



THE
BRITTONS
ACADEMY

Building knowledge,
inspiring futures

Behaviour Policy

JANUARY 2024

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Introduction

Policy statement on behaviour for learning

Statement of purpose:	The purpose of this policy is to ensure that all members of our academy community share clear expectations so that outstanding behaviour is achieved to enable students to learn in the most effective manner, through the consistent delivery of this policy.
Rationale:	Positive and good behaviour are at the core of a successful academy, creating a safe environment in which students can learn and reach their full potential.
Expected outcome:	Outstanding behaviour will enable all students to: build knowledge, learn in the most effective manner, and build inspiring futures.

Desired attributes

P	Positive
R	Respectful
I	Independent
D	Determined
E	Excellent

Guiding principles - students

F	Follow instructions, the first time, every time.
A	Arrive on time for lessons, prepared and ready to learn.
I	Involve fully in the lesson, contribute, and give your best.
R	Respect others and our school environment.





Guiding principles – staff

1	To be a FAIR and PRIDE ambassador.
2	To promote and reward positive behaviour and attitude to learning.
3	To challenge all types of misbehaviour with dignity, authority and persistence.

Guiding principles – parents / carers

All members of the academy community follow these guiding principles:

1	To respect the ethos of the academy.
2	To work together for the benefit of the student and support academy decisions.
3	To treat everyone in our academy community with respect and dignity.

Any aggression or abuse directed towards members of our academy community will not be tolerated. Aggressive or abusive behaviour includes language (whether verbal or written) that may cause people to feel afraid, threatened or mistreated.

Pastoral team

Year team	Support & Guidance Manager (SGM)	Head of Year (HoY)	SLT link	Academy behaviour lead
Year 7	Mrs Wallace	Miss Mankenda	Ms Wickenden	Ms Wickenden
Year 8	Mrs Gilbert	Ms Burch	Ms Palombo	
Year 9	Ms Ware	Ms Kelly	Mr Cole	
Year 10	Ms Slade	Mr Gilbey	Mrs Cossey-Atkins	
Year 11	Mrs Martin	Mr Davis	Mrs Whiley	

Safer Schools' Officer

PC Drew Heath	Drew.R.Heath@met.police.uk
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Safer Schools' Officers are police officers who have been appointed as members of the Safer Schools' Partnership.

The partnership's role is to work with schools to:

- Help keep students safe.
- Reduce crime, but also reduce the fear of crime.
- Help to improve behaviour in the academy and surrounding area.
- Develop positive relationships between students, police, and the community.

Achievement and behaviour systems

The Brittons Academy believes that positive behaviour management improves outcomes for young people. These outcomes include academic achievement, social mobility, wellbeing, and mental health.

Praise and rewards are a key component of positive behaviour management. Achievements will be celebrated regularly during form time and assemblies; reinforcing the expectations outlined in this policy.

The Brittons Academy recognises that celebrating student achievement is a key part of developing the potential of our young people.

Achievement points – praise and reward

When an achievement point is awarded	PRIDE points can be awarded for:
<ul style="list-style-type: none"> ■ Achievement point logged ■ Parents/carers notified via EduLink 	<ul style="list-style-type: none"> ■ Positive – attitude/engagement ■ Respect – kind/thoughtful ■ Independent – work/homework ■ Determined – approach/perseverance ■ Excellent – role model/achievement

Pride certificates

PRIDE points	Certificate
<ul style="list-style-type: none"> ■ 50 Points 	<ul style="list-style-type: none"> ■ Form Tutor certificate
<ul style="list-style-type: none"> ■ 100 Points 	<ul style="list-style-type: none"> ■ Head of Year certificate
<ul style="list-style-type: none"> ■ 150 Points 	<ul style="list-style-type: none"> ■ SLT certificate
<ul style="list-style-type: none"> ■ 200 Points 	<ul style="list-style-type: none"> ■ Principal certificate
<ul style="list-style-type: none"> ■ 250 Points 	<ul style="list-style-type: none"> ■ Governing Body certificate

Whilst we adhere to these thresholds, we reserve the right to be flexible in our approach and make reasonable adjustments to acknowledge improved behaviour or a specific achievement.

Students will be recognised on a termly basis for the number of PRIDE points they have been awarded.

Other rewards

These include:

- **Positive phone calls home**
- **Praise postcards home**
- **Pin badges**
- **Canteen queue jump pass**
- **Reward breakfast**
- **Golden ticket (free lunch)**
- **Annual attendance and attitude to learning trip**
- **Love2shop vouchers**

Departments also recognise students who consistently demonstrate PRIDE values in their subject area alongside our pastoral teams who reward students for excellent punctuality, attendance and attitude to learning.

Behaviour points - sanctions and consequences

The Brittons Academy expects high standards of behaviour to ensure a safe and orderly learning environment for each and every member of our community. Disruption and non-compliance will not be tolerated as this affects the learning of others and everyone has the right to disruption-free learning.

It is essential that staff, students and parents/carers work together to ensure a positive learning environment is maintained so all can learn and succeed. Students are taught how to behave well and appropriately within the context they are in and staff regularly participate in CPD sessions that focus on behaviour management. The academy's behaviour policy is underpinned by our parents/carers who, by choosing The Brittons Academy to educate their child, support academy decisions.

Behavioural issues should be dealt with in accordance with this policy, the **'Safeguarding and Child Protection'** policy available on our website and **'Keeping Children Safe in Education' (KCSiE) guidance**.

Types of behaviour points

When a behaviour point is issued	Behaviour points can be awarded for:
<ul style="list-style-type: none"> ■ Behaviour point logged. ■ Parents notified via Edulink. 	<ul style="list-style-type: none"> ■ Failure to follow instructions/academy rules. ■ Poor punctuality. ■ Truancy. ■ Failure to bring equipment/kit. ■ Lack of effort/poor presentation/incomplete homework. ■ Failure to respect the academy/damage to academy property. ■ Failure to respect others/bringing the academy into disrepute. ■ Failure to attend detention. ■ On-call – relocation/removal. ■ Extreme/dangerous behaviour.

Types of sanctions

- 10-minute detention
- 30-minute detention
- 60-minute detention
- On-call relocation and 60-minute detention
- On-call removal and 60-minute detention/1-day TIER
- TIER (see appendix for levels)
- Reciprocal placement (isolation at an alternative provision)
- Suspensions

The academy reserves the right to redirect a child's education to another secondary school/academy or alternative provision as an alternative to suspension.

Permanent exclusion (this will only be used as a last resort and will be in accordance with the latest guidance from the DfE (Department for Education) on exclusions.

For further information about suspension and permanent exclusion, please see the ELAT policy:

[ELAT-Policy-Exclusion.pdf \(elatschools.co.uk\)](#)

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](#)

Informal process

- In lessons, before formal sanctions are issued, two informal verbal warnings will be given as an opportunity for the student to correct their misbehaviour.
 - For example, “[Student name] you are disrupting your/students’ learning by...so this is your first warning. Do you understand?”
- This explains to the student the behaviour that is disruptive and gives them the opportunity to address it, rather than be sanctioned. Students acknowledge the warning so it’s clear they have been given the opportunity to correct their misbehaviour.
- If needed, a second warning will be issued.
 - For example, “[Student name] you are disrupting your/students’ learning by...so this is your second warning. Do you understand?”



- The student has now been provided with two opportunities to stop disrupting the learning environment. If they choose to continue to disrupt the learning of others, sanctions will be put in place to discuss and address this outside the lesson time.
- In cases of extreme behaviour, or behaviour that endangers safety, warnings will not be given before on-call is called.



Next steps

- Should a student choose not to modify their behaviour, a behaviour point will be recorded along with a detention issued. This detention will be the forum to discuss, restore and reset classroom expectations. Detentions will normally take place with the teacher who set it so the behaviours can be addressed and there is not a continuation of disruption in this class.
- If a member of staff is required to call on-call, they are responsible for logging the incident on EduLink and setting the 60-minute detention for relocation. The detention should take place with the member of staff who has set it so the behaviours can be addressed. However, in the case of cover lessons, a department lead will ensure the on-call is logged and the detentions may take place with another member of that team.
- All behaviour incidents, resulting in a behaviour point, will be logged on EduLink by staff.





Detentions

- Detentions will be recorded on EduLink and parents/carers will be notified through the app.
- There will be a restorative conversation during the detention around the inappropriate behaviour and the proposed resolution moving forward.

<p>BP10 10-minute detention</p>	<p>BP10 detentions can take place at break, lunch and after school. Parents/carers will not be given advanced notice of these short detentions. BP10 detentions will be recorded on the EduLink app.</p>
<p>BP30 30-minute detention</p>	<p>BP30 detentions will take place after school. Parents/carers will be given 24-hour notice of BP30 detentions via the EduLink app.</p>
<p>BP60 60-minute detention</p>	<p>BP60 detentions will take place after school. Parents/carers will be given 24-hour notice of BP60 detentions via the EduLink app.</p>

- Please be aware that schools/academies are not, by law, required to provide 24-hour notice of detentions. However, The Brittons Academy will endeavour to inform parents of detentions 24-hours in advance via the EduLink app. Where a parent is unaware of the detention, due to not having the EduLink app, the detention will still go ahead.
- Schools/academies have the legal power to hold same-day detentions of up to 60-minutes. However, at The Brittons Academy, we will send a notification of detentions beyond 10-minutes via EduLink.
- Please be aware, parents are not contacted for consent to keep a student for a detention, as this is part of our academy policy. All students and parents/carers must agree to our policies to join the academy. However, we inform parents/carers to assist in making arrangements for a student to travel home safely. Our policy, of giving 24-hour notice, is to support making alternative travel arrangements. This also applies where students may collect younger siblings; parents/carers are responsible for their childcare and must make alternative arrangements for the other child.
- If a student does not attend a detention, the sanction will escalate to the next point, e.g., a missed BP10 will become a BP30. Similarly, if a student fails to attend a BP60, normally, the sanction will be 1 day in TIER.
- If staff feel there is an extenuating circumstance for missing a detention, they may, at their discretion, give the student another opportunity to attend the original detention.
- Responsibility for attending a detention lies with the student, not with parents/carers or staff. There is no expectation to remind students to attend detentions.



On-call

- There is a staff on-call rota for every lesson. During this time, staff are on duty, monitoring lessons, during their assigned slot. This is an opportunity for staff to informally observe the academy's learning environment.
- There are two types of on-call:
 1. Relocation on-call
 2. Removal on-call

Relocation on-call

- Relocation on-call is used to relocate a student to another lesson due to a persistent breach of the academy behaviour expectations.
- Students will either have already received two warnings or on-call has been called due to extreme behaviour or behaviour that endangers safety.
- Students are relocated, normally to another lesson within the department, and will be set a BP 60-minute detention by the class teacher who will record this on EduLink. During the 60-minute detention, the teacher will discuss how the student was disrupting the learning and the impact this had on other students. They will also agree a resolution for the next lesson.

Removal on-call

- Removal on-call is used either due to extreme behaviour, or behaviour that endangers safety, or when a student has caused further disruption in the relocated lesson. A decision will be made by the SGM, Head of Year and/or SLT link, whether the student returns to lessons for the remainder of that day.
- Students who are subject to a removal on-call will be given a BP 60-minute detention or a TIER consequence depending on the severity of their behaviour and previous similar behaviours.
- Typically, a BP 60-minute detention will be completed with the class teacher or, in cases where this is not appropriate due to the severity of an incident, a sanction will be set by the subject leader or year team. The on-call and BP 60-minute detention will be recorded on EduLink by the member of staff who called on-call. If a further sanction is required, this will be added by the subject lead or year team.

When students are persistently disrupting and breaching the academy's behaviour expectations, across the academy, teachers will be supported by subject leaders and the pastoral team.

If a student continues to disrupt a particular lesson, the department will inform parents/carers and a meeting will be held to ensure the student is clear on expectations and supported to meet them.

Notes to support the behaviour for learning sanctions:

- All departments have a 'relocation' timetable. This enables students to refocus and reflect in another classroom and prevents further disruption to the original class.
- Relocation on-call will normally be with a member of staff within that department. However, where that is not possible, an alternative relocation will be arranged with the subject lead. The BP 60-minute detention will be set by the member of staff who called on-call so that the student's behaviour can be discussed and addressed.
- All parents/carers will be informed of behaviour points via EduLink.
- If a negative behaviour occurs outside of lessons, it is the responsibility of all staff around the academy to deal with the behaviour. In the event when the academy's behaviour expectations are not being followed, it is the responsibility of the member of staff dealing with the incident to log the incident appropriately and carry out any follow-up actions. Sanctions will normally be set by the SGM or HoY.

Interventions and support

The academy uses a range of support measures to try and help students correct misbehaviour.

These may include:

- Report cards or target books which are personalised and used to monitor a student's behaviour. These can be in the form of a subject or pastoral report card and/or a pastoral or SLT target book. Target books and report cards can be used as a supportive measure, designed to focus on expectations, as well as to monitor and track progress. Students may also be placed on uniform or equipment report by their Form Tutor or year team.
- Restorative justice mediation which is normally overseen by the year team.
- School counsellor
- Mentoring which may be with a specific member of staff, through an outside agency or peer-mentoring overseen by staff at the academy.
- SENCO advice, support, signposting, assessments and referrals.
- School nurse
- Mental health first-aider
- Police workshops often conducted in conjunction with our Safer Schools Officer.
- Referrals to outside agencies such as bereavement counsellors, mentoring programmes, anxiety programmes, CAMHS, social care, etc.

- Signposting to services that specialise in specific services such as support for self-harm, anxiety, identity, resilience work, etc.
- 5-day or 10-day direction intervention schemes that are overseen by the Local Authority. These are specifically designed to address a particular aspect of a student's behaviour to prevent them from suspensions or being permanently excluded.

These are examples and not an exhaustive list of all support the academy offers; The Brittons Academy aims to tailor interventions to a student's individual needs.

Escalation of concerns

To change behaviour requires time, alongside clarity of expectations and deliberate, explicit teaching of desired behaviours.

It is the expectation that classroom teachers will implement rewards to motivate, and sanctions to address issues, where arising. Parents/carers will be informed by the classroom teacher of any behaviour concerns before escalation to the Head of Department. This encourages a resolution rather than escalation.

Heads of Department will support classroom teachers through the use of a subject report and will continue communication with parents/carers as they monitor progression towards targets. Heads of Departments will consider all possible departmental interventions, approaches and solutions before referring to their SLT line manager for advice.

When departmental strategies have been fully explored, concerns should be referred to the appropriate year team, and line managers, who will audit the behaviour of the student across the curriculum and make appropriate further plans to support behaviour for learning.

Anti-bullying policy

A statement of purpose

The Brittons Academy is committed to providing a caring, friendly, and safe environment for all our students to enable them to learn in a kind, safe and secure atmosphere. Within the academy, bullying of any kind, is unacceptable. If bullying does occur, students should tell a member of staff and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to share this with a member of staff.

Aims of policy

- To emphasise that bullying, of any type, will not be tolerated.
- To ensure that all trustees, governors, teaching and non-teaching staff, students and parents/carers understand what bullying is.
- To ensure that all trustees, governors and teaching and non-teaching staff understand the academy's policy on bullying, and implement it when bullying is reported.
- To ensure that all students and parents/carers understand the policy on bullying, and what they should do if bullying arises.
- To ensure the academy will take incidents of bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.

Guiding principles

There is no legal definition of bullying. However, the DfE define it as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online. Many online bullying incidents happen outside of academy and off school premises. Parents/carers are responsible for this behaviour. If incidents that occur online affect the academy culture, students will be sanctioned when the behaviour online poses a threat or causes harm to another student, or could affect the orderly running or reputation of the academy.

Procedures

- Students should report any perceived bullying incidents or aggressive/threatening behaviour towards them to their Form Tutor (FT), Head of Year (HOY), Support and Guidance Managers (SGM), their SLT link or a member of staff of their choosing.
- The staff member will take a statement of the incident as reported from the target and/or witnesses, or will print and save material if it involves cyber bullying in the form of messages/pictures etc or any aggressive behaviour online/on phones.
- The staff member will then inform the student's SGM/HOY and SLT link and passes on the record of the incident for central recording as bullying.
- This ensures that, in cases of bullying, all incidents will be recorded by staff and records will be held centrally. Subsequent developments can be added to this record.
- The SGM/HOY/SLT link will respond to, investigate the incident, and resolve the problem. The SGM also keeps contact with all concerned, ensuring that everyone is kept informed, including parents/carers/appropriate authorities.
- Parents/carers will be informed unless to do so would place a child in danger. If this is the case, the incident will be reported to the school's Designated Safeguarding Lead who will follow safeguarding procedures. Otherwise, parents/carers will normally be asked to attend a meeting to discuss the problem.
- The student being bullied will be made safe and the bullying student will be isolated in the academy.
- If necessary and appropriate, police and other agencies will be consulted.
- The bullying behaviour, or threats of bullying, will be investigated and the bullying stopped quickly. Lead staff will be responsible for ensuring the process progresses, for updating and maintaining the central record (bullying log) of how the problem is being resolved. Staff will decide outcomes and monitoring agreements made about future behaviour connected with the incident.
- The SGMs will arrange for mediation to take place, where appropriate, and restorative justice will take place for persistent bullying.
- The process of consequences is designed to help the bullying student recognise and change their behaviour and to support the targeted student. Students who bully need a clear description of how their behaviour is affecting them, as well as others, if they are to change. Habitual behaviours may not be recognised or understood as bullying by the bully, and may be difficult to break without clear self-interest in the outcome. Positive attention during, and especially following, the process is vital for the success of any programme which aims to change behaviour.
- Please note, if a reported incident is **not** defined as bullying, the behaviour policy of the academy comes into play and the incident is dealt with in the appropriate way.
- The academy can only act on information provided so all incidents of bullying must always be reported.





Appendix

1. **Searching students**
2. **Confiscation**
3. **Use of reasonable force**
4. **Abuse or intimidation of staff**
5. **Incidents of discrimination**
6. **Incidents of sexual violence and sexual harassment**
7. **UK legislation**
8. **Student code of conduct**
9. **Student ICT acceptable use**
10. **Uniform**
11. **TIER**



Searching students

The Principal, SLT and authorised staff have the right to search students or their bags and lockers, without consent, if there are reasonable grounds to suspect: the student has anything illegal or not deemed age-appropriate; the student has an item that could be used to cause harm; the misuse of phones or other technology devices.

The Principal, SLT and authorised staff also have the right to search electronic devices and do so following statutory guidance for dealing with electronic devices as published by the Department for Education in July 2022: '**Searching, Screening and Confiscation**'. Authorised staff include the pastoral and safeguarding teams.

If a student refuses to co-operate with a search, the member of staff may sanction the student in line with the behaviour policy. Parents will be informed, as may the police, depending on the circumstances.

If the member of staff considers a search to be necessary, but is not required urgently, they should seek advice from SLT. During this time, the student should be supervised and kept away from other students.

If a student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct a search.

In the situation when a search is needed to be carried out, the member of staff will follow the guidance set out by the Department for Education.

Confiscation

The Education and Inspections Act (2006) allows academy staff to seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

At The Brittons Academy, we have a no-phones policy. This follows guidance from the Department for Education. Firstly, this reduces the possibility of distractions in class and, secondly, it helps protect our students from the misuse of mobile phones during break and lunchtimes. However, we understand many students carry a phone with them so parents/carers can contact them before or after the academy day. If a student needs to use their phone, for any reason, they must approach a member of staff, before taking the phone out, and seek permission. If a phone is seen when a student has not asked to use it for a specific reason, it will be confiscated. The student can collect their phone from Student Services at the end of the day. Confiscation also applies if staff are given information that a student has used their phone during school hours without seeking prior approval from a member of staff.

Use of reasonable force

All members of academy staff have a legal power to use reasonable force (Section 93, Education & Inspections Act 2006), to prevent a student from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the student's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the academy among any of its students, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)

Abuse or intimidation of staff

The academy will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the academy site or outside of academy hours when not under the charge of a member of staff. Students involved in any such activity can expect to be:

- Instructed to behave in an acceptable manner be disciplined on their return to the academy.
- Referred to SLT.
- Parents/carers contacted.
- Issued with an appropriate sanction (police may be contacted and the academy will support staff in doing so).

Incidents of discrimination

It is against the law to discriminate against anyone because of their: age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion or belief; sex; sexual orientation. People are legally protected from discrimination of these 9 characteristics due to the Equality Act 2010.

The academy will not tolerate any form of discrimination and all incidents should be formally reported to a member of SLT for further action.

Hate crimes will be logged on EduLink but may also be passed on to the police for further legal action. In the UK, anyone over the age of 10 years old is legally responsible for their actions.

Additionally, the academy will not tolerate any other form of discrimination such as due to someone's appearance or academic ability. Any incident that violates a person's dignity is classed as discrimination and The Brittons Academy will not tolerate unjust or prejudicial treatment towards its students or staff.

Incidents of sexual violence and sexual harassment

The Brittons Academy has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, it will not be tolerated, and an appropriate sanction will be implemented.

The academy has a responsibility to provide a safe environment for all students and sexual harassment is never "banter" or "just having a laugh".

Child-on-child abuse should always be reported so that victims can be supported and kept safe. Child-on-child abuse covers physical, verbal and online abuse and can be a standalone incident or a broader pattern of abuse. Sharing of nude, or semi-nude, images or videos is classed as child-on-child abuse even if it is consensual.

As stated in 'Keeping children safe in education 2023', the term 'children' includes anyone under the age of 18. When investigating any claim of sexual violence or harassment, we will be guided by the Sexual Offences Act 2003.

UK legislation

All students and staff are expected to adhere to all UK laws. This is a statutory requirement and any student who breaks the law is at risk of both suspension and permanent exclusion. The academy has an obligation to inform the police of any law-breaking activity. This may, in turn, lead to criminal investigation. In the UK, the criminal age of responsibility is 10 years old so all secondary students are accountable for their actions. Furthermore, any case of joint enterprise will also risk both suspension and permanent exclusion.

STUDENT CODE OF CONDUCT

I will follow the academy's FAIR rules.

This includes:

- Walking directly to my classroom and sitting at the desk I am assigned to.
- Being fully equipped for my time in the academy with my own stationery and everything I need for the day.
- Engaging fully and appropriately in my learning.
- Respecting everyone in our academy community and the academy environment.
- Being a responsible citizen as I travel to and from the academy and whenever I take part in off-site activities.

Follow instructions
the first time, every time

Arrive on time for lessons
prepared and ready to learn

Involve fully in lessons
contribute and give your best

Respect others
and our school environment

I will wear full, correct academy uniform including the appropriate footwear.

I understand that attendance to the academy is compulsory.

I will attend the academy on time.

I will only use the entrance and exit I have been assigned to.

I will only make use of my designated toilets at break or lunch times.

I understand I am legally responsible for my actions and any involvement in a law-breaking activity could jeopardise my place on roll at The Brittons Academy. I understand this includes acts of joint enterprise.

I confirm that I fully understand the above Code of Conduct and will conform to the expectations outlined. I also understand that if I do not adhere to these expectations that I will incur a sanction in line with academy policy.

Name		
Signature		
Form	Date	

Student ICT Acceptable Use Agreement

- I will only use the academy's ICT resources and systems for academy work.
- I will not browse, download or send material that is inappropriate, offensive or extremist. This includes text, images, videos, music and games.
- I will report any accidental access, or receipt of, any inappropriate materials to a member of staff, as soon as possible.
- I will not download resources or software without the academy's permission.
- I will not reveal my password to anyone.
- I will not use anyone else's password and, if a password is revealed to me, I will advise the person to change it.
- I will be polite and courteous when communicating via any of the academy's platforms.
- I understand all emails to staff must be professional.
- I will not tamper with any computing equipment that may cause damage or disruption to learning.
- I will follow the academy's policy on mobile phones/devices.
- I understand I cannot take, share or publish any photos, or video footage, of staff or students without consent from the person. Consent must be obtained from the person, if over the age of 16, or the parent/carer, if the person is under 16.
- I understand most social media sites require users to be at least 13 years of age.
- I will not use social media during the academy day.
- I will not use social media to discuss, intimidate, bully or cause upset to any students or staff. This includes publishing, 'liking', sharing and re-posting.
- I will not attempt to add staff to social media accounts.
- I understand all internet and network usage, through an academy device, can be logged.

Uniform

- White shirt**
Top button fastened, shirt tucked in
- Academy tie**
Must be worn at all times
- Academy blazer**
With academy badge
- Grey v-neck jumper**
Optional. Blazer must be worn over jumper
- Black trousers**
Not skinny fit
- Tartan academy skirt**
Must be an appropriate length
- Plain black tights or socks**
No holes, designs or patterns
- Plain black shoes**
No trainers. No coloured stitching or laces are allowed. Low, sensible heels only
- Permitted headwear**
Headwear must be plain black
- Plain stud earrings**
One small, plain stud in each earlobe. Facial piercing jewellery is not permitted



- False nails, nail extensions or coloured/painted nails are not permitted.
- False lashes and prevalent make up is not permitted. This includes fake tan.
- The only jewellery permitted is a wrist watch, and one small, plain stud in the lobe of each ear. No other piercings or jewellery are permitted. The only exception is a Kara as Sikhi is the only religion where there is an expectation to wear an item of jewellery.
- Hair must all be one colour and a natural colour. Braided hair, extensions and weaves must all be one colour and a natural colour. No shaved lined or patterns are permitted. No beads, hair or dread wraps, or other adornments are allowed.
- Only religious headwear is allowed (such as hijabs, dastars and kippahs) and this must be plain black with no adornments.
- A grey jumper is an optional, additional, layer that students can wear when they are wearing their blazer. No other items are allowed to be worn between the shirt and blazer. Blazers must always be worn over a jumper.
- Coats can be worn over a blazer, never instead of one.
- Shoes are uniform, trainers are not.



TIER

If a student is removed from lessons, we endeavour to keep students in school where they can continue to learn supported by our staff.

If there is a serious breach of the academy's behaviour policy, students will be referred to TIER.

Usually, students will progress through levels in a linear fashion. However, students may progress, or be referred, at different TIER levels and access different intervention programmes in response to the specific misbehaviour displayed. Students can also be de-escalated from one level to another when positive behavioural changes have been made and sustained.

For some students (e.g. SEND, CLA, PP, CP, and CIN) there may need to be a reasonable adjustment made or a discussion amongst relevant professionals to support the student with modifying their behaviour. The academy will consider the Equality Act 2010 when issuing TIER consequences. All TIER consequences are discussed and agreed with SLT.

Suspension and exclusion will be used as a last resort to ongoing challenging behaviour or in response to a serious one-off breach of the behaviour policy. Following a suspension, standard practice is for the student's first day back to be spent in TIER to allow time for reintegration and a restorative meeting.

The code of conduct ladder

■ BEHAVIOUR POINTS

- **Level 1** = 1 DAY TIER
- **Level 2** = 2 DAYS TIER
- **Level 3** = 3 DAYS TIER – PARENTAL MEETING SGM & HOY / TARGET BOOK TO SGM
- **Level 4** = 4 DAYS TIER – PARENTAL MEETING SGM & HOY / TARGET BOOK TO HOY
- **Level 5** = 5 DAYS TIER – PARENTAL MEETING HOY & SLT LINK MEETING / TARGET BOOK SLT
- **Level 6** = 5 DAYS DIRECTION OFFSITE / RETURN TO SLT LINK REVIEW & PASTORAL SUPPORT PLAN (PSP)
- **Level 7** = 5 DAYS ALTERNATIVE EDUCATION PROVISION – RETURN TO BEHAVIOUR LEAD REVIEW MEETING AND EXTENDED PSP
- **Level 8** = 10 DAY ALTERNATIVE EDUCATION PROVISION - RETURN TO DISCIPLINARY MEETING WITH THE PRINCIPAL/VICE PRINCIPAL AND ACCEPTABLE BEHAVIOUR CONTRACT
- **Level 9** = MANAGED MOVE TO ANOTHER SCHOOL / FAP REFERRAL
- **Level 10** = PERMANENT EXCLUSION