# Appleton Academy

# Behaviour for Learning Policy

| Approved By | Approval Date | Next Review Date |
|---|---|---|
| Appleton Academy LAB | March 23 | December 24 |
| Appleton Academy LAB | December 24 | December 25 |
| Appleton Academy LAB | December 25 | December 26 |

## 1. Aim

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

Appleton Academy expects pupils to be guided and supported in managing their own behaviour within the expectations outlined in routines and procedures

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.

The policy outlines the expectations of behaviour, the rewards system, the consequences for poor behaviour and the support provided for pupils with SEND

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 thar 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.

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

## 5 Links to other Policies and Legislation

- SEND Policy
- Anti Bullying Policy
- Child Protection and Safeguarding Policy and Procedure
- Equality statement and Objectives

Other Legislation

- Behaviour in Schools Advice for headteachers and school staff February 2024
- DFE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE: 20 June 2012, Updated September 2024)
- DFE: Use of Reasonable Force in Schools (2013)
- DFE: The School Discipline (Pupil Exclusions and Reviews) (2012).
- DFE: Searching, Screening and Confiscation Advice for schools (July 2022)
- DFE: Behaviour and discipline in schools: guide for governing bodies (Nov 25)
- 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 (latest edition)
- DFE: Working Together to Improve School Attendance (19 August 2024)
- Equality Act (2010 revised 2018)

## 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 a pouch for their mobile devices (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. (Children and young people must not go in the car park).

- Personal mobile phones must be switched off and locked in a phone pouch at all 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;
- not use these devices 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;
- not comment or post information on social media sites or chat groups relating to members of staff

**Mobile Phone Code of Conduct**

- Mobile phones must be locked in a mobile phone pouch as soon as pupils enter the school building.
- Phones pouches should be kept in a blazer pocket or back
- Mobile phones will be unlocked as pupils leave the building at the end of a school day.

## 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

The reward systems in the academy rewards positive behaviour with positive or negative points with children and young people being expected to demonstrate 'excellence'. All staff use these rewards.

In primary children earn 'lego heads' for their positive behaviours.

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 Behaviour for Learning Expecxtations
Appendix 6: Behaviour Contract

The process outlined below aligns with the 'Learning Expectations' and 'Sanctions'.

In secondary Academic 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 expectations

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 Warning: final warning before
- Red: withdrawal and extended learning
- Red Line Incident: removal from circulation and/or exclusion

All consequences are recorded in the pupil journal and on ARBOR. In primary year groups, behaviour violations are recorded on Arbor and CPOMS for vulnerable pupils.

Major Incident violations are 'Red Line' violations and must be immediately reported to and recorded by a member of the Senior Leadership Team

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.

Punishments must be restricted to the individual concerned. Group punishments are rarely necessary.

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.

Assistant Heads of Year will monitor Arbor 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.

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

External agency involvement will be evaluated and reviewed by the senior leader or equivalent. Review meetings with parents/carers and concerned agencies will continue.

Personalised Learning provision will be identified if appropriate.

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.

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.

Throughout the behaviour management process of pupils, it is critical that parents/carers and academy staff are aware of actions being taken.

All staff must use the pupil journal and Arbor to record excellent points.

All staff must record negative behaviour reports in the pupil journal and Arbor.

## 11 Pastoral Structure

In primary children are organised in classes with pastoral guidance provided by the class teacher.

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, cigarettes, vaping equipment or alcohol
- Suspected of being under the influence of drugs and/or alcohol related offences.
- Persistent failure to comply
- Failure to comply with the system of sanctions such as supervised lunch or detention
- Willful damage to property.
- Homophobic, transphobic or racist bullying.
- Harassment or 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.
- Failure to wear academy uniform which has been provided (where possible) for incorrect uniform is regarded as failure to comply with a reasonable request.

**12.2 Behaviour Outside the Academy:**
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.

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**

- Staff members may use common law to search pupils with their consent for any item
- Staff members may ask any pupil to turn out their pockets
- Staff members may search any pupil's bag or locker

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 *DFE: Searching, Screening and Confiscation Advice for schools (July 2022)*.

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

Staff members may require a pupil to remove outer clothing including hats scarves, boots and coats
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.
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 vapes

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, vapes
- 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

Any staff member may refuse to conduct a search

12.4 Confiscation
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

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.

12.6 CCTV
Appleton Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in Data Protection Policy and related legislation. Parents do not have the right to demand to see CCTV evidence unless there is a serious breach in which case parents will be shown this evidence.

12.7 Police
A Safer Schools Police Officer is allocated to the school and pupils causing concern will be referred for support. The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Safer Schools Police Officer, and the police, will be informed of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and their family have the right to contact the police if they feel that a criminal offence has been committed.

## 13 Suspension and Exclusion Procedure

A decision to exclude a pupil, either for a fixed period (suspension) 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.

### 13. 1 Suspension

Suspensions will be used when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils.

Only the Executive Headteacher (and the relevant Head of School as a delegated responsibility) may suspend for the following reasons:

- Serious breaches of the conduct (12.4)
- Repeated breaches of the academy rules
- Repeated disruption following internal sanctions.

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

- Discussion with the pupil
- Mentoring (Teacher/Pastoral Mentor or equivalent)
- Monitoring Report
- Discussions with parents/carers
- Target setting

- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal exclusion
- Behaviour Contract

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. Suspension can be considered for behaviour outside of school.

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

The length of the Suspension will be dependent on the severity of the incident and will be at the discretion of the Executive Headteacher and relevant Head of School (and those acting in this capacity as delegated).

Suspension data is closely monitored by the Strategic and Pastoral Leadership Teams and reported to the Local Advisory Board at each meeting. Suspension data is reviewed regularly Exceed Academies Trust through the use of internal data management systems.

The maximum suspension period of up to five days for any single incident in the process.

The school retains full authority to vary the length of any suspension at any time however no student will receive greater than 45 days suspension in any one academic year without of permanent exclusion for persistent disruption and defiance.

Permanent Exclusion can be considered for persistent disruption and defiance even if a pupil has not reached 45 days.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Following a period of suspension, a behaviour reset will be expected. A meeting with parents/carers will always take place to agree a behaviour contract, the reintegration plan and the level of support that the pupil will require to avoid further suspension. If appropriate, the pastoral team will also discuss and support the family with wider issues and circumstances that may be affecting the child's behaviour and include it in the integration plan.

### 13.2 Permanent Exclusion

The DFE supports headteachers in *'using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'*

DFE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE: 20 June 2012, Updated September 2024)

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

### 13.2.1 Reasons for Exclusion:

The decision to exclude a pupil permanently should only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy;

and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

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

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
- Supply or possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Sexual abuse or assault.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are indicative of the severity of offencs and are not exhaustive.

### 13.2.2 Single incident

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.

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.

### 13.2.3 The Decision to Exclude:

If the Executive Headteacher decides to exclude a replace, they 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 their return
- plan a meeting with parents/carers and pupil on their return

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.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

**13.2.4 Cancelling or Rescinding Permanent Exclusions**

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Local Advisory Board.
Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and Virtual School Head;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the Local Advisory Board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

**13.2.5 Pupils with Special Educational Needs and Disabilities:**

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.

'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

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.

**13.2.6 Marking Attendance Registers Following Exclusion:**
When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Pupils who are permanently excluded should remain on the school register until the end of the 15 day appeal process.

Where an application for an independent review has been made, the academy will wait until that review has concluded before removing a pupil's name from the register.

Whilst a permanently excluded pupil's name remains on a school's admission register, the pupil should be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code, such as Code D (Dual Registered - at another educational establishment) or Code B (Off-site educational activity, if the provision is an approved 63 As set out in the Education (Information About Individual Pupils) (England) Regulations 2013. 48 educational activity that does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.

Where an off-site direction has been made to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

**13.2.7 Procedure for Appeal:**
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.

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.

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.

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.

### 13.3 Removal from the Academy for Other Reasons:

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.

### 13.4 Part-time Timetable

As an alternative to exclusion a school may, in limited circumstances, make use of a part-time timetable or phased reintegration plan to support a pupil. The part-time timetable/phased reintegration plan will be for an agreed, fixed period of time, for example a half term. In the last week of the fixed period it will be reviewed by the school and parents.

### 13.5 Off Site Direction

DFE statutory guidance gives the Headteacher the power to direct a pupil off-site to another provision for their education in order to attempt to improve their future behaviour and avoid further sanctions or, in the worst-case scenario, a permanent exclusion. This is pursuant to Section 29A of the Education Act 2002 and as an academy, the Headteacher has authority to do this as prescribed by the articles of association and scheme of delegation.

The decision to direct a pupil off-site is not taken lightly and they will only do so when a pupil is at serious risk of permanent exclusion due to their persistent disruptive behaviour. The decision is taken in the best interests of the pupil in order to try to avoid them being permanently excluded. An off site direction is generally a last resort when all other support has not had the necessary impact.

There is no appeal in respect of a Headteacher's decision to direct a pupil off-site to another provision to improve behaviour.

## 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 establish to enable groups of geographically located school to work together to support the management of the most vulnerable secondary pupils in the district. This include off site directions and FAP placements.

## 15 Monitoring and Review

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

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 Behviour for Learning Expectations
Appendix 6: Behaviour Contract


Appendix 1: 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

Appleton Academy

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

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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

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## 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 – 1st break: 9.50am; 2nd 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 their Assistant Head of Year
- If any pupils are not following the rules, send them outside

**Pupils are not allowed to enter the dining room at lunchtime without their journal. Any pupil without a journal 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 | • Distraction, subtle ignoring, non-verbal reminder or praise for another child's positive behaviour |
| Step 2 | • A verbal rule reminder |
| Step 3 | • A warning of further consequences for further rule breaking and consider change of seating |
| Step 4 | • Visual recording (linked to theme) to signify the loss of privileges |
| Stage 5 | • 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

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

## Appendix 5a: Primary Sanctions

Behaviour for Learning Sanctions

- Be Kind
- Be Safe
- Be Respectful

| Behaviour for Learning Expectations and Violations | What happens now |
|---|---|
| Pupils are ready to learn and are meeting expectations by:<br><br>• Entering the classroom calmly and quietly<br>• Following teachers' instructions and beginning tasks as soon as asked<br>• Working quietly, focussing on tasks and producing excellent quality work<br>• Show consideration for peers and adults in and around the academy | **Pupils receive positive praise for expected behaviour**<br><br>**Contribution to class reward** |
| • Pupils need reminding, more than once, about the Academy's expectations<br>• Producing little or poor quality work<br>• 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<br>• Ignoring reasonable instructions or showing any behaviour that prevents other pupils from learning<br>• Rudeness including tutting, eye-rolling, denying violation<br>• Swearing or use of inappropriate language | **Non-negotiable sanctions:**<br><br>• Move name on chart<br><br>**Pupils can move back to Green if they show improvements in their behaviour for learning and the end of the session** |
| • Persistent failure to correct behaviour outlined in the Amber category<br>• Answering back or attempting to negotiate with staff<br>• Walking away, and refusing to return, to a member of staff when they are speaking directly to the pupil | **Non-negotiable sanctions:**<br><br>• Move name on chart |
| **Major incident:**<br><br>• Swearing directly at staff<br>• Damage to Academy property<br>• Throwing items around the classroom<br>• Leaving the classroom without permission<br>• Refusing a sanction or total refusal to comply<br>• Threatening and aggressive behaviour towards staff or pupils<br>• Physical assault or fighting<br>• Bullying<br>• Racist, sexist or homophobic remarks<br>• Caught in possession of contraband items | **Non-negotiable sanctions**<br><br>• Removal of Lego Head<br>• 5 minutes in partner class with sand timer<br>• Record on CPOMs<br>• Contact with parents<br><br>**Sanctions can include:**<br>• Referral to SLT<br>• Lunch club<br>• Removal from circulation<br>• Formal behaviour meeting with parents<br>• Police referral<br>• Behaviour placement<br>• Managed move<br>• Fixed term exclusion<br>• Permanent Exclusion |

## Appendix 5b: Secondary Behaviour for Learning Expectations

# Expecting you to be safe, be respectful and be your best

| Appleton Academy Learning Expectations | What happens now |
|---|---|
| Young people are ready to learn. demonstrate a sense of community are proud to **be safe, be respectful and be their** best.<br><br>They are meeting expectations by:<br>• Arriving at school and to each lesson on time<br>• Wearing the correct uniform and carrying the right equipment<br>• Entering the building and classroom according to expectations; removing outdoor clothing as you enter school, putting planners on desks as you sit down and being active and prepared for learning.<br>• Moving around the building, and grounds, in a safe, polite, quiet, and respectful manner<br>• Following instructions and beginning your work **first time every time**<br>• Working quietly, focussing on tasks, and producing excellent quality work<br>• Keeping electronic devices switched off and out of sight in bags. | Young people receive positive praise and Excellence Points for<br><br>• good conduct<br>• commendations<br>• positive community attitudes. |

## What if I make the wrong choice?

If you are not meeting our expectations, the following will happen.

1. You will be given a verbal warning to let you know your behaviour is not as we expect.
2. If you still, make the wrong choices you will receive an amber warning and you will be asked to hand over your planner.
3. You can work off your amber by changing your behaviour, following expectations, and working hard for the remainder of the lesson.
4. If you choose not to correct your behaviour and continue to disrupt learning, you will move to a red warning and a member of duty staff will be called to support you in making the right choice.

What happens if I am given a red warning?

1. A member of duty staff will work with you outside the classroom to give you an opportunity to reset by; adjusting your behaviour, making positive choices and agreeing the changes required when you return.
2. You will be supported to reset your behaviour and at this point you can work off your red warning.
3. The duty member of staff will check in with you at the end of the lesson and agree with you, and your teacher, whether you have made the right choices and worked off your red.
4. If you do not make a positive change, you will remain on red and the member of duty staff will record this in your planner, call home and you will be placed in detention.

If you receive two reds in a day, you will spend time with your Head of Year or SLT link. You will be given the opportunity to reflect and reset your behaviour. If you respond in a positive way and meet our expectations for the remainder of the day you may work off the second red.

If you continue to make the wrong choices or **cross the red line**, further steps will be taken to work towards an outcome that enables the rest of the Appleton community to be safe, be respected and be their best.

Expecting you to be safe, be respectful and be your best

# The Red Line

The following actions are totally unacceptable and will result in disciplinary sanctions which could include;

- Detention
- Removal from circulation
- Suspension
- Police referral
- Behaviour Placement
- Managed Move
- Exclusion

## Red Line Offences

- Persistent failure to correct behaviour outlined in the Amber category
- Answering back or attempting to negotiate with staff or walking away, and refusing to return
- Refusing a sanction or total refusal to comply including persistent truanting
- Bullying including on social media, or by making racist, sexist, homophobic or transphobic remarks
- Damage to Academy property
- Swearing directly at staff
- Assault, aggressive behaviour or fighting
- Caught in possession of contraband items or using them on site including smoking, vaping or consumption of alcohol or drugs
- Being out of bounds including in primary or in a lift without express permission
- Setting off the fire alarm/ tampering with doors/fire equipment
- Throwing things off the balcony
- E- safety or inappropriate use of social media including posting comments or recordings relating to the school or school staff
- Unacceptable behaviour in the community that is damaging to the reputation of Appleton Academy
- **Any behaviour judged to be unacceptable by senior leaders.**

## 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 | | | | | |