

## **Behaviour Policy**

Livingstone Academy, Bournemouth

**Approved by Regional  
CEO: Mr D Herbert**

**Date:** September 2023

**Last reviewed on:** September 2023

**Next review due by:** September 2024

## **Contents**

1. Aims
2. Legislation and Guidance
3. Roles and Responsibilities
4. Primary Policy
  - 4.1 Routines
  - 4.2 Rewards
  - 4.3 Unacceptable Behaviour
  - 4.4 Primary Consequence Flowchart
  - 4.5 Appearance and Uniform
5. Secondary Policy
  - 5.1 Routines
  - 5.2 Rewards
  - 5.3 Unacceptable Behaviour
  - 5.4 Secondary Consequence Flowchart
  - 5.5 Appearance, Uniform and Equipment
6. Academy Approaches
  - 6.1 Child on Child Abuse
  - 6.2 Detentions
  - 6.3 Academy Based Suspension (ABS)
  - 6.4 Suspensions and permanent Exclusions (PEX)
  - 6.5 Student Support
  - 6.6 Electronic Devices
  - 6.7 Paraphernalia
  - 6.8 Selling and Supplying
  - 6.9 Prohibited Items
  - 6.10 Screening and Searching
  - 6.11 Reasonable Force
7. Staff CPD
8. Quality Assurance

- 9. Anti-Bullying
- 10. Sexual Harassment (SH)
- 11. Sexual Violence (SV)
- 12. Appendices
  - A - Achievement Point Tariffs
  - B - Behaviour Management Strategies

## 1. Aims

At Livingstone Academy Bournemouth, we are:

- Kind
- Ready to Learn
- Respectful
- Safe

The aim of the policy is to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

Our academy aims to:

- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of academy life, which are commonly understood, where possible implementing them across the whole academy as an all-through academy
- To ensure that all aspects are applied consistently and fairly
- Achieve long term goals of; self-worth, engagement and purpose, supported by an overarching focus of wellbeing
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased, transparent and effective communication

Livingstone Academy will promote positive behaviour and put students' interests first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Livingstone Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Livingstone Academy will support the personal development of each student by offering an education that ensures students are well-informed, empathetic and able to appreciate differences.

## 2. Legislation and guidance

This policy is created in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the academy's behaviour policies and explains the powers members of staff have to sanction students.

The purpose of this document is to provide an overview of the powers and duties for academy staff. This policy has been created in consultation with a staff, students and parents/carers. Draft policy documents have been shared with parents, carers and the wider community, when reviewed and major amendments made.

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

- Behaviour in schools September 2022
- Suspension and Permanent Exclusions September 2023
- Keeping children safe in education September 2023
- Searching, screening and confiscation at school July 2022

- Approaches to preventing and tackling bullying June 2018
- Behaviour and discipline in schools January 2016
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Use of reasonable force July 2013
- The Equality Act 2010
- Education and Inspections Act 2006
- DfE Filtering and Monitoring Standards

DfE guidance explains that academies should publish their behaviour policy online.

All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

### **3. Roles and Responsibilities**

#### **Principal**

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. The policy must promote good behaviour, prevent bullying and ensure students complete assigned work. It should also recognise that home/academy relations are important and state how best to foster these relationships.

#### **Staff**

All staff are responsible for modelling positive behaviour around the academy. They must ensure they implement the behaviour policy consistently and fairly. Staff should adapt their approach to behaviours, taking into account the individual needs of the student and make reasonable adjustments where necessary. The academy is committed to ensuring the highest standards of behaviour from all students. Staff are also responsible for accurately recording all behaviour incidents on our monitoring systems. Staff will use the agreed language of kind, ready, respectful and safe when addressing choices and consequences. As a non-shouting academy, staff will help every child in a consistent and fair way to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. These interactions should not embarrass, undermine or be detrimental to the student.

#### **Students**

Students must behave within the expectations of the policy. They are expected to show a level of maturity that allows them to recognise the rights of other students to learn and staff to teach. Students will gain recognition and rewards for positive behaviours. They have the opportunity to contribute towards the academy policy through the Student Leadership Team.

#### **Parent/Carers**

Parents and carers should work in partnership with the academy to maintain high standards of behaviour, appearance and attendance and contribute to the policies through consultation. Parents and carers can access the academy's policies through the academy website, or via information given in newsletters and other forms of communication to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

## 4. Primary Policy

It is important to embed daily routines for children to ensure a safe and predictable environment. The daily routines and shared common language is to ensure first interactions are positive.

### 4.1 Daily Routines

We expect and demand high standards of behaviour from all members of our school community. We work with our children to create and maintain a positive learning community and responsive practice to teach self-regulation, helping children to develop self-discipline and self-respect. All members of our community have a responsibility to treat each other with fairness, honesty, consideration and consistency. Senior Leaders meet and greet every child as they arrive into school. When pupils start at Livingstone Academy their parents/carers are asked to sign our behaviour contract. This indicates that they agree to abide by our behaviour values: **KIND, READY, RESPECTFUL, and SAFE**.

Below are our Primary school daily routines and systems that the academy insists upon from our staff and that students should consistently follow:

- At the start of the day every student will be personally greeted by their teacher and positively welcomed into their classroom in a **safe** manner. *Every day is a new day and a fresh start*
- To start the day positively, each class begins with a 'Classroom Morning Meeting' to build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle and interact with one another during four purposeful components:

**1 Greeting:** Students and teachers greet one another.

**2 Sharing:** Students share information about one another and Listeners offer empathetic comments or ask clarifying questions.

**3 Group Activity:** Everyone participates in an activity that fosters group cohesion and helps students practise social and academic skills.

**4 Morning Message:** Students read and interact with a short message written by their teacher. The teacher crafts the message to help students focus on the work they'll do in school that day.

- After break and lunchtime play, all students will enter their classrooms calmly and will be punctual and **ready** to learn.
- Teacher expectations remain high and students are taught to demonstrate **respect** towards their teachers and peers. This includes listening attentively, participating in class discussions, and maintaining a positive attitude towards learning.
- Students are encouraged to take care of their school resources and be responsible for their uniform and their own items.
- Staff will handle off-task behaviour and misbehaviour **respectfully** and help a student get back on track, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.

### Play/Lunchtime

The policy continues to be applied consistently during all play and lunch times. The SLT member on duty will follow up on all play and lunchtime behaviour, recording it on the behaviour log on Arbor and ensuring that appropriate action and sanctions have been applied.

In order to ensure the safety (verbal and physical) of others, pupils may be directed to attend a specific playtime activity zone on the playground. This in itself is not a punishment, but allows for positive engagement in structured play and followed up with restorative conversations to promote future positive behaviour and attitudes. Staff on lunchtime duty will correctly model high expectations.

## 4.2 Rewards

Students are frequently praised and rewarded for trying their best and being **kind**, hard-working and making good choices. We celebrate good behaviour as a whole class in the following ways:

- Each class will have their own Jar/chest containing their 'Aspiration Gems'. Children will work together as a team to earn a gem for their efforts and attitudes towards behaviour as a team. When the chest is full, the class will all be rewarded. Children and teachers can decide on their special class rewards and this will be displayed in the classroom.

There are **three** main Aspiration 'Gems,' each earned through specific and collaborative achievements:

The Blue Gem - **Self-Worth** - is given when students:

- positively demonstrate that they are part of the school community, taking care of their environment, while being recognised and appreciated for their uniqueness and positive attitudes.
- support their peers by being positive role models for others.
- will be recognised as much for their efforts and citizenship as they are for their academic achievements.
- persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

The Red Gem - **Purpose** - is given when students:

- demonstrate that they are working together to reach specific goals,
- are responsible, accountable and confident for themselves and others.
- demonstrate Leadership & Responsibility in their lives, making sensible decisions
- believe in themselves and are motivated to reach their goals

The Green Gem - **Engagement** - is given when students:

- are emotionally, intellectually and behaviorally engaged in their learning.
- are not afraid to ask "Why?" or "Why not?" about the world around them.
- fostering curiosity and creativity by being inquisitive
- are not afraid to try new things and have a spirit of adventure
- take on healthy challenges, regardless of whether they might succeed or fail.
- are motivated to learn whilst demonstrating focus and challenge

## Weekly recognitions

Weekly recognition of students aims to maintain motivation. Each week, all students have the opportunity to receive these recognitions providing them with a short term feeling of success with immediate impact.

## Individual rewards:

- Children can achieve points for their school houses and individually. These will be rewarded depending on students choices, behaviour and academic commitment or when students have gone above and beyond. These are issued via Arbor and will be visible for parents on Arbor. Please see Appendix A for further details and categories.
- Children can be sent to a member of the Leadership Team to receive special gratification for

- exhibiting good behaviour in the Academy.
- Sharing achievement: within the class, with other classes, in assemblies, with SLT, with families and on the newsletter
- Extra responsibilities: taking messages, play leaders, sports ambassadors, class responsibilities and representing the school.
- Verbal praise- directed at positive learning and attitudes

#### **Weekly Assembly Achievements:**

- Star of the Week - nominated by each teacher for their class group. Each teacher will nominate 1 student per week for demonstrating either Self Worth, Engagement or Purpose. Students will be presented with a certificate of achievement in the weekly assembly.
- Attendance recognition clock- one class will receive the attendance clock for the best attendance as a class that week and this is announced in assembly.

#### **Termly rewards:**

- 100% Attendance award - Breakfast Buffet - For the class who has the best attendance in that term.

#### **Sense of Accomplishment Assembly - Termly**

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will not just look at academic achievement but will also consider students who have shown personal growth and development.

| Award Level | Type            | Tariff To Gain Reward   |
|-------------|-----------------|---|
| Bronze      | 100% Attendance | Students will be awarded this for achieving 100% attendance in one of the three school terms. |
| Silver      | 100% Attendance | Students will be awarded this for achieving 100% attendance in two of the three school terms. |
| Gold        | 100% Attendance | Students will be awarded this for achieving 100% attendance in all of the three school terms. |

#### **Sense of Accomplishment Assembly - End of the Academic Year**

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will be awarded in Term 1, Term 2 and at the end of Term 3. The below yearly awards will also be allocated alongside the termly rewards in Term 3.

| Award Level   | Tariff To Gain Reward   |
|---|---|
| Aspirations Awards: Self-Worth, Engagement, Purpose | <p>Staff to nominate students they feel have demonstrated the Aspirations Values that term. Assistant Principal and SLT to select from nominated students. 3 winners per year group. 1 for each value.</p> <p>Self-Worth - Someone that supports other people, is an exceptional role model and works hard</p> <p>Engagement - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic.</p> |

|  |   |
|--|---|
|  | Purpose - Someone that is driven, takes responsibility and is confident to take action. |
|--|---|

## Yearly House Competition

Annual House Trip - This will be the main reward for the winners of the House Cup. The following academic year (September/October), the students from the winning house will be invited to the annual trip during a timetabled school day. Students will contribute a payment towards attending the trip. This is from accumulating all achievement points, house competitions and totals from all students within the house. We will run separate trips for primary and secondary students.

## 4.3 Unacceptable Behaviour

We expect students to behave in a sensible and responsible manner both on and off the academy site, showing respect for staff, other students and the local community. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

To ensure students are exposed to consistent routines students are expected to be **Kind, Ready, Respectful and Safe**, the overarching goal is to keep the focus on learning, while maintaining a classroom that's physically and emotionally safe for all. The responses to behaviour should:

- stop the misbehaviour and re-establish positive behaviour as quickly as possible
- Maintain children's dignity
- Develop children's self-control and self-regulation skills
- Help children recognise and fix any harm caused
- Demonstrate that rules help make the classroom a safe place where all can learn

## Strategies for Responding to Misbehaviour

Staff will respond to misbehaviour to address the behaviour as quickly as possible. When children's behaviour goes off track, they need immediate feedback from adults. When unacceptable behaviour occurs, the child will be shown to their calm station in class and a discussion will take place about their behaviour. The child will then have time to think about their actions and strategies will be offered to them to regulate their behaviour. If a child continues to display inappropriate behaviour a reflection sheet using supportive picture cards and cues.

Three response strategies that are especially effective when used before misbehaviour escalates (and that also meet the other goals named above) are visual and verbal cues, increased teacher proximity, and logical consequences.

**1. Visual and Verbal Cues-** examples of visual cues are a writing gesture for instance a finger against your lips for "Remember, silent lips when someone is sharing."

**2. Increased Teacher Proximity-** Sometimes all that's needed to reestablish positive behaviour is for the teacher to move next to a child

**3. Logical Consequences-** logical consequences are relevant (directly related to the misbehaviour), realistic (something the child can reasonably be expected to do and that the teacher can manage with a reasonable amount of effort), and respectful (communicated kindly and focused on the misbehaviour, not the child's character or personality).

#### 4.4 Primary Consequence Flowchart

| <p align="center"><b>Low Level Disruption could be:</b><br/>         Use of unkind words or actions towards others<br/>         Talking when adult / child is talking consistently<br/>         Not listening when they have already been asked to listen<br/>         Shouting often/ Refusal/Non-compliance<br/>         Other: talking in assembly, running around the school low level</p> |   |
|--|---|
| System   | Script  |
| <p align="center"><b>Pre Stage</b><br/> <b>Behaviour management strategies</b><br/> <b>Responsive classroom strategies to have happened before.</b><br/> <b>Before any warnings.</b></p>   | <p>Responsive classroom- script and quality first teaching strategies,<br/>         A look towards the child and change of facial expression to show the child you are not happy with the behaviour.<br/>         Crouch down to the child who is off task<br/>         Visual cards for eye contact, appropriate sitting, listening ears.<br/>         use PACE reminder cues:<br/>         Are you ,,,,<br/>         Can you show me....<br/>         if continues more than approx 3 times</p> |
| <p align="center"><b>1st STAGE</b><br/> <b>Warning -</b> 1st warning given to the child privately and conversation about choices</p>   | <p>What can you do to calm yourself or help you make the right choice?<br/>         Are you being (safe or respectful).<br/>         Approach child calmly and with an open mind<br/>         Get down to child's level acknowledge their feelings 'I can see you are angry/sad/upset/annoyed/hurting'<br/>         Gather information 'What's the problem?'<br/>         What can you do to turn this around?<br/>         Agree together the action</p>   |
| Allow take up time   |   |
| <p align="center"><b>2nd STAGE</b><br/> <b>Warning Signpost</b><br/> <b>Primary warning conversation 2 - Arbor -1</b><br/>         2nd warning given to the child moves to a calm space in the classroom and restorative practice used</p>   | <p>I wonder what we can do to solve the problem?' Be prepared to give follow up support - keep an eye out for what happens next through observation and give further support if required e.g. modelling language use a follow up 'Has that helped?', 'How do you feel now?', 'What could you do next time?'</p>   |

|   |
|---|
| Allow take up time  |
| <p align="center"><b>3rd STAGE</b></p> <p align="center"><b>Restorative Consequence 1 for Y1 upwards</b></p> <p align="center"><b>Reception skip to 4th stage</b></p> <p align="center"><b>Primary calm down removal - Arbor- 2</b></p> <p>Walk the child to their calm down room classroom</p> <p>Here the child will have the opportunity to self-regulate with the self regulation strategies found in each classroom.</p> <p>The child will remain in that classroom for <b>10 minutes</b> to complete their regulation before returning to their normal class.</p> <p>Restorative conversation with the class teacher needs to happen.</p>   |
| <p align="center"><b>4th STAGE</b></p> <p align="center"><b>Consequence 2</b></p> <p align="center"><b>STAGE 1 and 2 to be repeated.</b></p> <p>First stage- Second stage- and calm down space in the classroom.</p> <p>If this continues they are removed and placed on call move to stage 5.</p> <p align="center"><b>Primary warning conversation 1 - Arbor 0</b></p> <p align="center"><b>Primary warning conversation 2 - Arbor -1</b></p>   |
| <p align="center"><b>5th STAGE</b></p> <p align="center"><b>To SLT</b></p> <p>Teachers use an on-call request system to alert SLT. The member of the senior leadership team will attend the classroom and attempt to re-engage the child in learning where possible. If removal is required then the child is removed from class by an SLT member with their folder of work.</p> <p>AM session and PM session resets at lunchtime.</p> <p>Pack needs to be set up for children if on this ABS.</p> <p>Class teacher to ensure communication has been made to home.</p> <p align="center"><b>Logged on Arbor - AM/PM Removal - (-3 Points)</b></p> <p align="center"><b>Further progression- Logged as (-4) Internal Exclusion - ABS 1 Day</b></p> |
| <p align="center"><b>Behaviour Reintegration Meeting 1st incident to STAGE 5</b></p> <p align="center">Meeting with class teacher first</p>   |
| <p align="center"><b>Behaviour Reintegration Meeting 2nd incident to STAGE 5</b></p> <p align="center">Meeting with class teacher and SLT member</p>  |
| <p align="center"><b>STAGE 6</b></p> <p align="center"><b>Individual Behaviour Plan for (Review Fortnightly)</b></p> <p>Completed during CT meeting with parents (input from Inclusion team prior to the meeting). Teacher to fill out a contract with parents. Support strategies identified linking home/school rewards, earn privileges e.g. trips, events and risk assessments.</p>   |
| <p align="center"><b>Review Meet Parents</b></p> <p>Individual Behaviour Plan is reviewed with class teacher and SLT member (EYFS)</p>  |

### KEY NOTES

Think about age related behaviour expectations and remember to take into account personal backgrounds changes in individuals life to monitor the change of behaviour and speak to parents if you see this change.

A calm station/tent in each classroom with feelings cards/faces and reflection cards. Every half term behaviour is analysed on spreadsheet and the system will begin again and allow for children to take up reflection time to assess their behaviour.

Non Negotiable Behaviours - If a student:

- intentionally harms others (verbally or physically)
- uses abusive or inappropriate language directed towards others
- uses racist or derogatory terms

Immediate SLT and parental involvement will be triggered. These cases will be dealt with on a case by case basis. Appropriate consequences and sanctions will be applied.

### Poor Behaviour Out of Class

When outside of lessons students must:

- Behave respectfully around the academy
- Respond quickly to any instructions given by staff
- Not walk away from a member of staff if requested to wait or speak with them
- Maintain all uniform expectations and correct immediately if challenged
- Avoid gathering in large groups/crowds, as this can be intimidating to other students and staff
- Treat all people with respect
- Respect the environment

### Out of Academy Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or when using public transport on the way to or from the academy. There may be times when students will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction.

Where pupils display persistent poor behaviour an action plan involving strategies and targets will be introduced and monitored by the Principal or leadership team.

In the event of a serious breach of conduct which may include hurting another person or other significant breach of rules which could lead to an internal/external suspension parents/carers will always be contacted.

### 4.5 Appearance and Equipment

The academy believes in high standards and has the highest expectations in every aspect of its operation. Students and staff are expected to take pride in their appearance, this aims to develop high levels of self-worth and belonging. The academy aims to give all students the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Students are expected to work hard and to achieve their individual best academically,

to develop skills relevant to modern society and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and command a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a uniform policy which helps to enhance the purposeful and successful climate within the academy. Our uniform policy promotes professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy uniform provides students and their families with many positive advantages, because uniform:

- Diminishes the social exclusion of students based on what they are wearing
- Places stronger focus on academic performance
- Reduces family tension as students do not have to compete with their peers for the latest trends in clothes
- Creates an atmosphere of teamwork
- Encourages pride in personal appearance and of the academy
- Promotes safety, particularly through making it easier to identify strangers
- Increases self-esteem and reduces peer pressure
- Is cost effective to parents in the long run
- Makes students ambassadors for the academy in the local community

Students are expected to wear full academy uniform on the way to and from the academy.

Essential items of uniform, e.g. academy blazer, and some items of PE kit, are only available from the academy uniform suppliers, [Brigade Schoolwear](#)\*

Full list of academy uniform expectations, including PE Kit can be found in our Uniform and Equipment Policy.

## **5. Secondary Policy**

### **5.1 Daily Routines**

It is important to embed daily routines within the academy, to maintain a safe and purposeful learning environment. The daily routines and shared common language is to ensure students are ready to learn, respectful of the environment and others and safe at all times. Below are the basic daily routines that the academy insists upon from our staff and that students should consistently follow:

- The academy will have a staggered entry from 8.15am onwards to ensure students have a calm start to the day.
- Advisory sessions will run daily from 8.30-9.00am.
- At the start of every lesson students will be greeted by the member of staff into the learning environment and have a calm and purposeful start to the lesson.
- After break and lunch all students will proceed to their next lesson in a quiet, calm and orderly fashion.
- All staff will use agreed language to promote positive choices and behaviour.
- When students arrive at their advisory, or their next lesson, following being greeted by the member of staff, students should independently complete their warm up activity quietly. Staff will complete their register during this time.
- Students must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher. The teacher will dismiss students a group at a time, to ease congestion and maintain order.
- Teaching staff stand outside classrooms/offices during transitions to support positive choices and behaviour.
- All staff must challenge unacceptable behaviour during transition times using key agreed language (Kind, Ready, Respectful and Safe).
- At the end of each day teachers will walk their timetabled class down to the archway for dismissal from the academy site.

### **5.2 Rewards**

#### **Weekly recognitions**

Weekly recognition of students will aim to maintain motivation. Each week, all students have the opportunity to receive these recognitions providing them with a short term feeling of success with immediate impact.

- Achievement Points - all secondary students can receive these by their teachers, depending on how they have gone above and beyond. These are issued via Arbor and will be visible for parents on Arbor. Please see Appendix A for further details and categories.
- Students who are in the Top 10 of each year group for the week will receive an email home to parents informing them of their child's achievement in the given week. This will be based on the number of achievement points awarded during the week period. This will 'reset' each week (Monday-Friday).
- Star of the Week - nominated by each advisor for their advisory group. Each advisor will nominate 1 student per week for demonstrating either Self Worth, Engagement or Purpose. Students will be presented with a certificate of achievement in the weekly assembly.
- Advisory Group Attendance - the attendance of each advisory group will be monitored and celebrated each week in the weekly assembly.

- 100% Attendance Raffle - a student is given a raffle ticket, for each week they have 100% attendance. Prizes are drawn for each year group at the end of the half term from the raffle tickets. 1st Prize (£10 Amazon Voucher), 2nd Prize (£5 Amazon Voucher) and 3rd Prize (Chocolate or Sweets).

### Termly rewards

- 100% Attendance Raffle - drawn each half term to reward excellent attendance by students.
- Breakfast Buffet - For each secondary year group, The advisory group who has the best attendance or difference in attendance/improvement will receive this reward in one of the morning advisory slots.

### Sense of Accomplishment Assembly - Termly

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will not just look at academic achievement but will also consider students who have shown personal growth and development.

| Award Level | Type               | Tariff To Gain Reward   |
|-------------|--------------------|---|
| Bronze      | 100% Attendance    | Students will be awarded this for achieving 100% attendance in one of the three school terms. |
| Silver      | 100% Attendance    | Students will be awarded this for achieving 100% attendance in two of the three school terms. |
| Gold        | 100% Attendance    | Students will be awarded this for achieving 100% attendance in all of the three school terms. |
| Bronze      | Achievement Points | Students will be awarded this for reaching 100 achievement points.                            |
| Silver      | Achievement Points | Students will be awarded this for reaching 200 achievement points.                            |
| Gold        | Achievement Points | Students will be awarded this for reaching 300 achievement points.                            |

| Award Level   | Tariff To Gain Reward  |
|---|--|
| Star of the Term  | Advisors select one student from their advisory group to be awarded 'Star of the Term' with a certificate for either Self Worth, Engagement or Purpose.          |
| Subject Awards - Academic Progress and Effort & Endeavour | Subject/strand teams select 2 students from each year group for their subject/strand area. One based on academic progress and one based on effort and endeavour. |

## **Sense of Accomplishment Assembly - End of the Academic Year**

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will be awarded in Term 1, Term 2 and at the end of Term 3. The below yearly awards will also be allocated alongside the termly rewards in Term 3.

|   |  |
|---|--|
| Aspirations Awards: Self-Worth, Engagement, Purpose | <p>Staff to nominate students they feel have demonstrated the Aspirations Values that term. Assistant Principal and SLT to select from nominated students. 3 winners per year group. 1 for each value.</p> <p>Self-Worth - Someone that supports other people, is an exceptional role model and works hard</p> <p>Engagement - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic.</p> <p>Purpose - Someone that is driven, takes responsibility and is confident to take action.</p> |
|---|--|

### **Termly challenges**

Each term a challenge will be set for students to strive towards. These challenges will be based around excellent attendance and exemplary behaviour during the notified dates, giving everyone the opportunity to attend a trip. Those who meet the criteria will have a reward/trip or activity. The Student Leadership Team will bring suggestions from the student voice to be approved.

### **Yearly House Competition**

Annual House Trip - This will be the main reward for the winners of the House Cup. The following academic year (September/October), the students from the winning house will be invited to the annual trip during a timetabled school day. Students will contribute a payment towards attending the trip. This is from accumulating all achievement points, house competitions and totals from all students within the house.

### **5.3 Unacceptable Behaviour**

At Livingstone Academy Bournemouth staff will display a positive and proactive approach to classroom management. Staff will coach, model and support children to understand and change their behaviours and removing students will be a last resort or used in situations deemed appropriate.

#### **Unacceptable Behaviour in Class**

Livingstone Academy expects the behaviour of its students to be of a very high standard at all times. We expect students to behave in a sensible and responsible manner both on and off the academy site, showing respect for staff, other students and the local community. Positive behaviour within a classroom will allow all students to engage in learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

During lessons students must:

- Arrive promptly for lessons.
- Ensure all necessary equipment is brought to lessons.
- Maintain all uniform expectations and correct immediately if necessary.
- Complete their directed task quietly whilst registration occurs.
- Positively respond to peers and members of staff.
- Not eat, drink or chew in class (water is an exception, where permissible in classrooms).
- Operate within the classroom environment safely and purposefully.
- Respect all others and their views and tolerate the differences in others.
- Engage actively at all times, by ensuring positive listening skills. Not talking or causing disruption/distraction when either a member of staff or peer is addressing the whole class or individuals.
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments).
- Use items of academy equipment respectfully and as intended, minimising the risk of damage or unnecessary replacement.
- Produce work to the best of their ability at all times.
- Stand silently behind their desks at the end of the lessons, awaiting to be dismissed by the teacher. The teacher will dismiss students a group at a time, to ease congestion and maintain order.

All unacceptable comments must be dealt with and sanctioned when appropriate, in order for us to create a culture and ethos of respect, tolerance, acceptance and diversity. Ignoring these types of behaviours could normalise a culture of this poor conduct and could lead to increased frequency and in turn severity.

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards students in order to help build positive relationships, encouraging the students to achieve. Staff are expected to challenge poor behaviour in a consistent and appropriate manner.

Students who are consistently removed from their lessons will have further support and interventions to improve their behaviour.

### **Steps to address unacceptable classroom behaviour**

Below is an outline of the steps that teaching staff at Livingstone Academy will follow to ensure that all students can learn in a disruption free environment maintaining high standards of behaviour by ensuring students are **kind, ready to learn, respectful and safe**.

#### **Step 1 - Behaviour Management Strategies**

Throughout the academic year staff will receive regular training on effective behaviour management and strategies to ensure students are kind, ready, respectful and safe within a classroom environment. Underpinning this will be establishing positive relationships with all students so they are supported but provided with consistent routines and expectations. Examples of such strategies can be seen in Appendix B, though this is not a definitive list and not all strategies are expected to be used before going to Step 2. Students who continue to exhibit poor behaviour will progress through the outlined steps below.

#### **Step 2 - Formal Warning**

A Formal Warning indicates to students that if their poor behaviour persists beyond this point, they will be removed from the classroom environment to the Reset Room or be supported by staff on call. The member of staff should inform the student of their choices and how it is not showing they are either ready, respectful or safe so they know it is their final chance to correct their behaviour. It is at this point staff should allow students some take-up time to correct their behaviour. Following this, if appropriate behaviour management strategies and a formal warning have been utilised and have

not had the desired impact, the student will progress through the outlined steps below. At an appropriate time during or following the lesson the member of staff should record this on Arbor as 'Formal Warning'.

### Step 3 - SLT Involvement/Removal to Reset

If a students' poor behaviour continues after the 'Formal Warning' staff will use the online logging system to alert on call duty. The member of the senior leadership team will attend the classroom and attempt to re-engage the child in learning where possible. If a child has displayed non-negotiable behaviour or is unable to be re-engaged in their learning they will be taken to the Reset Room by on call. This will give students the opportunity to reflect and regulate but also reset their behaviour before returning to their next blocked lesson. Students will complete reflection and regulation work whilst in the Reset Room alongside continuing with their work if appropriate. At an appropriate time during or following the lesson the member of staff should record this on Arbor as 'Removal to Reset'. The student will be issued a 30 minute after school detention alongside being removed to the Reset Room and in which they will complete any necessary work they have missed from the lesson and hold a restorative conversation with the member of staff. These conversations should not last the duration of the detention and will help develop relationships and will support a more positive environment within the classroom. Teachers will provide this work to the members of SLT on detention duty for the student to complete.

### Additional Step (if necessary) - Removal from RESET (moved onto Academy Based Exclusion)

If a students' poor behaviour continues following a 'Removal to Reset' the student will move onto an academy based suspension due to negative behaviour displayed whilst in the Reset Room. The academy based suspension will last a full day and students will be issued a 1 hour detention alongside this as a secondary consequence.

### Additional Step (if necessary) - 'Removal to RESET' for a 2nd occasion in the same day.

If a student is issued with a 2nd 'Removal to RESET' on the same day then the student will be moved to an academy based suspension. The academy based suspension will last a full day and students will be issued a 1 hour detention alongside this as a secondary consequence.

## 5.4 Secondary Consequence Flowchart

| Step  | Classroom                       | Purpose   | Primary Consequence | Recorded on | Secondary Consequence                          | Recorded on |
|---|---------------------------------|---|---------------------|-------------|--|-------------|
| <b>Academy Routines and Expectations. Building Positive Relationships between Staff and Students.</b><br><br><b>Ensuring students are Kind, Ready, Respectful and Safe.</b> |                                 |   |                     |             |  |             |
| 1   | Behaviour Management Strategies | To work collaboratively as teachers with students to build positive relationships and correct poor choices. | N/A                 | N/A         | Escalated to the next step within the system.  | Arbor       |
| 2   | Formal Warning                  | To issue a formal warning verbally to the student to  | N/A                 | Arbor       | 3 formal warnings in an academy week (Mon-Fri) | Arbor       |

|   |  |  |                         |       |  |       |
|---|--|--|-------------------------|-------|--|-------|
|   |  | correct negative behaviour to ensure they are Kind, Ready, Respectful and Safe within the classroom. Engage in dialogue with students about how they have not met one of the basic whole academy expectations.   |                         |       | will escalate to a 1 hour detention for persistent disruption.   |       |
| <p>If a students' poor behaviour continues after the 'Formal Warning' staff will use the online logging system to alert on call duty. The member of the senior leadership team will attend the classroom and attempt to re-engage the child in learning where possible.</p> |  |  |                         |       |  |       |
| 3   | Removal to Reset   | To prevent further disruption in the learning environment and allow the student an opportunity for reflection and regulation. Engage in dialogue with students about how they have not met one of the basic whole academy expectations and they are therefore being removed. | Reflection / Regulation | Arbor | 30 minute detention and restorative conversation held with member of staff.  | Arbor |
|   | Additional Step - Removal to Reset (2nd occasion - same day) | To prevent further disruption to several learning environments and allow the student further opportunity for reflection and regulation.  | Reflection / Regulation | Arbor | Remain in Reset for the remainder of the day. 1 hour detention set and restorative conversations held with members of staff. | Arbor |

|  |  |  |     |       |  |       |
|--|--|--|-----|-------|--|-------|
|  | Additional Step - Removal from Reset   | To prevent further disruption to several learning environments as the child has received various opportunities to correct their behaviour without success. | ABS | Arbor | ABS issued and parental reintegration meeting arranged to discuss behaviour. | Arbor |
|  | <p>Non Negotiable Behaviours - If a student:</p> <ul style="list-style-type: none"> <li>intentionally harms others (verbally or physically)</li> <li>uses abusive or inappropriate language directed towards others</li> <li>uses racist or derogatory terms</li> </ul> <p>Immediate SLT and parental involvement will be triggered. These cases will be dealt with on a case by case basis. Appropriate consequences and sanctions will be applied.</p> |  |     |       |  |       |

### Lack of Work

Members of staff will ensure that the student has had plenty of opportunity to show their best during the lesson and complete the work they are expected to do. The Department for Education (DfE) clearly states that all schools should 'ensure that students complete any tasks reasonably assigned to them in connection with their education'.

### Poor Behaviour Out of Class

When outside of lessons students must:

- Behave respectfully and safely around the academy
- Walk calmly, orderly and quietly during all transitions, including break and lunch, showing courtesy to other students, staff and visitors to the academy
- Walk with pace and purpose to lessons to avoid disruption to learning and the learning of others
- Respond quickly to any instructions given by staff
- Engage with staff respectfully if requested to wait or speak with them
- Maintain all uniform expectations and correct immediately if challenged
- Eat only in the specified areas (chewing gum is not allowed in the academy)
- Avoid gathering in large groups/crowds, as this can be intimidating to others
- Move quietly around the academy
- Not engage in bullying or harassment of any kind, including inappropriate comments about others opinions, appearance, values and beliefs
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments)
- Treat all people with respect
- Respect the environment
- Use items of academy equipment respectfully and as intended, minimising the risk of damage or unnecessary replacement
- Not endanger others by interfering with Fire Prevention devices and alarms

Students who fail to meet out of class expectations or who show poor behaviour outside of lessons, will receive an appropriate sanction from the Senior Leadership Team.

## **Out of Academy Behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or when using public transport on the way to or from the academy. There may be times when students will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community whether in the locality, to and from the academy, or further afield e.g. on academy visits.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in the academy and certain behaviour outside of the academy, including but not restricted to the following:

- Taking part in any academy organised or academy related activity
- Travelling to and from the academy
- Taking part in inappropriate behaviour whilst wearing academy uniform
- Behaviour which could have repercussions for the orderly running of the academy
- Behaviour which poses a threat to another student or member of academy staff
- Behaviour toward other people, which is related to their involvement with the academy eg. Bullying/including Cyber Bullying of another student outside of academy hours
- Any form of anti-social behaviour both inside and outside of the academy

Sanctions will be issued depending on the behaviour, these may include detentions, community service on or off site etc, suspensions/exclusions.

## **Punctuality**

Students punctuality to their advisory and lessons is very important, in order to maximise every learning opportunity and to ensure a smooth start to each lesson. Any student who is late to a lesson or the academy will be issued with a 15 minute late detention. Each week during pastoral meetings, students who are not punctual to lessons will be discussed. Those who are repeatedly late will be placed on a punctuality report to address this issue. Sanctions will be put in place during this time if they continue to arrive late. Parents will be informed of this by their child's advisor initially.

## **5.5 Appearance and Equipment**

The academy believes in high standards and has the highest expectations in every aspect of its operation. Students and staff are expected to take pride in their appearance, this aims to develop high levels of self-worth and belonging. The academy aims to give all students the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Students are expected to work hard and to achieve their individual best academically, to develop skills relevant to modern society and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and command a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a uniform policy which helps to enhance the purposeful and successful climate within the academy. Our uniform policy promotes professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy uniform provides students and their families with many positive advantages, because uniform:

- Diminishes the social exclusion of students based on what they are wearing
- Places stronger focus on academic performance
- Reduces family tension as students do not have to compete with their peers for the latest trends in clothes

- Creates an atmosphere of teamwork
- Encourages pride in personal appearance and of the academy
- Promotes safety, particularly through making it easier to identify strangers
- Increases self-esteem and reduces peer pressure
- Is cost effective to parents in the long run
- Makes students ambassadors for the academy in the local community

Students are expected to wear full academy uniform on the way to and from the academy.

Essential items of uniform, e.g. academy blazer, and some items of PE kit, are only available from the academy uniform suppliers, Brigade Schoolwear\*

Full list of academy uniform expectations, including PE Kit can be found in our Uniform and Equipment Policy.

## **Equipment**

At Livingstone Academy we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. We as an academy will provide students with the necessary equipment during lessons to ensure all students can equally access their learning as fully as possible.

Full uniform checks will be carried out by staff upon arrival to the academy and during advisory sessions.

- Any students not appropriately dressed or without full equipment will be sent to the Reset Room to make adjustments.
- Students will leave a deposit (mobile phone, house keys etc.) in exchange for missing item(s). This will be recorded on Arbor and a centralised list.
- Students will return the borrowed item to the Reset Room at the end of the day, 3pm, if the student attends an after school academy activity they must exchange the item before attending such activity.

If students fail to change into the correct uniform, they will be moved onto an Academy Based Suspension (ABS). Parents/carers will be contacted and asked to rectify the situation by either speaking to their child directly, telling them to borrow item(s) or by bringing in the uniform item(s) that need rectifying.

## 6. Academy Approaches

### 6.1 Child on Child Abuse

Abuse will never be tolerated or passed off as “banter” or “having a laugh” or “it was just a joke” or “part of growing up” as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff.

Child on Child abuse might include

- bullying (including cyber bullying and/or social media abuse)
- abuse in intimate personal relationships between peers
- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- upskirting
- initiation/hazing type violence and rituals (including events that happen on-line or virtually)

Different sanctions will be appropriate for different ‘levels’ of child on child abuse and these will be dealt with on a case by case basis.

Appropriate sanctions might include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Detention
- Community service, for example litter picking
- A period of an academy based exclusion (length dependent on incident)
- A suspension (length dependent on incident)
- Permanent exclusion

### 6.2 Detentions

Detentions at Livingstone Academy are centralised and supervised by members of the staff team, from 3:00pm to 4:00pm on Monday, Wednesday and Friday in our Reset Room. This is to ensure consistency of standards and to support the wellbeing of the academy’s staff. Members of staff will issue these on Arbor. As a courtesy, the member of staff will contact home that day outlining why the detention has been set, building home/academy relationships. After school that day, a notification will be sent via in touch, by the relevant Assistant Principal, in case the member of staff has not been able to contact home. During the detention, the member of staff who set the detention should meet with the student to unpick what went wrong, using restorative techniques.  
<https://www.discoverytsa.co.uk/site/data/files/documents/E878522E90AF6471B841DCE24E932D28.pdf>

The types of detentions and rationale for these are outlined below:

| Time/Length of Detention  | Reason/Rationale   |
|---------------------------|--|
| 3.00-3.15pm<br>15 minutes | Late to Academy<br>Chewing Gum   |
| 3.00-3.30pm<br>30 minutes | Removal to Reset<br>Lack of Work<br>Any choice or behaviour deemed by the academy to |

|                                    |   |
|------------------------------------|---|
|                                    | <b>warrant a 30 minute detention.</b>   |
| <b>3.00-4.00pm<br/>60 minutes</b>  | <b>Removal to Reset (2nd occasion within a day)<br/>Any choice or behaviour deemed by the academy to<br/>warrant a 30 minute detention.</b> |
| <b>3.00-5.00pm<br/>120 minutes</b> | <b>Repeated truancy<br/>Any choice or behaviour deemed by the academy to<br/>warrant a 120 minute detention.</b>                            |

During a detention linked to a student's choice or behaviour, students will complete activities linked to the reason the consequence was given.

Poor behaviour during any detention will result in the detention being reset, this will escalate the detention to a higher level and often for a longer period of time.

### **Failing to attend a detention**

If a student fails to attend their detention, the following escalation will occur:

- Reset at the same level eg. a 30 minute detention will remain as a 30 minute detention

The student does not then attend the reset detention:

- The student will receive an Academy Based Suspension (ABS)

### **6.3 Academy Based Suspension (ABS)**

Students placed in an Academy Based Suspension will follow where appropriate their usual timetable; they will have break, lunch and movement breaks, supervised by senior staff members.

Support may be offered during this time by the relevant member of staff, addressing the reason for why the student is in an ABS, following a restorative approach. Multiple ABS's will trigger a Pastoral Support Plan, if one is not already in place. If students' continue to breach the academy behaviour policy after the introduction of a Pastoral Support Plan, this will be escalated to a Behaviour Support plan. At either stage external support from agencies will be considered, depending upon the need.

### **6.4 Suspensions and Permanent Exclusions (PEX)**

Guidance from the Department of Education states that the decision to suspend or permanently exclude a student must be lawful, reasonable and fair. The Principal or their delegates will have the final decision on any suspension or permanent exclusion. The academy has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The academy will give particular consideration to the fair treatment of students from groups who are vulnerable to suspension/exclusion (Equality Act 2010).

Students who are suspended/excluded from the academy will require a formal reintegration when they return. This will be conducted by the relevant member of the leadership team and supported by other relevant members of staff when necessary.

Staff should try to identify whether there are any causal factors and intervene early in order to reduce the need for any subsequent suspensions. In this situation, the academy should consider whether a multi-agency assessment that goes beyond the student's educational needs is required. If a student reaches or exceeds 15 days of suspensions during a term, a Governor's Review will be

convened. At this point, a further strategy of support will be considered to prevent a Permanent Exclusion.

Where a student has been recently suspended, depending upon the nature of the suspension(s). The student may be considered a risk to take on an academy trip. If this is the case, the student would only be able to attend the trip with their peers, if they are chaperoned by a parent/carer.

### Exclusions

A pupil must only be excluded on disciplinary grounds. The decision to exclude must be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

### Exclusions Procedure

- Pupils may be excluded in line with LA exclusion procedures, this includes lunchtime exclusions.
- Following exclusion, pupils attend a reintegration meeting with the Principal and any other relevant staff members. A parent/carer is also asked to attend. During this meeting, assurance is sought from the pupil and the parent/carer that the behaviour which led to the exclusion will not be repeated, **it may be necessary to put steps into the pupil's day to ensure they are well supported e.g. play and lunch club and reporting to the SLT at strategic points during the day. This would be explained, discussed and agreed to at the reintegration meeting.**
- Where a pupil has been out of school for a period, a careful plan is set up for the pupil's return so that a recurrence of previous poor behaviour is minimised.
- Permanent exclusions should be used as a last resort, when all other reasonable steps have been taken.

### Suspension

Where a pupil is suspended from school for a fixed period and is able to return to the same school on a date specified by the Principal (1993 Act). No pupil may be temporarily excluded for more than 15 days in the aggregate in any one term. This can also include parts of a school day, for example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

The Principal can lawfully exclude a child for:

- repeated failure to follow academic instruction;
- failure to complete a behavioural sanction, e.g. a detention (a decision to change the sanction to exclusion would not automatically be unlawful);
- repeated and persistent breaches of the school's behaviour policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of behaviour.

Formally arranged part-time timetables may be necessary as a temporary measure in exceptional circumstances to meet a pupil's needs, but must not be used as a disciplinary sanction or as a long term solution.

### Permanent Exclusion

Where a pupil has been permanently excluded and may not return to the same school. (1993 Act). If a pupil displays dangerous behaviour, it may be deemed necessary by the Principal to exclude the child from the academy with immediate effect, bypassing other steps as described above. There are statutory policies and guidance on exclusions and the academy will adhere to them.

A decision to exclude a pupil permanently will 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 in the school.

Parents have the right of appeal for Temporary and Permanent Exclusion.

### **Principal**

The Principal will use discretion to decide upon the appropriate stage necessary in any given circumstance.

The Principal is the only member of the school staff who has the power to exclude a pupil from school. (In their absence, this authority is delegated to an SLT member. Advice can also be sought from the Executive Principal).

When excluding a pupil the decision will be put in writing and given to the parent/carer, with details of their rights. The school will notify the LA forwarding a copy of the letter of exclusion and completing the Notification of Exclusion Form. The Principal will notify other relevant professionals, e.g. education psychologist, as appropriate and work closely alongside them in the best interests of the child.

### **Governance**

- The District Board (governance) will create a sub-committee to consider the permanent exclusion of a pupil from school in accordance with the requirements of the Education (School Government) Regulations 1989.
- The District Board are notified of exclusions via the Principal's report.

### **Local Authority**

If the Principal's decision to permanently exclude a pupil is upheld, the LA is required by law to provide parents with a letter of the final decision and provide an invitation to appeal against that decision to an independent Appeal Committee.

Local authorities are required to make suitable full-time education arrangements for permanently excluded pupils no later than the sixth school day of the exclusion. This is from day one if a Looked After Child.

Full details of suspension and exclusion can be found in our Suspension and Exclusion Policy.

## **6.5 Student Support**

Members of the Senior Leadership Team alongside pastoral staff meet on a weekly basis to assess patterns for students of concern and will assess key students' needs and obstacles to overcome in relation to negative behaviour.

There are a number of supportive interventions that the academy will offer, these range from internal to external strategies.

**Use of external agencies** – Livingstone Academy will work closely with a number of external agencies offering expert support to our students. The academy has established relationships with a number of external agencies such as Dorset Police, Early Help, CAMHS and Social Care who provide ongoing support to a number of our vulnerable students.

There are times when some children with SEND or additional needs will need to have alternative or bespoke behaviour management support. This is outlined in the child's EHCP, behaviour plan or in the academy SEND and Inclusion policy which can be found on the academy website.

## **6.6 Electronic Devices**

The guidance from the Department of Education allows schools to limit or ban the use of mobile phones during the academy day. Establishments must make clear the sanctions to staff, students and parents/carers.

Any electronic device that is brought into the academy is done so at the risk of the owner, the academy will not be liable for any damages or loss.

Students must ensure that their mobile phones are switched off and in their bag, when in the academy, between arriving and 3pm and will include extra-curricular activities. Students must ensure that all electrical devices are used within the guidelines of our Online Safety Policy.

If students are seen with any electronic devices during the academy day, when not directed by a member of staff; the following will apply:

First offence – the student will hand the device over, the device will be taken to the main office where the student can collect it at the end of the day. This will be recorded on Arbor. A 30 minute detention will be issued.

Second offence – the student will hand the device over, the device will be taken to the main office, a phone call will be made and the parent/carer will need to collect the device when it is convenient to do so. This must be within the opening times of the main office (8:00am and 4:00pm). This will be recorded on Arbor. A 1 hour detention will be issued for a second offence.

Third offence – the student will hand the device over, the device will be taken to the main office, the relevant Assistant Principal overseeing the year group will call home to inform the parent/carer that the student will hand in their device, each day to them and will be able to collect it from the main office at the end of each day for a minimum of five academy days. This will be recorded on Arbor. A 1 day ABS will be issued for a third offence.

These three steps are reset every half term.

Any further offences – Assistant Principal will invite parents/carers in to discuss the ongoing issues. If the student refuses to hand the device over, they will be put in an ABS until they do. Parents/carers will be contacted to explain the situation.

## **6.7 Paraphernalia**

It is against the law for any person to smoke/vape on the academy site, this includes staff, students, parents/carers and visitors.

The academy takes smoking/vaping very seriously, whether it be on the academy premises, or outside the academy premises while wearing the academy uniform. If a student is caught in possession of cigarettes or vaping material, parents/carers will receive a letter and the following sanctions will be set:

1st Occasion - 1 day ABS

2nd Occasion - 1 day FTS

3rd+ Occasion - Several day FTS

Students will be searched and any paraphernalia confiscated. Parents/carers will be contacted to collect items. Searching will be ongoing at random intervals to ensure no further items are brought into the academy.

For additional advice and guidance, refer to our Drug and Alcohol Guidance.

## **6.8 Selling and Supplying**

Due to the increasing complexity of safeguarding and health care responsibilities, selling, trading or exchanging of food, goods, or services is prohibited on academy premises unless part of an officially sanctioned academy event for educational or fundraising purposes.

Students caught selling, trading or exchanging goods or services will typically face graduated consequences as outlined below:

1st Occasion - 60 minute detention

2nd Occasion - 1 day ABS

3rd+ Occasion - 1 day suspension

There may be some circumstances, that due to the nature of the item(s), could lead to a more severe sanction in the first instance. An example of this would be selling or supplying illegal items to the academy community, whether it is on site or not. This would also be referred to the Police.

## **6.9 Prohibited items**

Students caught in possession of prohibited items will have those items confiscated. Depending upon what the item is we would; return them to the student at the end of the day; destroy them; or ask parents/carers to retrieve them from the office at the end of the day. Examples of items that are considered prohibited, but not limited to this list are; chewing gum, confectionery, energy drinks, cigarettes and vapes (items), drugs etc. An appropriate sanction will also be issued to the student, depending upon the item(s) in their possession.

## **6.10 Screening and Searching**

The Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item.

Such items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article which a member of staff believes has been, may be, used:
  - To commit an offence
  - Cause personal injury, damage to property or harm another person

The academy can confiscate any items found during a search that they consider harmful or detrimental to the academy environment.

The academy can also screen students with a hand-held device even if they do not suspect the student of having prohibited items. Students who refuse screening or searching may be refused entry onto the academy site.

For additional advice and guidance, please refer to the DfE's guidance on searching, screening and confiscation. We as an academy follow this guidance.

## **6.11 Reasonable Force**

All staff have permission to use reasonable force in line with guidance from the Department of Education, which states:

Schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts an academy event, trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in progress
- Restrain a student at risk of harming themselves through physical outbursts

Staff are advised that the use of reasonable force is not recommended, refer to our Positive Handling and Physical Intervention Policy for further advice and guidance.

## **7. Staff CPD**

Over the course of the academic year, staff receive regular training on effective behaviour strategies to ensure consistent implementation of the Behaviour Policy.

Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our students. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area.

## **8. Quality Assurance**

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor, along with any follow up contact with the students' parents/carers. All such events are monitored by Advisors and SLT, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues.

Persistent poor behaviour is monitored daily by the Assistant Principal overseeing the relevant year group. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy Based Suspensions and Suspensions are also recorded on Arbor and our Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every half term, for the purpose of identifying patterns and resolving underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

## **9. Anti Bullying**

Part of our Behaviour for Learning expectations include all actions to discourage bullying in any form including online or cyber bullying. This is clearly outlined in our anti-bullying policy and e-safety policy. This can be found on the academy website.

## **10. Sexual Harassment (SH):**

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual harassment. This can include

name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we will:

- Ask the perpetrator to apologise to anyone the comment was directed at;
- Support and educate the perpetrator to improve their future behaviour;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

## **11. Sexual Violence (SV):**

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and upskirting).

All staff and pupils will call out and report this behaviour.

If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

- Record any reports made by the victim, perpetrator and any witnesses;
- Collect and collate any relevant evidence (particularly if online);
- Resolve the incident between perpetrator and victim;
- Support the victim to ensure that they feel safe and secure in school;
- Support and educate the perpetrator to ensure future incidents do not occur;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Inform parents/carers of all pupils involved of the incident and actions in place;
- If necessary or appropriate, escalate the sanction to inform the police and safer schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

## Appendix A - Achievement Point Tariffs

| Award Level        | Type/Reason   | Tariff |
|--------------------|---|--------|
| In-Class Behaviour | Self-Worth: Respect                                       | +1     |
|                    | Self-Worth: Perseverance                                  | +1     |
|                    | Self-Worth: Citizenship                                   | +1     |
|                    | Self-Worth: Self Motivation                               | +1     |
|                    | Self-Worth: Effort  | +1     |
|                    | Engagement: Intellectually Engaged                        | +1     |
|                    | Engagement: Creativity                                    | +1     |
|                    | Engagement: Curiosity                                     | +1     |
|                    | Engagement: Take on Challenge                             | +1     |
|                    | Engagement: Resilience                                    | +1     |
|                    | Purpose: Leadership                                       | +1     |
|                    | Purpose: Responsibility                                   | +1     |
|                    | Purpose: Confidence to Take Action                        | +1     |
|                    | Above and Beyond  | +2     |
| Extra Curricular   | Attendance at extra curricular (each session)             | +1     |
|                    | Representing the school at a fixture or event             | +2     |
| Weekly Award       | Star of the Week (Self Worth, Engagement or Purpose)      | +3     |
| Termly Award       | Achievement or Attendance Award (Bronze, Silver and Gold) | +4     |
|                    | Subject Awards - Academic Progress and Effort & Endeavour | +4     |
|                    | Aspirations Awards: Self-Worth, Engagement, Purpose       | +5     |

## Appendix B - Behaviour Management Strategies

**Ready, Respectful and Safe** - These three common expectations should be referred back to when addressing students behaviour to provide clarity and consistency to students about what behaviour they have chosen to do which undermines one of the key expectations and non-negotiables.

### Arrival to Lesson

*Promotion of the positive learning environment, addressing any negative behaviours on entry – clear difference between in class and out of class behaviour.*

*This will be completed using positive talk, for example, 'Well done year 11, you've entered ready to learn' or 'Year 9, we are much better than this, prove to me that you know how to enter a classroom ready to learn'.*

*If the group does not settle, stand the class up behind their chairs quietly, remove the disruptive student(s) from the lesson, and settle the rest of the group. Then bring the disruptive student back in to try again*

### Non-verbal/Verbal Cue

Staff are to take a graduated response to the first instance of off task behaviour

- A look/nod towards the student that is off task.
- Staff to move within the room, stand next to the student who is off task.
- Staff place their hand on the table to prompt the student to start work.
- Crouch down to the student's level and speak to the student, encouraging them to start working. Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

Please ensure you use any specific SEND interventions identified on individual learning profiles  
These are not warnings, simply supportive strategies to engage the student.

*Allow the student time to respond to the strategy used.  
Walk away from the student so they can correct behaviour.*

### Verbal Direction

Challenge off task/poor behaviour directly when/if it continues

Graduated Responses:

- Challenge the behaviour directly, set specific targets e.g. Come on you haven't started yet, you need to complete 3 questions in the next 3 minutes
- Move the student within the classroom

Maintain a positive tone, outlining the unacceptable behaviours they are displaying and set a clear expectation so the student understands what they must do.

Explain clearly that they will receive a Formal Warning, if the poor behaviour continues.

*Students need time to respond and process the information given to them, do not react*

*immediately to negative behaviours or responses for example eye rolling, tutting – address this once the student is compliant, this needs to be done in a positive way. Do not move to the next sanction.*

*Walk away from the student so they can correct behaviour.*

### **Repetitive negative behaviour**

#### **Issuing of a Formal Warning**

Graduated Responses – avoid announcing it to the class

- Crouch down and explain why the Formal Warning is being issued
- Explain that if the behaviour continues, they will be removed to the 'Buddy Room'
- Encourage the student to understand that they have another chance to remain in the lesson
- If you need to speak to the student outside of the lesson, please do so, but do not send/leave them outside the classroom.

Formal Warning issued – Staff to log this on Arbor with clear details given.  
Do not write student names on the board to keep a record of sanction points issued.

*Try not to react to immediate negative behaviour, avoiding instant escalation.*