setting off the fire alarm
- Serious or persistent theft
- Carrying an offensive weapon
- Repeated racial or sexual harassment
- Repeated instances of severe bullying
- Severe assault of another student
- Serious malicious allegation against staff
- Any other serious incident

How is achievement rewarded?

As part of our PRAISE Code, student achievement is rewarded in a wide variety of ways:

- On a day to day basis, merit stamps are to be awarded by staff in recognition of achievement in academic work, for praiseworthy effort or responsible action (PRAISE code);
- Stamps will also be awarded for participation in events that require additional effort and commitment from the children in other areas, e.g. participation in school production, teams and work in the community;
- The number of stamps earned by individual students is recorded;



- Individual, class and other group achievements are celebrated in assemblies. On regular occasions, certificates will be presented to pupils and post cards will be posted to the parents/carers of deserving individuals;
- Additional rewards of gift vouchers and out of school visits can also be earned;
- It is important that achievement in a variety of forms is recognised and acknowledged. This could include academic, social and personal skills within and outside of school.

Sanctions as a result of poor behaviour

Full details on school exclusions can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [DfE guidance](#) in respect to the full opening of schools are a period of lock down due to Covid-19.

Appendices – Sanction and Reward charts (see below)



The Rewards System

	End of Year Rewards	Major end of year rewards for student with the most stamps in the year and tutor group.
	SLT Involvement	Students referred to a member of Senior Leadership Team and given stamps by them and the Principal during tutor time.
	Postcards	Hard-working students can receive departmental postcards commendation each term.
	Ongoing Certificates	All students are set certificate targets and their achievements recognised as they hit different milestones.
	Tutor Stamps	Each week 3 stamps are issued by tutors for students who have no planners comments and a planner signed by the parents.
	Teacher Stamps	In lessons, students who are on time, on task and on side will receive at least one stamp per period and up to three based on the quality of their work.



In-Class Sanctions

Verbal Warning

First misdemeanour in the lesson. This is given by the teacher but not recorded in the planner. It is intended to encourage students to work without disrupting the lesson.

Planner Comment

If behaviour does not improve after a verbal warning then the first planner comment will be written in the planner.

Move Seats

After a planner comment, if you continue to misbehave then a second planner comment will be written in your planner and you will be moved to a different seat in the room.

Moved Room

If you continue to misbehave after being moved to a new seat, a third and final planner comment will be written in your planner and you will be removed from the room for the remainder of that lesson.

Do as you are asked, first time, every time.



School Sanctions

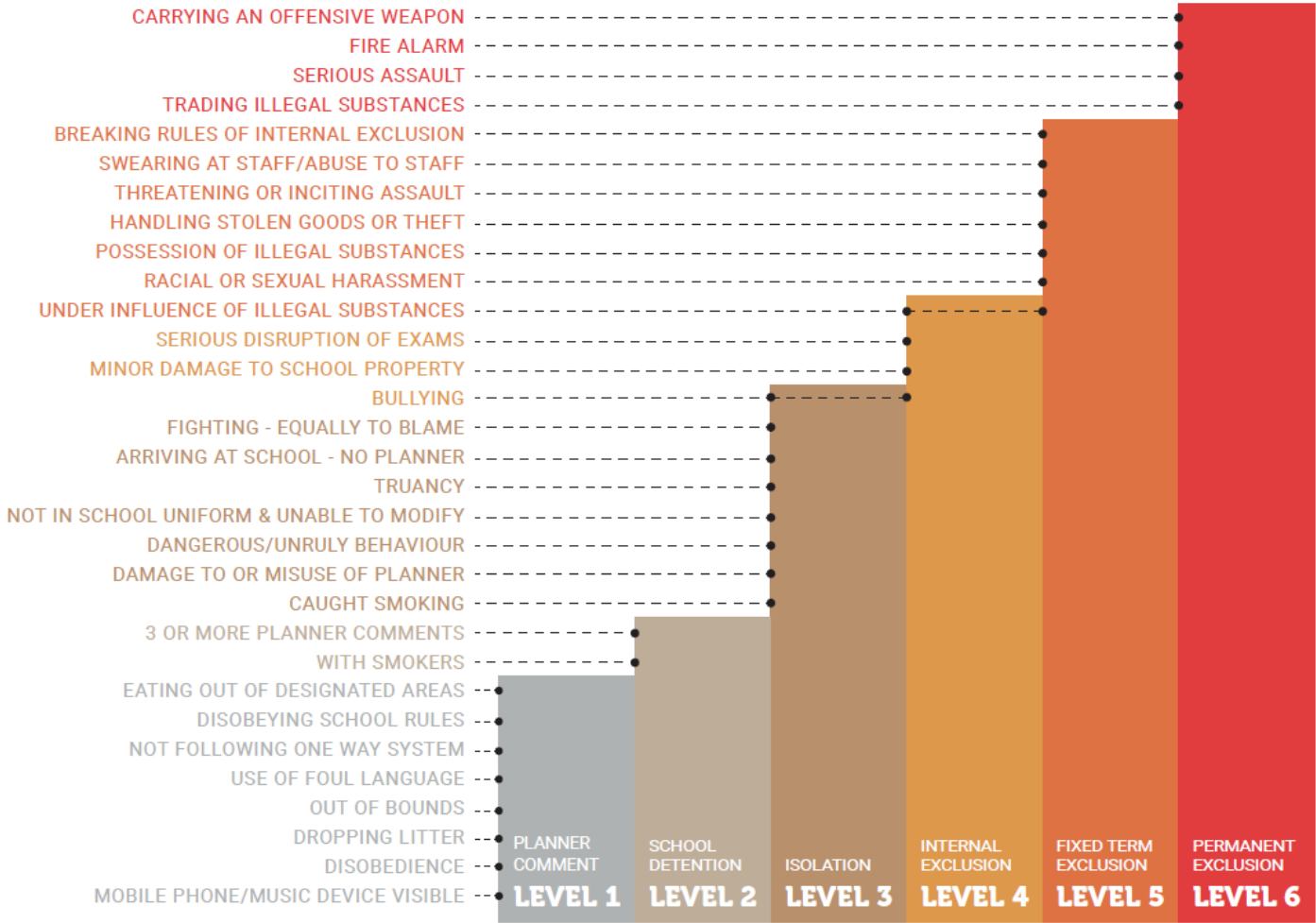
Planner Codes

AS - Around School
Li - Litter
L - Late
Cs - Caught With Smokers

Ch - Chewing
U - Uniform
P - Mobile Phone/Music Device

F - Eating In Wrong Area
T - Truancy
O - Out Of Bounds

B - Behaviour
Sm - Smoking
D - Disobedience



School Rules

STAFF DECISION IS FINAL

1. Do as you are asked, first time, every time.
2. Be prepared for lessons with the right equipment and the right attitude.
3. Be courteous and respectful to all staff and students.
4. Take pride in your work.
5. Wear the correct uniform at all times.
6. Have your planner in school each day.
7. Be punctual to all lessons.
8. Complete your homework on time and to a high standard.
9. Follow the rules of the PRAISE code at all times.
10. Do the very best you can in each and every lesson.

"On time, on task and on side".

