



Appleton Academy Behaviour for Learning Policy



Approved By	Approval Date	Next Review Date
Appleton Academy LAB	October 18	2019/20 Term 1
Appleton Academy LAB	October 19	2020/21 Term 1
Appleton Academy LAB	October 20*	2021/22 Term 1
Appleton Academy LAB	September 21	22/23 Term 1

*Approval of COVID annex

1. Aim

- 1.1. Appleton Academy is a community which is committed to providing a supportive and effective learning environment which ensures high expectations for all children and young people
- 1.2. Appleton Academy expects pupils to be guided and supported in managing their own behaviour within the expectations outlined in routines and procedures
- 1.3. The expectations within Appleton Academy are aimed at supporting positive relationships and effectively promote the right of each pupil to be educated in an environment free of low-level behaviour disruption, bullying, intimidation and inappropriate communication.
- 1.4. The policy outlines the expectations of behaviour, the rewards system, the consequences for poor behaviour and the support provided for pupils with SEND
- 1.5. There is a strong ethos of celebrating success through verbal recognition of hard work, achievements, conduct and the contribution a child or young person is able to make within community.

2. Vision and Values

'We believe that all children and young people should have the right support to flourish and be their best selves, whoever they may be.'

We want to share in the strength of our collective community to empower our children and young people to be their best in a vibrant, inclusive, aspirational and supportive environment.

Together with our community, we will play an important role to **inspire, nurture** and **develop** our children and young people to help them to flourish and be whoever they want to be.

Inspire our children and young people to make goals and plans that challenge their potential to be their best.

Develop the knowledge, skills, and tools our children and young people need to achieve their goals.

Nurture and empower our children and young people to have the confidence and resilience to achieve their goals and succeed.

Through our ethos we commit as adults to the following:

- Strong relationships are at the heart of our school.
- Every child and young person is greeted and welcomed as part of a community.
- We don't give up on our pupils; every day is a fresh start and everyone has a chance.
- We value and seek to know the dreams and aspirations of our children and young people; **inspiring, nurturing** and **developing their** thirst for knowledge and sense of place.

3. Intent

The intent the Appleton Academy Behaviour for Learning Policy is that pupil become independent members of our community who are able to manage their own conduct both as part of the school and the wider community.

4 Appleton Academy Rules

In line with the community ethos of Appleton Academy, there are three simple rules which guide expectations.

- Be Safe
- Be Respectful
- Be Your Best.

Appendix 1 outlines the expectations of behaviour for learning on a page.

5. Links to other Policies and Legislation

2.1 SEND Policy

2.3 Anti Bullying Policy

2.3 Child Protection and Safeguarding Policy and Procedure

2.4 This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.

2.5 This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006. 2.5. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

Other Legislation

- DfE: Behaviour and Discipline in Schools: guidance for headteachers and staff (2016)
- Exclusion from maintained schools, academies and pupil referral units in England 2017.
- DfE: Use of Reasonable Force in Schools (2013).
- DfE: The School Discipline (Pupil Exclusions and Reviews) (2012).
- DfE: Screening, Searching and Confiscation: advice for schools (2018)
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies (2017).
- DfE and ACPO Drug Advice for Schools 2012.
- Keeping Children Safe In Education 2021

6 Code of Conduct

The code of conduct is incorporated into the 'Routines and Expectations' displayed in classrooms.

[Appendix 2: Primary Routines and Expectations](#)

[Appendix 3: Secondary Routines and Expectations](#)

All Pupils must

- respect all members of the academy community, follow instructions from all staff and always show regard for all other pupils;
- arrive punctually to all sessions and be fully prepared to learn with equipment; This includes a school bag and their planner.
- move around the academy in an orderly manner and line-up in single file if waiting outside a classroom to enter;
- work hard and allow all other pupils to learn;
- follow the dress code and keep coats off in all indoor areas;
- keep the academy clean and tidy;
- respect and look after all the resources and facilities;
- conduct yourself responsibly and always speak quietly and politely;
- only bring allowed items into the academy and use mobile devices appropriately.
(Remember, prohibited items are offensive objects, illegal substances, cigarettes and lighters, weaponry);
- consume all food and drink (except for bottled water) in the dining room at break/lunch times;
- remain on the academy site during academy hours and keep to permitted areas.
(Remember, young people may not go in the car park).

- Personal mobile phones must be switched off and out of sight during academy hours (Young people are permitted to use mobile devices appropriately at lunch times)

7 ICT Code of Practice

The use of the Academy network is a privilege awarded to all responsible users. Users must:

- keep user account details and passwords private and confidential and not allow others to use their account;
- not use other accounts or access other pupil's files;
- use computers for educational purposes only (use for chat-lines, games, and text messaging is prohibited);
- use all computers safely and with common sense;
- use acceptable language in all documents produced;
- access only information on the internet that would be acceptable in the academy written form;
- only email known people or those approved by a member of staff;
- send messages that are polite and responsible;
- not give out home addresses, telephone numbers, or arrange to meet someone through internet contact;
- report any concerning or offensive messages sent to them;
- not engage in cyber bullying through any area of the internet such as e-mails and chat rooms;
- report to any member of staff he/she is happy talking to if he/she thinks they are a victim of cyber bullying;
- accept that the academy may check computer files, monitor internet site use, and record computer activity;
- use hand held devices (mobile phones, MP3 players, iPads, ipods) under the direction of a teacher equivalent member of staff;
- not use these items out of lessons to take unauthorised images or recordings;
- not post images or recordings made within the academy online;
- accept that hand held devices brought into the academy may be monitored for acceptable content.

Mobile Phone Code of Conduct

- Mobile phones must not be used anywhere in the academy or grounds with the exception of pupils who are permitted to do so under the supervision of a teacher as part of a learning activity.
- If a mobile phone is seen or used in the academy and not authorised by a member of staff it will always be confiscated and held securely as outlined in the Academy consequences.
- Visible ear phones, leads or ear buds are evidence of a phone in use and this will also lead to confiscation.
- Where a phone or electrical equipment is confiscated, it will be held securely until a parent or carer can collect the device/s

8 Routines and Expectations

Appendix 4: Behaviour for Learning System

[4a Behaviour for Learning Procedure \(Primary\)](#)

[4b Behaviour for Learning Procedure \(Secondary\)](#)

9 Reward System

- 9.1 The reward systems in the academy is 'excellence points' and are based on a credit points system and pupils work towards bronze, silver and gold awards. All staff use these rewards.
- 9.2 Primary children earn 'lego heads' for their excellence points
- 9.3 Rewards and penalties will be reviewed annually within the academy in consultation with children and young people.

10 Sanctions

[Appendix 5a: Primary Sanctions](#)

[Appendix 5b: Secondary Classroom Learning Expectations](#)

[Appendix 5c: Secondary Corridor Expectations](#)

[Appendix 6: Behaviour Contract](#)

- 10.1 The process outlined below aligns with the 'Learning Expectations' and 'Sanctions'.
- 10.2 In secondary Academic and Pastoral Leaders and Pastoral Leaders are in post to support this process. Unacceptable behaviour out of lessons is the responsibility of all adults in the academy. The member of staff witnessing poor behaviour must deal with it immediately in line with the 'Behaviour in the Corridor' sanctions.
- 10.3 The Behaviour for Learning expectations operate as a consequences system based on two areas of expectations: Classroom Learning Expectations and Corridor Expectations. Both contain the following coding for expectations of behaviour and possible sanctions:
 - Green: appropriate behaviour and associated rewards
 - Amber: official warning and consequence
 - Red: withdrawal and extended learning
 - Major Incident: removal from circulation and/or exclusion
- 10.4 All consequences are recorded in the pupil planner and on SIMS. In primary year groups, behaviour violations are recorded on CPOMS.
- 10.5 Major Incident violations are 'Red Line' violations and must be immediately reported to and recorded by a member of the Senior Leadership Team
- 10.6 When a teacher or equivalent is considerably concerned about the behaviour of a pupil, they should contact the relevant year team or class teacher to discuss.
- 10.7 Punishments must be restricted to the individual concerned. Group punishments are rarely necessary.
- 10.8 If difficulties persist, continual misbehaviour in lessons must be referred to the form tutor initially who will escalate when necessary to the Head of Year. In primary ongoing concerns must be reported to the relevant Assistant Headteacher.
- 10.9 Assistant Heads of Year will monitor SIMS reports for their year group weekly reporting to the Head of Year. Pupils causing serious concern will be monitored and supported. A behaviour contract will be put in place with parental/carer agreement and multi-agency involvement will be established at this point if needed.
- 10.10. If a pupil's serious misbehaviour persists, referral is made to the secondary Leader for Behaviour and Attendance who will ask the pupil's parents/carers to come in to the academy to discuss the pupil's issues. In primary referrals will be made to the Assistant Headteacher. Pupils causing persistent serious concern will be monitored and supported with targets on their Intervention Plan. This may result in a referral to external agencies for more specialist support
- 10.11 External agency involvement will be evaluated and reviewed by the senior leader or equivalent. Review meetings with parents/carers and concerned agencies will continue.
- 10.12 Personalised Learning provision will be identified if appropriate.

- 10.13 Review meetings will identify appropriate support for the high needs of the pupil and referral may be made to the appropriate Behaviour and Attendance Collaborative (BAC) to access this provision, or, if appropriate, referral will be made to the Executive Headteacher who may consider permanent exclusion from the academy community.
- 10.14 In the event of an extreme critical incident, referral may be made for permanent exclusion by the appropriate Head of School to the Executive Headteacher, without using the behaviour management stages outlined above.
- 10.15 Throughout the behaviour management process of pupils, it is critical that parents/carers and academy staff are aware of actions being taken.
- 10.16 All staff must use the pupil planner and SIMS to record excellent points.
- 10.17 All staff must record negative behaviour reports in the pupil planner and on SIMS.

11 Pastoral Structure

- 11.1 In primary children are organised in classes with pastoral guidance provided by the class teacher.
- 11.2 The pastoral structure in secondary is based on year groups with learners allocated to a form with a Form Tutor. A daily programme during the form period supports literacy/numeracy, British Values and the PSHCE programme. Each year has a Head of Year supported by an Assistant Head of Year. The Heads of Year report to the Leader for Behaviour and Attendance and appropriate Head of School

12 Specific Guidance

12.1 Serious Breach of Conduct

The following actions are examples of behaviour which is deemed to breach the code of conduct, it is not a definitive list and the Executive Headteacher and/or the appropriate Head of School may judge other behaviours to be a serious breach;

- Behaviour that is judged to 'bring the academy into disrepute'
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or pupils.
- Possession of contraband items and/ or drug, drug related paraphernalia or alcohol
- Suspected of being under the influence of drugs and/or alcohol related offences.
- Failure to comply with the system of sanctions such as supervised lunch or detention
- Willful damage to property.
- Homophobic, transphobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff. .
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.

12.2 Behaviour Outside the Academy:

- 12.2.1 Pupils' behaviour outside the academy on academy business e.g. on academy trips, at sports fixtures, is subject to the academy's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in the academy.
- 12.2.2 For behaviour outside the academy, not on academy business, the Executive Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the academy body as a whole, or if it is deemed to be damaging to the reputation of the academy.

12.3 Searching Pupils

- 12.3.1 Staff members may use common law to search pupils with their consent for any item
- 12.3.2 Staff members may ask any pupil to turn out their pockets
- 12.3.3 Staff members may search any pupil's bag or locker
- 12.3.4 Under Part 2 Section 2 of the Education Act 2011 teachers are authorised by the Executive Headteacher to search for any prohibited item with the consent of the pupil if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item. Further advice is provided in *Searching, screening and confiscation: advice for schools (Ref: DFE-00034-2014 Published 14 February 2014 Last updated 18 January 2018)*.
- 12.3.5 Searches will be conducted by a same sex member of staff with another same sex staff member as witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff
- 12.3.6 Staff members may require a pupil to remove outer clothing including hat scarves, boots and coats
- 12.3.7 Pupil's possessions will only be searched in the presence of the pupil and another member of staff unless there is risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- 12.3.8 Staff member may use such force as is reasonable given the circumstances when conducting a search for alcohol, illegal drugs or tobacco products such as vape pens
- 12.3.9 Prohibited items include but are not limited to:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and other related smoking items such as e-cigarettes
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property
 - Or any other article that is proscribed by the academy rules
- 12.3.10 Any staff member may refuse to conduct a search

12.4 Confiscation

- 12.4.1 A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is prohibited item or consider to be harmful or detrimental to academy discipline. This includes 'legal highs' and other potentially harmful materials which cannot be immediately be identified
- 12.4.2 Confiscated items will not be returned to a pupil or their parent/ carer and will, in the case of knives, weapons and drugs, be reported the police

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

12.5 Use of reasonable force

Please refer to the DfE guidance 'Use of Reasonable Force in Schools 2013'. All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Executive Headteacher has temporarily put in

charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on an academy organised visit.

13 Exclusion Procedure

- 13.1 A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The academy is responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

Reasons for Exclusion:

- Serious breach of the academy rules or policies
- Risk of harm to the education or welfare of pupils or others in the academy

- 13.2 Any exclusion will be at the recommendation of the Executive Headteacher and at the discretion of the Local Advisory Board.

Temporary Fixed Term Exclusion:

- 13.3 A temporary exclusion should be for the shortest time necessary.

Persistent or Cumulative Problems:

- 13.4 Where there are persistent or cumulative problems the academy will look at a range of support strategies. These could include:

- Discussion with the learner
- Mentoring (Teacher/Personal Coach Support or equivalent)
- Monitoring Report
- Discussions with parents/carers
- Target setting
- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal exclusion
- Behaviour Contract

- 13.5 Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness or poor academic performance), except where these are persistent and defiant.

- 13.6 Exclusions will be served as soon as is possible after the event and not applied retrospectively except when an investigation uncovers serious breaches of conduct

Permanent Exclusion

- 13.7A decision to exclude a pupil permanently should only be taken:

- In response to a serious threat, or persistent breaches of the Academy's behaviour;

And

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.
- Permanent exclusions are in response to very serious breaches of academy rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

Single incident

- 13.8 Fixed term exclusion may be used in response to a serious breach of rules and policies or a disciplinary offence. In such cases, the Executive Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the academy policies. The pupil will be encouraged to give his/her version of events and the Executive Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.
- 13.9 If necessary the Executive Headteacher will consult the Chair of the Local Advisory Board but not if they have a role in reviewing the Executive Headteacher decision.

The Decision to Exclude:

- 13.10 If the Executive Headteacher decides to exclude a replace, he/she will:
- ensure that the approved exclusion procedure is followed
 - ensure that there is sufficient recorded evidence to support the decision
 - explain the decision to the pupil
 - contact the parents/carers, explain the decision and ask that their child or young person be collected
 - send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
 - ensure that appropriate work is set and that arrangements are in place for it to be marked
 - plan how to address the pupil's needs on his/her return
 - plan a meeting with parents/carers and pupil on his/her return
- 13.11 An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents/carers will not comply, for example, refusing to collect their child or young person, the pupil's welfare is the priority.

Pupils with Special Educational Needs and Disabilities:

- 13.12 The academy must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled Children and Young People by excluding them from the academy for behaviour related to their disability. The Executive Headteacher should ensure that reasonable steps have been taken by the academy to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.
- 13.13 'Reasonable steps' could include:
- differentiation/ dispensation in the school's behaviour policy
 - developing strategies to prevent the pupil's behaviour
 - requesting external help with the pupil
 - staff training
- 13.14 Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible,

exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the academy may be such a reason.

Marking Attendance Registers Following Exclusion:

13.15 When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Removal from the Academy for Other Reasons:

13.16 The Executive Headteacher may send a pupil home, after consultation with that pupil's parents/carers and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for Appeal:

13.17 If parents/carers wish to appeal the decision to exclude, the matter will be referred to the Chair of the Local Advisory Board. Two members of the Governing Body, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

13.18 Records relating to the decision to exclude and the parents/carers' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances, however, will the academy or its staff be required to divulge to parents/carers or others any confidential information on or the identities of pupils or others who have given information, which has led to the exclusion or which the Executive Headteacher has acquired during an investigation.

13.19 The parents/carers may be accompanied to the hearing by one other person. This may be a relative, teacher, mentor or friend. Legal representation will not normally be appropriate. If possible, the members of the Governing Body will resolve the parents/carers' complaint without the need for further investigation. Where further investigation is required, the Governing Body will decide how it should be carried out. After due consideration of all the facts they consider to be relevant, the Governing Body will reach a decision on whether to uphold the exclusion or reinstate the pupil or they may make other recommendations. This decision will be made within ten days of the hearing.

13.20 The Chair of the Local Advisory Board will write to the parents/carers informing them of the decision and the reasons for it. The decision of the Chair of the Local Advisory Board will be final. The findings of the Local Advisory Board and, if any, recommendations will be sent in writing to the parents/carers, the Executive Headteacher and teacher/form tutor or equivalent. The letter will also outline the right of appeal.

14 South Bradford Behaviour and Attendance Collaborative (BAC)

Appleton Academy is part of the South Bradford Behaviour and Attendance Collaborative (BAC). The BACs system has been established to enable groups of geographically located schools to work together to support the management of the most vulnerable secondary pupils in the district. This includes managed moves and RAP placements.

15 Monitoring and Review

Behaviour for Learning will be reported at each meeting of the Local Advisory Board. This policy will be reviewed regularly and at least annually.

16 Appendices

Appendix 1: Behaviour on a page

Appendix 2 Primary Routines and Expectations

Appendix 3: Secondary Routines and Expectations

Appendix 4a Behaviour for Learning Procedure (Primary)

Appendix 4b Behaviour for Learning Procedure (Secondary)

Appendix 5a: Primary Sanctions

Appendix 5b: Secondary Classroom Learning Expectations

Appendix 5c: Secondary Corridor Expectations

Appendix 6: Behaviour Contract

Appendix 2: Behaviour on a Page



As adults we commit to ensuring:

- Strong relationships are at the heart of our school.
- Every child and young person is greeted and welcomed as part of a community.
- We don't give up on our pupils; every day is a fresh start and everyone has a chance.
- We value and seek to know the dreams and aspirations of our children and young people; inspiring, nurturing and developing their thirst for knowledge and sense of place.

3 Simple Rules:

- Be safe
- Be respectful
- Be your best



Consistency of Language:

I need you to...
Thank you for ...
I've noticed that...

Together with our community we can achieve extraordinary things

Clear and Consistent Routines

- 'In and On' – young people come into the classroom to a task every lesson, every time
- Planners on desks – open and face down to the correct page
- 'Eyes on me' – a reminder to continue listening
- First time, every time – I shouldn't have to tell you again
- 'Pens down, look this way' – getting attention during lesson transitions or review

Restorative conversations:

1. What happened?
2. What were your thoughts at the time?
3. What have you thought since?
4. Who lost out? Why is that important?
5. What do we need to do to put this right?

Stepped Sanctions

If young people are not meeting the **green expectations**, the following steps are taken:
Amber: warning and an opportunity to work back to **green**
Red: failure to correct behaviour or serious incidents
Major Incident: SLT sanction

Be *your* Best

Appendix 2: Primary Routines and Expectations

Primary Routines and Expectations

Classrooms

- Have activity or DIRT to complete ready for children
- Provide necessary equipment, keeping all resources accessible and ready to use
- Ensure classroom routines are embedded and adhered to (cloakrooms tidy/PE bags away/books and pens etc in trays/water bottles tidy)
- Check uniform and address accordingly (shoes/jewellery/nail polish etc)
- Ensure classrooms are left tidy at end of lessons
- Water bottles to be taken home every night and refilled ready for the following day
- If laptops/iPads have been used make sure they are all plugged in and in the right order
- Escort children out of the building at playtime or to the lunch hall at dinnertime
- If there is an assembly line children up, in silence, whilst waiting to enter

Around school

- Walk your class around the building quietly, stopping regularly to maintain expectations
- Walk on left
- Challenge children who are running
- Do not let children loiter in corridors-move them on
- Ensure children are talking quietly
- Be responsible for the area outside your classroom
- Address behaviour of ALL children

Duty times

- Be proactive-challenge poor behaviour
- Be punctual
- Collect your class on time (be outside a couple of minutes before the bell)
- Escort your class in quietly
- Make sure you are stationed in your allocated area-do not all cluster together
- If you are not able to do your duty make sure you have swapped or inform SLT

Appendix 3: Secondary Routines and Expectations

Secondary Routines and Expectations

Classrooms

Start of the lesson:

- Be in classrooms five minutes before the start of the lesson
- Greet at the door and welcome into classroom and actively challenge behaviour
- Have activity or DIRT to complete ready for pupils
- Ensure you have access to the Sanctuary Timetable and appropriate work, if needed
- Provide equipment, keeping pots stocked and accessible, at the front of the classroom
- Enforce pupil entry routine: bags on the floor, coats off, planners and equipment on desks, start entry tasks immediately
- Check uniform and record in planner any issues / sanction accordingly
- Ensure roles in place for handing out and collecting books, collecting equipment
- Pupils are not to be sent to collect laptop trolleys. A full trolley must have been booked and collected, in advance, by the teacher.

End of the Lesson:

- Ensure pupils have cleared desk / area surrounding desk
- Ensure pupils return any borrowed equipment
- If laptops have been used make sure they are all plugged in and in the right order.
- Ensure pupils stand behind desks with chairs / stools tucked under
- Dismiss pupils 1 table at a time
- Escort pupils out of the building for break and lunchtime, via the Sports Hall doors
- If there is an assembly line pupils up, in silence, whilst waiting to enter the auditorium
- If you teach on the lower floor, ensure pupils are accompanied up the stairs so that they leave the building at the beginning of break/lunchtime.

Around School & Form Time

- Challenge pupils who are running
- Challenge boisterous behaviour
- Ensure pupils are talking quietly – no shouting or communicating to pupils on different floors
- Do not let pupils loiter in corridors – move them on
- Continue to check uniform – footwear, blazers / outdoor clothing
- Be responsible for the area outside your classroom
- Form tutors – check planners daily for expectations and for weekly parental signatures

Duty Points - KS3 break: 9.50am; KS4 break: 10.40am

- Be proactive – challenge poor behaviour
- Do not sit down with your back to the area / pupils

- Move round your allocated area
- Do not sit and talk to a small group of pupils ignoring your allocated area
- Pupils must not loiter around the stairs
- Wear your hi vis jacket
- Be on time
- Do not leave your area until you have cleared it / handed over
- Challenge pupils on uniform
- If inside the dining room, ensure pupils are seated
- Do not allow pupils to eat walking around
- Make sure you are stationed in your allocated area, please do not cluster together and leave areas unattended
- If you are not able to be on duty make sure you have sought a replacement well in advance and inform Claire Holden
- If any pupils are not following the rules, send them outside

**Pupils are not allowed to enter the dining room at lunchtime without their planner.
Any pupil without a planner must join the back of the queue.**

Appendix 4a Behaviour for Learning Procedure (Primary)

Primary Behaviour Procedure _ Rewards

The rules:

A positive classroom ethos, clear routines and high expectations are essential in creating a positive learning environment in primary classes. However if, after discussion with an adult, a child chooses to break one of the **Golden Rules**, s/he must understand that that choice has consequences.

Rewards

	Bronze	Silver	Gold
Autumn 1	50		
Autumn	45+		
Spring 1	40+	50	
Spring 2	35+	45+	
Summer 1	30+	40+	50
Summer 2	25+	35+	45+

All children start off with a bronze card in September with 50 Lego stamps. The expectation is that they will keep these stamps by not displaying inappropriate behaviour. If a child receives a C2 then they lose a stamp. Only class teachers can remove the stamps. There will be six points across the year where children can be awarded a badge-use the chart above to check whether a child needs to be awarded a badge.

Bonus stamps can be awarded to children who go **above and beyond** the general expectations – only class teachers can authorise these stamps. If a child receives 155 stamps at any point they will be awarded their badge straight away.

Step Process to Managing Behaviour

Step 1	<ul style="list-style-type: none">distraction, subtle ignoring, non-verbal reminder or praise for another child's positive behaviour
Step 2	<ul style="list-style-type: none">A verbal rule reminder
Step 3	<ul style="list-style-type: none">A warning of further consequences for further rule breaking and consider change of seating
Step 4	<ul style="list-style-type: none">Visual recording (linked to theme) to signify the loss of privileges
Stage 5	<ul style="list-style-type: none">Move to consequences

Appendix 4b Behaviour for Learning Procedure (Secondary) Key Stage 3 and 4

The Academy has a clear set of expectations it expects pupils to follow. This document outlines the expectations we expect of all members of the Academy and states the sanctions used when a pupil chooses to violate these expectations. The Academy rewards those pupils and these rewards are also set out in this document.

A positive, ordered environment where pupils take responsibility for their behaviour, and equipment, is essential to ensuring children and young people are able to learn and meet their potential. Promoting effective learning behaviour is a collective responsibility. Behaviour for learning is reviewed by subject teachers, Heads of Department, Form Tutors, and Heads of Year on a regular basis.

Appleton Academy expects children and young people to be treated with respect, referred to by their first name, welcomed into teaching areas and spoken to in a respectful manner. Teachers are expected to plan good quality lessons that are challenging, engaging and well resourced to ensure learners make the progress required to meet their potential.

Praise, reward and appropriate sanctions for violating these expectations are displayed in the pupil planner and on classroom walls. All teachers refer to these expectations. In specialist subject areas such as Science, there are additional expectations and learners are made aware of how they particularly apply to the learning environment that they are in. These are illustrated further on the Behaviour for Learning poster.

Rewards

There is a strong ethos of celebrating pupil success through verbal recognition of a pupil's hard work, achievements, conduct and contribution.

The Reward system in the Academy in Key Stage 3 and 4 is 'Excellence Points' where pupils work towards Bronze, Silver and Gold Awards. This collection of excellence points will lead to a range of rewards including;

- Certificates and badges
- Positive phone calls home
- Good bag
- Cinema experience
- Non-uniform pass
- Rewards trip
- Early Friday pass

Excellence points and rewards will be reviewed regularly with pupils and staff.

Allocation of Excellence Points 2021/22
Reward System

	Number of Points (Excellence minus behaviour)	Reward	Reward Option
Bronze	2000	<input type="checkbox"/> Bronze Certificate and badge <input type="checkbox"/> Website and newsletter mention <input type="checkbox"/> Phone call home (HOY) <input type="checkbox"/> Assembly recognition	<input type="checkbox"/> Cinema experience <input type="checkbox"/> Hot drink <input type="checkbox"/> Goody bag (snack) <input type="checkbox"/> Q Buster (one week)
Silver	3000	<input type="checkbox"/> Silver certificate and badge, <input type="checkbox"/> Website and newsletter mention <input type="checkbox"/> Phone call home (SLT) <input type="checkbox"/> Assembly recognition	<input type="checkbox"/> Cinema experience <input type="checkbox"/> Extended lunch (& friend) <input type="checkbox"/> Goody bag (snack and items) <input type="checkbox"/> Helping Mrs Parr in the library <input type="checkbox"/> Non-uniform pass <input type="checkbox"/> Q Buster (one week & friend)
Gold	4000	<input type="checkbox"/> Gold certificate and badge <input type="checkbox"/> Website and newsletter mention <input type="checkbox"/> Phone call home from the Head of Secondary/Deputy Head <input type="checkbox"/> Assembly recognition	<input type="checkbox"/> Cinema experience (& friend, discretionary) <input type="checkbox"/> Non-uniform pass <input type="checkbox"/> Rewards trip <input type="checkbox"/> Early leave on Friday <input type="checkbox"/> Sporting afternoon <input type="checkbox"/> Afternoon tea
Platinum	5000	<input type="checkbox"/> Platinum certificate and badge <input type="checkbox"/> Website and newsletter mention <input type="checkbox"/> Phone call home from the Executive Headteacher or Head of Secondary <input type="checkbox"/> Assembly recognition	<input type="checkbox"/> Cinema experience (& friend, discretionary) <input type="checkbox"/> Non-uniform pass <input type="checkbox"/> Rewards trip <input type="checkbox"/> Early leave on Friday <input type="checkbox"/> Sporting afternoon <input type="checkbox"/> Afternoon tea

Excellence points

Stamp in planner = 15 points
 Attendance: half-termly of 95% plus = 10 points
 Attendance: half-termly of 98% plus = 20 points
 Exemplary Uniform = 5 points
 Conduct above and beyond expectations = 10 points
 Recognition for Excellence = 10 points
 Head of Year Commendation = 20 points
 SLT Commendation = 50 points
 Head of Secondary Commendation = 75 points
 Executive Headteacher Commendation = 99 points

Attendance

- 100% attendance rewarded with celebration events, including cinema showings, certificates in assemblies and non-uniform passes.
- Parents/carers will be notified of individual pupil attendance, through planners, on a weekly basis.

Sanctions for Violation

When a pupil disrupts learning or behaves inappropriately within the Academy there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff apply these consistently, follow through the sanctions and are fair to the pupils. These sanctions are not a choice as they are seen as a punishment for choosing to behave in an inappropriate manner.

All violations must be recorded electronically and in the pupil planner. Sanctions for violating expectations and the behaviour points given are set out in four categories;

Amber: official warning and consequence (5 points per violation)

Red: withdrawal and extended learning (10 points per violation)

Major Incident: removal from circulation and/or exclusion (15 points per violation)

The behaviour for learning categories, violations and sanction are set out in the Behaviour for Learning posters.

Definitions

Whilst most violations are self-explanatory, the following definitions apply;

Late	Pupils arriving after the majority of pupils, after the starter activity or after registration has started will be classed as late.
Boisterous Behaviour	Includes; grabbing one another, jumping on one another, pushing people off chairs, sliding on banister, running in corridors, 'peanutting', use of loud voices in corridors, shouting over balconies, obstructing corridors or stairs.
Major Incident	Major incidents will be decided by a senior leader but could include acts of violence.
Incorrect uniform	Includes not wearing correct uniform, wearing additional items, inappropriate hair styles, wearing facial piercings, ear posts, headphones, inappropriate make up or nail varnish
Inappropriate shows of affection	This relates to pupils in relationships and includes holding hands around the building, hugging or kissing.
Out of Bounds	Includes being found in the primary areas of school, on fitness equipment unsupervised, in disabled toilets unless given a pass, in the lift without a pass, in the auditorium unsupervised, beyond the higher fitness trail path and on fire escapes. At dinner and break pupils must in the dinner hall, outside or, if they have a pass, in the library. Any pupils found elsewhere are out of bounds.

Specific Sanctions

- Any pupil caught or suspected of smoking will receive a £5 fine, be searched and all cigarettes, lighters, matches etc confiscated and destroyed. The pupil will have their name added to a daily search list. For first offence arrangements will be made for the pupil to have a discussion with the school police officer. A second offence will result in community service.
- Pupils caught chewing gum will be asked to throw away their gum and have any gum confiscated. A further violation will result in a warning with a community service order given for a Third offence.
- Any pupil out of bounds in primary will receive an Academy Detention
- Swearing and/ or verbal abuse of staff will result in an SLT withdrawal, a same day detention and the undertaking of an intervention promoting acceptable communication.

Monitoring

Correcting behaviour that doesn't meet expectations is the responsibility of all staff. Whilst the responsibility for monitoring behaviour of pupils on an ongoing basis lies with subject teachers, form tutors and Heads of Subject Disciplines, the Assistant Vice Executive Headteacher for Behaviour and Attendance has delegated further responsibility relating to the points awarded to learners as follows;

Points to trigger action

Weekly

- Two incidents of 'red' behaviour in a day, or five in a week, will result in an Academy detention the following day
- If a Red Incident is issued, this will automatically result in a daily detention. The same is true if a pupil truants during registration period.
- Subject teachers will issue reflection periods, or short detentions, according to the Staff Behaviour Protocol, and write a note in the planner.
- Heads of Department will call parents if more than three calls are made home for the same child in that subject.
- The Head of Year will call parents if three or more phone calls home are made for the same pupil.
- If three or more Head of Year calls are made for the same pupil, parents will be invited to a meeting to discuss their child's behaviour.

Half term

- If a pupil has received 75 behaviour points in a half term, a pupil will be expected to attend a Behaviour Review with their parents and Head of a Year and placed on a Behaviour Contract and on report. A report will be provided to the Assistant Vice Executive Headteacher for Behaviour and Attendance. A member of Leadership will be allocated to the pupil as a mentor.

Term

- If a pupil has received 150 or more behaviour points in a term, a pupil will be expected to attend a Behaviour Review with their parents and Assistant Vice Executive Headteacher for Behaviour and Attendance and placed on a Behaviour Contract with a daily report. A report will be provided to the Vice Executive Headteacher Expectations and Ethos.

Should these actions not lead to improvements in behaviour for learning the Vice Executive Headteacher Expectations and Ethos will meet parents to discuss their child's behaviour.

All calls are logged centrally.

Further Sanctions

Whilst the vast majority of pupils either behave consistently well, or respond positively to correction, there are a minority of pupils who exhibit behaviour patterns that are unacceptable at Appleton Academy.

In such cases the Academy will consider a number of actions including Behaviour Placement, Managed Move or in the most extreme cases Permanent Exclusion.

Protocols for Sanctions

Withdrawal

A pupil will be in withdrawal with either form tutor, Head of Year, in pupil support or with a member of the leadership team. This person is the 'withdrawal supervisor'

- Staff must be informed of a pupil in withdrawal at the earliest opportunity
- Once allocated to withdrawal, the parents must be informed by a member of staff delegated by Head of Year or a senior leader
- It is expected that the pupil will then stay in extended schooling until 4:30pm
- Work must be provided in advance or collected for the pupil (pupils must not collect their own work)
- On arrival for the start of the day, the pupil must go straight to their withdrawal supervisor who will register them
- Pupils stay with the withdrawal supervisor all day including lunch and break times
- Pupil must be unsupervised at all times
- Withdrawn pupil must be seated separately to the rest of the teaching group
- If a pupil is withdrawn for poor/aggressive language towards a member of staff they will be placed in RFC with a member of SLT. Social time will also be removed and a same day detention issued.

Subject Discipline Detention

- In the case of lesson behaviour, a pupil must be allocated a Subject Discipline detention before an Academy detention
- This is staffed by SLT. It varies in length (20 to 40 mins) dependent on the severity/frequency of the pupil behaviour.
- Staff are asked to attend for the purposes of restorative justice.
- Subject Discipline detentions are allocated through an incident of 'Red' behaviour in a day
- All detentions must be logged electronically and written in the pupil planner
- For a Subject Discipline detention, the member of staff awarding detention must contact parents
- During detention pupils will complete catch up work
- Pupils must not use laptops unless the detention is given for completing coursework where this may be required

Academy Detentions

- Two incidents of 'red' behaviour in a day, or five in a week, will result in an Academy detention the following day

- Academy Detentions will be for a period of 1 hour
- Parents must be informed of the detention by Heads of Year and a note of the pupil's behaviour recorded on SIMS and in the planner
- Academy Detentions will be staff by the Strategic Leadership Team and Assistant Executive Headteacher for Behaviour and Attendance.

Community Service

Pupils will be allocated community service by a Head of a Year or a member of leadership

- Pupils given community service are expected to wear an orange high visibility tabard and appropriate safety equipment
- Staff allocating community service must complete the action log and allocate a time for the community service to take place
- Community Service pupils report to the Estates Manager to perform duties
- A Community Service order is only complete when it has been signed off by the Estates Manager
- Parents will be contacted if Community Service is to take place during extended learning
- Failure to attend community service will lead to withdrawal, leadership detention or fixed term exclusion. However, community service will still take place.
- The names of pupils completing Community Service will be displayed on the digital screens along with the reason why

Community Service Tasks might include;

- Cleaning canteen
- Cleaning corridors
- Litter picking
- Cleaning off chewing gum
- Maintaining gardens
- Cleaning off graffiti
- Or any other suitable task

Department for Education Guidance

The latest guidance to schools relating to Behaviour can be found on the DFE website by following the link below;

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Department for Education publication Searching, screening and confiscation: advice for schools (Ref: DFE-00034-2014 Published 14 February 2014 Last updated 18 January 2018).

Appendix 5a: Primary Sanctions

Behaviour for Learning Sanctions

- Be Kind
- Be Safe
- Be Respectful

Behaviour for Learning Expectations and Violations	What happens now
<p>Pupils are ready to learn and are meeting expectations by:</p> <ul style="list-style-type: none"> • Entering the classroom calmly and quietly • Following teachers' instructions and beginning tasks as soon as asked • Working quietly, focussing on tasks and producing excellent quality work • Show consideration for peers and adults in and around the academy 	<p>Pupils receive positive praise for expected behaviour</p> <p>Contribution to class reward</p>
<ul style="list-style-type: none"> • Pupils need reminding, more than once, about the Academy's expectations • Producing little or poor quality work • Low level disruption including: swinging on chair; calling out; getting out of seat; walking around the classroom; failing to sit still on the chair; being off task or talking when it's not appropriate • Ignoring reasonable instructions or showing any behaviour that prevents other pupils from learning • Rudeness including tutting, eye-rolling, denying violation • Swearing or use of inappropriate language 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Move name on chart <p>Pupils can move back to Green if they show improvements in their behaviour for learning and the end of the session</p>
<ul style="list-style-type: none"> • Persistent failure to correct behaviour outlined in the Amber category • Answering back or attempting to negotiate with staff • Walking away, and refusing to return, to a member of staff when they are speaking directly to the pupil 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Move name on chart
<p>Major incident:</p> <ul style="list-style-type: none"> • Swearing directly at staff • Damage to Academy property • Throwing items around the classroom • Leaving the classroom without permission • Refusing a sanction or total refusal to comply • Threatening and aggressive behaviour towards staff or pupils • Physical assault or fighting • Bullying • Racist, sexist or homophobic remarks • Caught in possession of contraband items 	<p>Non-negotiable sanctions</p> <ul style="list-style-type: none"> • Removal of Lego Head • 5 minutes in partner class with sand timer • Record on CPOMs • Contact with parents <p>Sanctions can include:</p> <ul style="list-style-type: none"> • Referral to SLT • Lunch club • Removal from circulation • Formal behaviour meeting with parents • Police referral • Behaviour placement • Managed move • Fixed term exclusion • Permanent Exclusion

Appendix 5b: Secondary Classroom Learning Expectations

Classroom Learning Expectations	What happens now
<p>Young people are ready to learn are proud to be their best. They are meeting expectations by:</p> <ul style="list-style-type: none"> • Entering the classroom according to expectations, removing outdoor clothing, putting planners on desk and being prepared for learning. • Placing electronic equipment in bags. • Following teachers' instructions and beginning tasks as soon as asked • Working quietly, focussing on tasks and producing excellent quality work 	<p>Young people receive positive praise, Excellence Points for good conduct and Teacher Commendation in exceptional circumstances.</p>
<p>Amber (5 points)</p> <ul style="list-style-type: none"> • Young people need reminding, more than once, about the Academy's expectations • Producing little or poor quality work • Non correction of uniform • Low level disruption including: swinging on chair; calling out; getting out of seat; walking around the classroom; failing to sit still on the chair; being off task or talking when it's not appropriate • Ignoring reasonable instructions or showing any behaviour that prevents other young people from learning • Rudeness including tutting, eye-rolling, denying violation • Swearing or use of inappropriate language • Use of sports equipment outside of the 3g pitch or sports hall • Congregating and refusing to move on 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Confiscation of phone/electronic equipment • Record of behaviour in planner • Entry on SIMS • Repeat Offence: break time detention with the teacher • Inform HoY/form tutor (repeat offence) • Confiscation of sports equipment <p>Young people can move back to Green if they show improvement.</p>
<p>Red (10 points)</p> <ul style="list-style-type: none"> • Persistent failure to correct behaviour outlined in the Amber category • Answering back or attempting to negotiate with staff • Throwing items around the classroom • Truancy or late arrival to a lesson • Leaving the classroom without permission • Walking away, and refusing to return, to a member of staff when they are speaking directly to the pupil • Refusing a sanction or total refusal to comply • E-safety offence • Use of phone or electronic equipment • Threatening and aggressive behaviour towards staff or pupils • Damage to Academy property 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Teacher to contact parents/carers (same day) • Confiscation of phone/electronic equipment and collection by parents only • Record in planner • Record on SIMS • Supervised lunch • Inform Head of Year <p>Other possible sanctions to include:</p> <ul style="list-style-type: none"> • No entry to the canteen/3G for the week (SLT approval) • Re-room • Community service on a specified day • Formal behaviour meeting with parents

<p>Major incident (15 points): Violations to be agreed by SLT only</p> <ul style="list-style-type: none"> • Swearing directly at staff • Assault or aggressive behaviour • Physical assault or fighting • Bullying • Racist, sexist or homophobic remarks • Caught in possession of contraband items • Use of lift without express permission 	<p>Sanctions to include:</p> <ul style="list-style-type: none"> • Removal from circulation • Community service on a specified day • Academy detention (one hour) • Formal behaviour meeting with parents • Police referral • Behaviour placement • Managed move <p>Sanctions Issued by the Principal only:</p> <ul style="list-style-type: none"> • Fixed term exclusion • Permanent Exclusion
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Detention Levels: 1) 1 red= 40 minutes 2) 2 red = 1 hour leadership detention 3) 3 red= 1 hour Friday leadership detention + parental meeting

Missed or refusal to attend detention:

KS3: 1 missed = 1 hour detention + RFC pdI + supervised break, 2 missed = 1 hour detention +RFC pdI + supervised break and lunch, 3 missed supervised lunch for 1 week + parent meeting

KS4: 1 missed= 1 hour detention + 1 week 3g and dining room ban, 2 missed= 1 hour detention + 1 week supervised lunch + 1 week 3g/dining room ban + parental meeting

Appendix 5c: Secondary Behaviour for Learning in the Corridor

Corridor Expectations	What happens now
<p>Young people demonstrate a sense of community and are proud to be their best. They are meeting expectations by:</p> <ul style="list-style-type: none"> • Moving around the building in a polite, quiet and courteous manner • Going straight to lessons; arriving on time and ready to learn • Wearing the correct uniform and have the right equipment • Following adult instructions • Keeping electronic equipment in bags. 	<p>Young people receive verbal praise, Excellence Points for good conduct and Teacher Commendation in exceptional circumstances.</p>
<ul style="list-style-type: none"> • Young people need reminding, more than once, about any of the Academy's expectations • Non correction of uniform • Use of loud voices or shouting/screaming • Dropping litter • Truancy or walking out of the classroom • Boisterous behaviour • Minor scuffle • Using phones/electronic/earplugs equipment in corridors • Rudeness including tutting, eye-rolling, denying violation • Swearing or use of inappropriate language 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Confiscation of phone/electronic equipment • Record of behaviour in planner • Entry on SIMS • Repeat Offence: Break time detention • Inform HoY/form tutor (repeat offence) <p>Pupils can move back to Green if they show improvement.</p>
<ul style="list-style-type: none"> • Persistent failure to correct behaviour outlined in the Amber category • Use of phone or electronic equipment • Found out of bounds • Answering back or attempting to negotiate with staff • Walking away, and refusing to return, to a member of staff when they are speaking directly to the pupil • Refusing a sanction or total refusal to comply • E-safety offence • Threatening and aggressive behaviour towards staff or peers • Damage to Academy property • Opening classroom doors to disturb learning • Refusal to clear litter 	<p>Non-negotiable sanctions:</p> <ul style="list-style-type: none"> • Detention with Head of Year • Parental/ carer contact (same day) • Confiscation of phone/electronic equipment and collected by parents • Record in planner • Record on SIMS • Supervised lunch <p>Other possible sanctions to include:</p> <ul style="list-style-type: none"> • No entry to the canteen/3G for the week (SLT approval) • Re-room • Community service on a specified day • Formal behaviour meeting with parents

<p>Major incident: Violations to be agreed by SLT only</p> <ul style="list-style-type: none"> • Being out of bounds in primary • Walking away, and refusing to return, to a member of staff when they are speaking directly to the pupil • Refusing a sanction or total refusal to comply • Swearing directly at staff • Assault or aggressive behaviour • Physical assault or fighting • Bullying • Smoking • Racist, sexist or homophobic remarks • Caught in possession contraband items • Setting off the fire alarm/ tampering with doors/fire equipment • Throwing things off the balcony • Vandalism 	<p>Sanctions to be decided by SLT only</p> <p>Sanctions to include:</p> <ul style="list-style-type: none"> • Removal from circulation • Community service on a specified day • Academy detention (one hour) • Formal behaviour meeting with parents • Police referral • Behaviour placement • Managed move <p>Sanctions Issued by the Principal only:</p> <ul style="list-style-type: none"> • Fixed term exclusion • Permanent Exclusion
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Detention Levels: 1) 1 red= 40 minutes 2) 2 red = 1 hour leadership detention 3) 3 red= 1 hour Friday leadership detention + parental meeting

Missed or refusal to attend detention:

KS3: 1 missed = 1 hour detention + RFC pd1 + supervised break, 2 missed = 1 hour detention +RFC pd1 + supervised break and lunch, 3 missed supervised lunch for 1 week + parent meeting

KS4: 1 missed= 1 hour detention + 1 week 3g and dining room ban, 2 missed= 1 hour detention + 1 week supervised lunch + 1 week 3g/dining room ban + parental meeting

Appendix 6: Behaviour Contract

Behaviour Contract

As part of the continued progress towards positive behaviour at Appleton Academy it has been recognised that, as a pupil representative of the Academy, your behaviour needs to improve with immediate effect.

Below is a list of non-negotiables, agreed upon with your Year Team and Parent/Carer.

This will act as a binding contract between the Academy and the pupil and, should behaviour not improve, further steps will be taken to work towards an outcome that allows progress for all pupils.

Name of Pupil		Yr Grp		Form Tutor	
Behaviour Points		FTE		Attendance	
Non-negotiable one					
Non-negotiable two					
Non-negotiable three					
Date		Review Date			
Signature on behalf of Appleton Academy					
Pupil Signature					
Parental Signature					