



# BEHAVIOUR FOR LEARNING POLICY

<b>Approved by:</b>	LAB	<b>Date:</b>
<b>Last reviewed on:</b>	June 2022	
<b>Next review due by:</b>	June 2023	

## CORE VALUES

Pioneer Secondary Academy is a learning community that endeavours to provide a safe and nurturing environment, with high expectations, which creates ambitious, resilient, responsible and successful young adults, able and willing to contribute to society. In this community, all stakeholders are valued and contribute to the future success of the School. Our mission is to instill, in all stakeholders, a passion for lifelong learning and the courage to learn from mistakes. We have four key aims:

- To develop **Students** who are ambassadors for the School by being positive role models and carryout **SEVA** within the community; to develop **Students** who achieve in the top 10% of similar schools and **ASPIRE** to the best universities or jobs.
- To have **Staff** for whom we are the employer of choice, providing a fulfilling place in which to work and an environment where their contribution is valued.
- To have **Parents/Carers** who know that Pioneer Secondary Academy cares about the individual needs of their children and for whom the School is the natural choice to entrust the education of their children where **RESPECT, INTEGRITY and EQUALITY** are key values of the school .
- To contribute to a **Community** for whom we are the partner of choice in improving the life chances of young adults.

## PRINCIPLES OF OUR BEHAVIOUR FOR LEARNING POLICY

- The consistent promotion of excellent behaviour is key – we hold genuinely high expectations and insist on the very best conduct from all of our students, without exception.
- A belief that all students can consistently display excellent behaviour and achieve the best possible outcomes, contributing positively to the life of the School and our wider community
- Pioneer Secondary Academy’s values apply to all students and all members of our School community; the values that our Behaviour Policy seeks to uphold are applied consistently by all members of staff
- Rewards feature more prominently than sanctions on a day to day basis for the overwhelming majority of students
- Poor behaviour is never accepted
- These aspirations are reflected through all of our expectations and recognised through rewards and celebrations.

## GROWTH MINDSET

Having a Growth Mindset underpins our learning ethos. Our students will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice, based on seeking and responding to feedback. Pioneer Secondary Academy staff, students and parents/carers learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our students can achieve if they have the right attitude to learning and display the behaviours necessary for success. Our Behaviour Policy outlines what those behaviours are and encourages these through clear expectations, rewards and

sanctions. We also believe that, like all things, behaviour and conduct can be developed and improved.

### Attitude to Learning [ATL]

The AtL indicator helps students to understand what behaviour best supports learning. This focus is therefore building positive behaviour, rather than preventing negative behaviour. Students and staff are expected to reflect on the **AtL Indicator**, which is displayed throughout the School. Students and staff will periodically assess AtL as a means of monitoring and developing students Growth Mindset in the face of challenges. Individual Curriculum Areas within the School have tailored their own subject-specific resources that are used to support students' AtL.

Attitude to Learning Indicator	HOW AM I DOING ?
<b>I worked diligently during lessons.</b> I pushed myself to continue working even when difficulties arose or a solution was not immediately evident.	<b>A Excellent</b>
<b>I applied myself well during lessons.</b> I attempted to work through difficulties when they arose	<b>B Good</b>
<b>I put some effort during lessons.</b> I stopped working when difficulties arose.	<b>C Requires Improvement</b>
<b>I put very little effort during lessons.</b> I avoided working on the task because it seemed difficult.	<b>D Unsatisfactory</b>
<b>USE THIS TOOL TO REFLECT HONESTLY ON YOUR ATTITUDE to LEARNING</b>	

### THE PIONEER SECONDARY ACADEMY STUDENT

**Attributes:** Pioneer Secondary Academy will nurture and educate our students to be learners who are:

- Happy and **respectful**
- **Aspirational** and competitive
- Honest and have strong moral principles [**Integrity**]
- Supportive of others and the community [**Seva**]
- Well-rounded, open minded and show **equality** matters
- Resourceful and reflective
- Engaged passionately in their learning
- Solution focused
- Bold risk takers

**Growth Mindset:** Our students will exhibit the behaviours and attitudes reflective of a Growth Mindset where they are:

- Prepared to embrace challenge – pushing themselves beyond their comfort zone
- Strong believers in their ability to develop and improve their talent and abilities through application and hard work
- Appreciative of the benefits of hard work and effort, being Inspired by the success of others rather than threatened by it
- Intrinsically motivated
- Are able to treat setbacks and disappointments as learning opportunities
- Responsive to all useful feedback (positive or negative) rather than limited or discouraged by it
- Believers in the power of ‘yet’

**Social Behaviour:** Our students will relate well to one another and play an active role in developing a supportive and inclusive community in which all of our students:

- Behave towards each other and all members of the community with good manners, courtesy and consideration
- Are proactively choosing to and making a positive contribution to the School and wider community
- Understand the high expectations that we place on them and co-operate fully, without needing to be asked
- Are kind and empathetic to others, showing respect and honesty
- Model excellent social skills
- Able to self-regulate, and reflect on their own behaviour when resolving conflict

## **HOME SCHOOL AGREEMENT**

Pioneer Secondary Academy recognised that the successful development of our students depend on an effective partnership between school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. In order to support our students to develop: the necessary attributes; a Growth Mindset and appropriate social behaviours we have a detailed **Home School Agreement [Appendix 1]** in place; the Home School Agreement details actions that all stakeholders agree upon to ensure the success of our students.

## **STUDENT CODE OF CONDUCT**

In order to support all stakeholders in achieving the actions outlined in our **Home School Agreement [Appendix 1]** we have a **Student Code of Conduct [Appendix 2]**. Our rules are in place to make Pioneer Secondary Academy an excellent place to be for everyone, our Student Code of Conduct outlines the expectations for our students:

- In the community of Pioneer Secondary Academy
- In lessons – including those that are delivered virtually via Google Meet
- In the local and wider community

All of our students will be taught to:

- Wear their uniform with pride
- Be prepared for learning

- Communicate politely and effectively to each other, staff, members of our local Community and all visitors to the School
- Make sensible choices, avoiding poor behaviour choices

## **ROUTINES AND EXPECTATIONS**

In order for a large school community such as Pioneer Secondary Academy to function purposefully and safely, all stakeholders must have an awareness of our daily routines and expectations. Our **Routines and Expectations document [Appendix 3]** outlines the following routines and expectations:

- Before School
- Arrival to School
- Walking around the site
- Classroom routines
- In lessons – including Google Meet
- In assemblies
- At break and lunch times
- In between lessons
- Exiting the school
- The journey home from School

## **PRAISE AND REWARDS**

The role of rewards and praise in recognising and promoting Pioneer Secondary Academy's values is a key component of developing the potential of our students by giving them encouragement and praise; praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and be linked to tangible examples of a student's strengths or effort.

Students' hard work, good behaviour and demonstration of the School's core values are recognised and celebrated by teachers in many different ways, including:

- Verbal praise
- Positive feedback
- Positive letters
- Phone calls home
- In-class rewards and certificates
- The privilege of being given positions of responsibility.

Students effort and achievements are rewarded through the allocation of Achievement Points in SIMS. The accumulation of these results in certification at various levels with other rewards. These include; Assemblies, Attitude to Learning badges, Attendance badges, certificates and other rewards that arise as a consequence of the accumulation of these points.

## **BEHAVIOUR SUPPORT AND EARLY INTERVENTION**

At Pioneer Secondary Academy we will support our students who are experiencing

behavioural, emotional, social or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour, but there are occasions and circumstances when other support is required. There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour various strategies and systems may be employed to help them improve.

In lessons, some examples of strategies that teachers may deploy include:

- challenging the student by reminding them of expectations
- moving a student to another seat
- writing the student's name on the board as a warning
- putting a note in their Student Planner (FAO parents/carers and tutor)
- phone call, email or letter home
- recording the incident on the student's file through SIMS
- referring the incident to the Head of Department (for subject issues) or the Head of Year (for pastoral issues)
- Use of On-Call student removal [**Appendix 5**]

The following structures exist within the School to support learners whose behaviour is causing concern. Referral to these areas for support is decided by staff with specific responsibilities to do so and in all cases parental involvement is essential.

- **Teaching Strategies**

The Head of Year, Learning Mentor, Counsellor or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition. These strategies are usually captured in either students IBP or IEP's.

- **Mentoring/Coaching/Counselling**

The School employs one Learning Mentor and a School Counsellor who can work on a 1-2-1 basis with individual students or work with small groups. The School also operates a Peer Mentoring Scheme where trained students from Years 12 and 13 work with younger students in order to improve behaviour.

- **Mediation**

The School encourages the use of mediation as a method of conflict resolution. The approach is based on the belief that the people best placed to resolve a conflict or problems are those directly involved. Through structured communication mediation approaches seek to include all of the people affected by an incident safely, encourage and facilitate opportunities for communication and reparation, and find ways of agreeing mutually acceptable outcomes.

- **Planned 'Time Out'**

Students who experience difficulty with impulsive behaviour can be offered a 'Time Out Card' where they will leave the lesson for a short period of time and visit a designated space in the Learning Support Centre. These will be reviewed on a half termly basis or in the event of persistent misuse.

- **Behaviour Contracts and Meetings**

The aim of a Behaviour Contract is to promote social inclusion and help to reduce the need for exclusion. It is designed to support students make positive behaviour choices. There are 3 levels; Tutor Contract, Head of Year Contract and Senior Leadership Team Contract. They are also linked to being on a report card. The Level is related to the number of behaviour points accumulated **[Appendix 4]**.

<b>Behaviour Points Strategies</b>			
-15pts Tutor Meeting	-25pts Head of Year Meeting	-50pts Head of Year Meeting with Parent/Carer	-60pts Senior Teacher Meeting with Parent/Carer
Yellow Report Card and contract	Orange Report Card and contract		Red Report Card and contract

- **Acceptable Behaviour Contract [ABC]**

An ABC is used for a period of four weeks when a student returns from a fixed period of Suspension or Internal Suspension. It outlines what the student has agreed to do in order to make positive choices.

- **Individual Behaviour Plan [IBP]**

An IBP is used to capture a student's strengths and areas for development and detail the key strategies for classroom teachers to use in supporting the child achieve the principle planned outcome of the plan. It details how this plan will be monitored and assesses the evidence required for success.

- **Pastoral Support Programme [PSP]**

The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

- **Learning Support Centre Planned Interventions**

This could mean a part-time timetable where some lessons are spent in the Bubble where the adult to student ratio is much smaller enabling a student to focus and reflect on negative choices.

- **Referral to and working with External Agencies**

The School has excellent partnerships with the Educational Welfare Service, Educational Psychologists, Early Intervention Teams and Targeted Youth Support. The School will refer students if our own strategies have not impacted on a STUDENT'S behaviour choices.

## **ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **ON -CALL SYSTEM [APPENDIX5]**

The On Call system will be in place to support classroom teachers in managing behaviour effectively to ensure a good and safe learning environment. Classroom teachers are in the first instance expected to provide quality first teaching, use effective behaviour management strategies, employ effective differentiation so students of all abilities can access the curriculum and make reasonable adjustment for SEND students. In the event of significant "dysregulation", teachers can make use of the on-call system which requires follow up by use of restorative procedures.

Emotional dysregulation can be defined as an inability to modulate one's emotional experience and expression, which results in an excessive emotional response.

The On-Call system covers all timetabled lessons and only SLT and Middle Leaders feature on the rota and are issued with radios for communication.

## **PHYSICAL RESTRAINT**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## DETENTIONS

At Pioneer Secondary Academy the purpose of detentions is to promote positive behaviour and, where necessary, modify unsatisfactory behaviour.

Staff will apply detentions fairly, consistently, proportionately and reasonably, taking account of special needs, disability and the needs of vulnerable students and offering support as appropriate. All members of staff [teaching and support staff] who work at the School have the right to issue detentions.

Since September 2011 parental consent is no longer required for the setting of detentions, nor does the School have to give 24 hours-notice. Teachers have the legal power to put students aged under 18 in detention, including detention outside of School hours. However, in order to work successfully with parents/carers, 24 hours' notice will normally continue to be provided at the School for all after School detentions lasting longer than 10 minutes.

In exceptional circumstances:

- A Member of Staff may contact a parent/carer on the day of the Detention to inform them of the Detention and a decision of whether it is appropriate, taking into account the circumstances of the student, will be made
- A Head of Year or a member of the Senior Leadership Team makes the decision to detain the student after School hours for their own safety. This would not count as detention. Parents/carers will always be informed

The types of detentions issued to students are listed below:

- Subject Teachers, Teaching Assistants and Cover Supervisors can set a maximum of **30 minutes** for detention, and the parent/carer will be notified via Student Planner/Class Charts
- Standards Detention are **60 minutes**, and the parent/carer will be notified via Student Planner/Class Charts
- Departmental Detention is **60 minutes**, notified via planners/Class Charts.
- Late Detentions are **25 minutes** long at lunch of the day the student is late
- School Detention is **90 minutes** and the parent/carer will be notified by letter/Class Charts. Students will receive a School Detention if they carry out a more serious misdemeanour or they fail to attend a Head of Year or Head of Department detention.
- For **break** and **lunch-time** detentions, staff will allow reasonable time for the

student to eat, drink and use the toilet.

Further details of the types of Detentions and Tariff for Behaviour Points are detailed in **Appendix 5: Detentions & Behaviour Flow Chart/Summary Guide to Levels of Behaviour for Sims**

## **SUSPENSIONS/PERMANENT EXCLUSION**

The School will use a Suspensions [Internal, Fixed Term or Permanent Exclusions] when a student is in serious breach of the School's Student Code of Conduct or when being in School would seriously harm their education or welfare, or the education and welfare of other students.

Once a decision has been made to suspend or exclude, parents/carers will be contacted by telephone at the earliest opportunity. Written notification of the exclusion will also be sent home by post/email and will contain the following information:

- The reason for the suspension/exclusion
- The nature and duration of the suspension/exclusion
- The date and time that the suspension ends
- The readmission procedures
- A statement detailing the parental right to make representations to the LAB Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son/daughter for the duration of the external suspension **[Fixed Term]**
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son/daughter is unsupervised during school hours and is present in a public place without justification **[Fixed Term]**
- Notification that the student is not allowed on the School site for the duration of the suspension, unless the Headteacher has given prior consent **[Fixed Term]**

### **Internal Suspension**

Internal Suspension is a sanction used to separate a student from the rest of the School community or their peers. Students will follow an individual timetable with time set aside for collecting/eating lunch or toilet breaks.

Students who are Internally suspended are required to wear full School uniform and work quietly and productively under the close supervision of a member of staff. Internal Exclusion is a sanction that can only be authorised by a Deputy Headteacher.

### **Fixed Term Suspensions**

Fixed Term suspension requires the student to stay at home for a fixed period of time. They will need to complete School work and should not leave their home. Fixed Term Exclusions are included in a student's permanent record and can only be authorised by the Headteacher.

Most exclusions of a fixed term nature are short in duration [usually between one and five days], however longer fixed term exclusions may be imposed at the discretion of the Headteacher [up to 45 days at an Alternative Provision].

## **Permanent Exclusions**

Permanent exclusions are extremely rare, where it means a student cannot return to the School. The Headteacher makes this decision, but it is subject to a Local Advisory Board [Governors'] Disciplinary Hearing [to which parents/carers are invited to attend] and which the Local Advisory Board may uphold or overturn the Headteacher's decision. The educational provision for students who are permanently excluded become the responsibility of their home local authority.

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious poor behaviour negatively affecting the School's reputation or its relationships with local partners - e.g. abuse of social media
- Any other one-off offence considered by the Headteacher to be exceptionally serious.

## **TEMPORARY AND PERMANENT MANAGED MOVES TO IMPROVE BEHAVIOUR**

In accordance with section 29A of the Education Act 2002 [amended by Section 154 of the Education and Skills Act 2008], the Local Advisory Board has delegated the power to the Headteacher to direct a student to be educated off-site to receive education provision which is intended to improve their behaviour. This is not suspension and is to address the students' behaviour with additional support from Buckinghamshire Authority. If the behaviour does not improve after the temporary move then a transfer to another school will be initiated. These measures are rare and would only occur if in the best interests of the student.

## **MALICIOUS ALLEGATIONS**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **BEYOND THE SCHOOL GATE**

The School has statutory power to discipline students for misbehaving outside of the School premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable.' Any non-criminal bad behaviour or bullying that occurs off the School premises that is witnessed by a member of staff or is reported to the School will also be managed in line with our **Summary Guide to Levels of Behaviour [Appendix 5]**.

## **SEARCHING, SCREENING AND CONFISCATION**

Guidance from the Department for Education states that School staff can search students with their consent for any item. However, the Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item".

### **Prohibited items are:**

- Knives, and weapons
- Illegal drugs/Legal highs
- Stolen items
- Alcohol, tobacco, cigarette papers and E-Cigarettes
- Pornographic images/hate crime
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

Where possible, two members of staff will be present during a search. However, this may not be reasonably practical. Searches can be performed on both the School site and anywhere the member of staff has lawful control or charge of the students [e.g. School trip]

## **CONFISCATION**

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the School.

Other items banned by the School will be retained until the end of each week and returned to students or parents/carers if it is deemed more appropriate on a Friday between 2.40pm and 3.40pm. Repeat offenders may have items disposed of by the School immediately.

## **SCREENING**

Pioneer Secondary Academy does not currently screen students on entry, however the School reserves the right to do so, and does not have to allow that student access to the

site if they refuse. This is not classed as exclusion but as an unauthorised absence.

### **USE OF REASONABLE FORCE**

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all School staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

## APPENDIX 1: THE HOME SCHOOL AGREEMENT

Pioneer Secondary Academy recognises that the successful development of our students depends on an effective partnership between school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. Together we commit ourselves to the following:

### **The School will:**

- Provide a safe and stimulating learning environment for your child
- Ensure that your child has the opportunities, support and guidance to fulfil their potential as a learner and member of our School Community
- Offer a broad, balanced and relevant curriculum for all students
- Expect high standards, set clear rules, promote mutual respect and nurture high aspirations for every student
- Encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the School
- Keep parents/carers informed their child's progress and attainment at School as well as more general School matters
- Insist that all students observe the School's Behaviour for Learning Policy and Anti Bullying Policy
- Set regular homework and provide suitable facilities for homework to be done at School
- Record and reward hard work, good progress, perseverance and effort
- Offer a wide range of extra-curricular opportunities that will develop broader skills to prepare your child for life beyond School

### **As a parent/carer I will:**

- Take an active interest in all aspects of my child's School life
- Make sure that my child attends School regularly, on time, properly equipped and properly dressed in full School uniform
- Keep the School informed with any information that may be relevant to my child's health, happiness, work or behaviour
- Ensure that the School is provided with details of any changes to my address, telephone numbers or emergency contact detail
- Notify the School if, for any reason, my child cannot attend
- Support the School's policies and guidelines as outlined on the School website, and encourage my child to do the same
- Support the School's policy on homework, check Class Charts and check and sign my child's Student Planner each week, encouraging my child to make the required effort and provide an atmosphere at home which is conducive to learning
- Attend Parents' Evenings and other meetings at which my presence is requested
- Encourage my child to participate in the extra-curricular opportunities offered by the School and for them to attend off-site visits

**As a student I will:**

- Do my best to be a credit to myself, my family, my School and my community
- Work hard in class and at home so that I can achieve my full potential
- Attend School regularly and arrive at lessons, registration and assembly on time
- Wear the correct full School uniform at all times
- Follow the School's rules and accept the consequences of my actions - the rewards and the sanctions
- Help other students by allowing every teacher to teach and every learner to learn
- Behave safely, sensibly and with courtesy and consideration on my journeys to and from School
- Behave with courtesy and consideration in and out of class, cooperating with all School staff
- Respect and care for others and their property [including School property]
- Use my Student Planner to help me be organised and successful in my learning
- Record my homework in my Student Planner, completing and handing it in on time
- Find out what opportunities are available for me to participate in so that I can contribute to the life of the School
- Care for the environment—in and out of School
- Pass all letters, notes and reports to my parents on the day they are issued
- Talk with my parents and teachers about any concerns that I have about my progress, safety and happiness at School
- Observe the School's policies and advice on the safety of myself and others, including advice given about on-line safety and virtual lessons
- Be a proud member of Pioneer Secondary Academy

## APPENDIX 2: THE STUDENT CODE OF CONDUCT

In the community of Pioneer Secondary Academy, I must:

- Listen to all members of staff and follow their instructions politely and calmly
- Be honest and not be afraid to tell the truth
- Be polite to everyone that I encounter: staff, visitors and fellow student, treating all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others
- Walk calmly and quietly in corridors and staircases, keeping to the left, without rushing or causing a disturbance
- Respect other people, their backgrounds and their beliefs so they are not offended by what I say or do
- Never insult, undermine or swear at any member of staff, visitor or student, whether in person, through others, or via social media
- Never rush, fight, play-fight or engage in other forms of physical abuse or intimidation to anyone at any time
- Never touch or vandalise other people's or the School's property, and treat other's belongings with respect
- Always wear my uniform completely and correctly
- Eat only in Designated areas

Areas In lessons to help me achieve, I will:

- Make learning my priority and understand there are no shortcuts
- Be on time for School and all lessons
- Bring my Student Planner, water bottle, PE Kit [as required] and all other equipment necessary for School every day
- Enter the classroom quietly, greet the teacher, go straight to my seat and get my Student Planner and any other relevant equipment out as necessary
- Settle down to the starter activity straight away
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner engaging with all activities, sharing my ideas with others when requested
- Participate following all School guidance during virtual lessons
- Respect other peoples' responses and questions and learn from them
- Always record homework in my Student Planner [even though it is set on Class Charts] and complete homework on time and to the best of my ability
- Drink water when necessary [and permissible depending on the subject and venue] from the appropriate water bottle, but never eat or chew gum in class
- Make sure I catch up with my learning when I am absent from School or behind in my work
- Remember it is always the teacher who determines what happens in lessons

To take pride in Pioneer Secondary Academy's surroundings and support the planet I must:

- Help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- Follow the School's guidance on the safe and efficient use of electrical items

- Never drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy
- Never indulge in graffiti or vandalism

To show I am an ambassador of whom Pioneer Secondary Academy can be proud, I will:

- Dress smartly, in correct uniform at all times, including to and from School
- Have respect for the School's neighbours and be helpful and considerate in the local community
- Be aware of other people around me – on the streets, in shops, on buses and trains – never shout or behave in a way that will affect others [we share pavements, buses/trains]
- Speak quietly and politely to my friends
- When using public transport, offer my seat where possible to an older person/carer with young children
- Make my way to and from School quickly and not congregate in large unruly groups on the streets

## APPENDIX 3: ROUTINES AND EXPECTATION

### **Before arriving at Pioneer Secondary Academy all students will:**

- Eat breakfast
- Leave home with enough time to be at School before 08:00
- Make sure that all homework is complete
- Pack their School bag with the following items:
  - Current reading book [Years 7-9]
  - Student planner
  - Books/folders for that day
  - Water bottle
  - PE or Art/DT equipment
  - 1 x pencil case with the following contents:
    - 2 x black or blue writing pens [black for exam purposes]
    - 2 x highlighter pens [any bright colours]
    - 2 x sharpened pencils
    - 1x rubber
    - 1 x 12-inch ruler
    - 1 scientific calculator
    - 1 x protractor and compass

### **On arrival at Pioneer Secondary Academy all students will:**

- Be in full uniform
- Remove any chewing gum from their person and dispose of it in the bin
- Go straight to registration and line up outside the classroom in silence waiting to be greeted by their teacher
- All students will receive a phone call home to discuss incorrect uniform; persistent failure to follow the School's Uniform Policy will receive a Head of Year Detention of 60 minutes.

### **Walking around School and moving to/from lessons all students will:**

- Follow instructions from any member of staff or adult first time
- Move to lessons once their teacher has dismissed them in an orderly fashion
- Allow any member of staff or adult to pass through a doorway before them
- Hold doors open for others
- Never run
- Walk on the left-hand side of the corridors and stairways
- Stay quiet and calm on corridors and stairways and never shout

### **All students will follow the same routines for entering the classroom:**

- Students will line up quietly outside their classroom ready to enter the class
- The teacher will greet the students at the door
- All students will move quietly and immediately to their allocated seat and place their equipment on their desk ready for learning
- Students will remove outdoor coats, hats, scarves or gloves
- All students will start any starter activity [as appropriate] quietly

**During a lesson all students will:**

- Bring their homework to the appropriate lessons
- Put their hand up and wait for permission before asking or answering a question
- Develop oral literacy by speaking in full sentences
- Be active listeners
- Celebrate the successes of others
- See mistakes as steps on the road to understanding
- Show perseverance when attempting new tasks and embarking on new learning
- Help maintain a supportive culture based on respect and teamwork
- Follow the virtual lesson guidance School has provided
- Always get a note from the teacher if leaving during a lesson

**Moving to and from assemblies all students will:**

- After being dismissed from lesson 4 students will meet their tutors in the 'Quadrangle' adjacent to the Main Hall and line up in register order
- Enter the Gurdwara/canteen/gym & dance studio in silence
- Sit in silence whilst awaiting the start of the assembly
- Listen attentively to the assembly and participate fully as necessary – all rounds of applause will be genuine and respectful to the celebratory ethos of Pioneer Secondary Academy
- Form Tutors or other attached staff will stand next to their form group and actively supervise
- At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Head of Year, Form Tutor or member of SLT, one row at a time.
- The students will then walk quietly to their next lesson

**During break and lunchtime all students will:**

- Use their break and lunch time effectively:
  - i. Drink some water/refill your water bottle
  - ii. Go to the toilet
  - iii. Meet with any member of staff to address any concerns
- Complete any work or revision that is required
- Line up quietly inside the Canteen in a straight line
- Display good manners to Canteen Staff
- Clear away their own trays, plates and cutlery and maintain an orderly environment at all times
- Only play ball games on the Courts or Field in appropriate footwear and according to the rota
- Follow all School rules to maintain a calm and pleasant environment for all
- Abide by the expectation that if an incident occurs, students should never rush towards it and crowd an incident, thus making it impossible for staff members to deal with it quickly and safely
- Not wear any non-uniform items as a replacement for the School blazer at any time

**At the end of the School day all students will:**

- Make sure they have everything they need to complete their homework
- Walk quietly and sensibly through the School exits and in the surrounding streets
- Not congregate in large groups in public areas
- If getting the school bus service or public transport, wait quietly by the stop

- Get onto the bus one student at a time, after allowing other members of the public onto the bus first if public transport
- Follow any staff instructions when outside of School
- Give up their seat to a member of the public if appropriate
- Talk quietly and never shout
- Remember at all times they are representing Pioneer Secondary Academy and are therefore expected to model our ethos and values within the wider community

## APPENDIX 4: BEHAVIOUR CONTRACT AND REPORT TEMPLATE

### **Head of Year Behaviour Contract**

This is an agreement between the student and the Learning Coordinator where a concern regarding negative behaviour has reached the **25 point mark**. This is to recognise that the student needs to rectify their behaviour and agree actions with the Learning Coordinator to turn the negative behaviour into positive.

Progress will be monitored and if **50 points** are reached a meeting will be held with the Learning Coordinator and parents.

I (name) \_\_\_\_\_ of \_\_\_\_\_ (t/g)

Will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(Please complete an **orange report card** with the main targets on)

SIGNED

\_\_\_\_\_ (Student)

Head of Year \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



# Pioneer Secondary Academy

## Weekly Report

Student: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

Targets:

1. \_\_\_\_\_

2. \_\_\_\_\_

Required to report to:

\_\_\_\_\_

At following times:

\_\_\_\_\_

## Parent/Carer Monitoring Sheet

Week Beginning: \_\_\_\_\_

Monday: I have sent my child to school in full uniform, checked his/her diary and read this report.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Tuesday: I have sent my child to school in full uniform, checked his/her diary and read this report.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Wednesday: I have sent my child to school in full uniform, checked his/her diary and read this report.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Thursday: I have sent my child to school in full uniform, checked his/her diary and read this report.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Friday: I have sent my child to school in full uniform, checked his/her diary and read this report.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Targets Achieved:

1. \_\_\_\_\_ out of 30

2. \_\_\_\_\_ out of 30

Comments:

Signed Student:

\_\_\_\_\_

Head Year :

\_\_\_\_\_

## Monday

Tutor Comments:

AM REGISTRATION PM

P1: Lesson: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

P2: Lesson: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

P3: Lesson: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

P4: Lesson: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

P5: Lesson: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

PHSE: \_\_\_\_\_ 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Comment: \_\_\_\_\_

## APPENDIX 5: On-Call System

**The On-Call system is a last resort option for classroom teachers in the event of behaviours such as:**

- Fighting
- Vandalism
- Behaviour likely to endanger others
- Misuse of phone or another electronic device
- Videoing others without consent
- Bullying, abusing or tormenting other student(s) and staff
- Racist, sexist or homophobic remarks or actions
- Theft
- Deliberately undermining staff authority
- Truantiing lessons (more than 10 minutes late to lesson)
- Refusal to do as asked by members of staff

**Steps teachers must use prior to referring to the On-Call system:**

1. Reminded students of expectations
2. Given a verbal warning
3. Given a second warning and written warning on board \*
4. On Call removal – record on Class Charts/google doc

\*Do not record on Class Charts immediately as there is no certainty that the behaviour will stop at this point.

### **On-Call Procedure**

Assuming steps 1-3 [unless action deemed serious to miss stages] above have been followed:

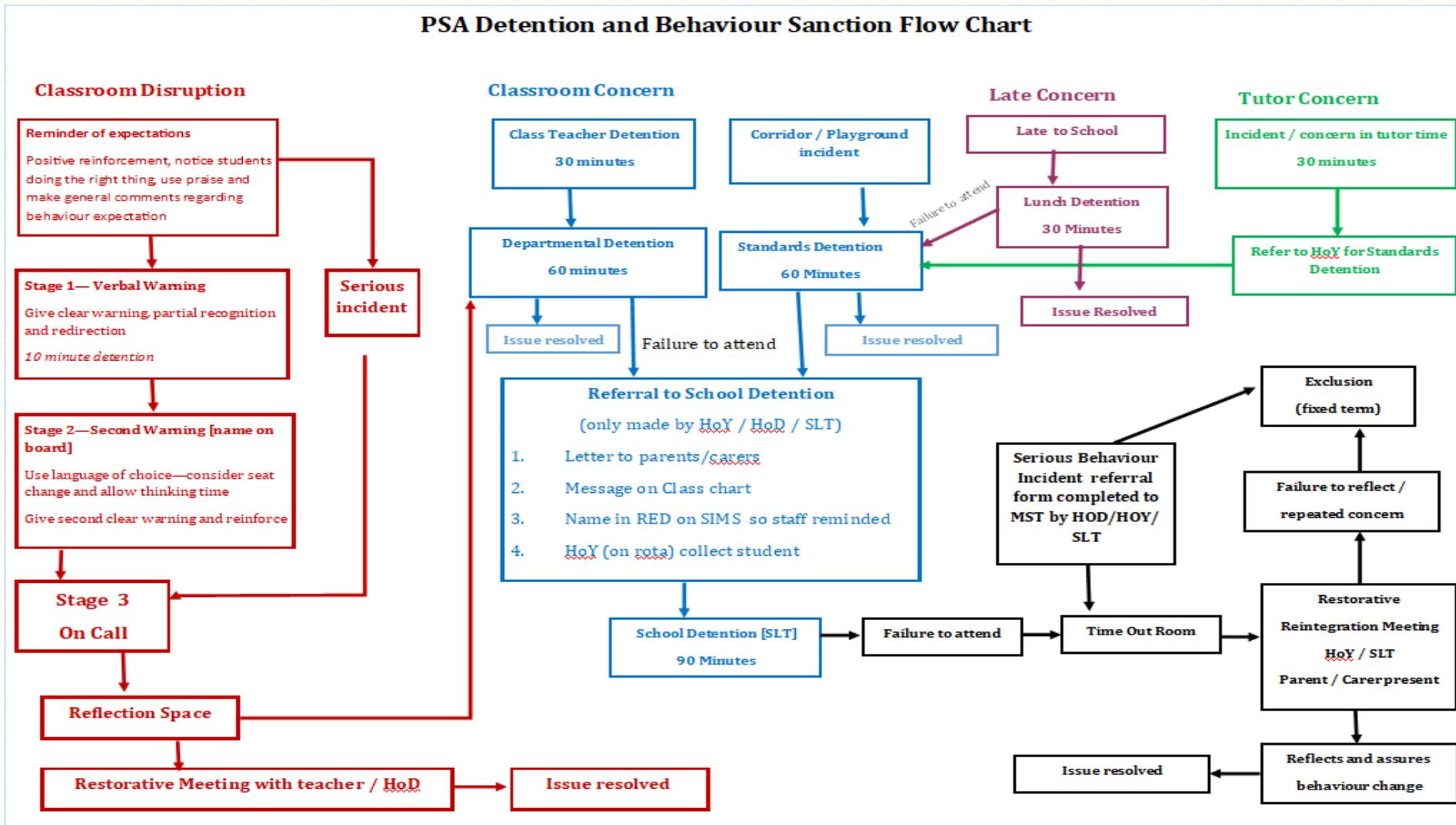
- a) Classroom Teacher uses SIMS on-call button that notifies reception of the incident
- b) Reception receives notification and identifies sender and location.
- c) Reception radios On-Call duty staff on channel 4 coordinating the response providing teacher location and recording the incident in the On-Call log or teachers uses google form
- d) On-Call duty staff follows On-Call Standard Operating Procedures
- f) Classroom teacher must record incident details on Class Charts/google form as an On-Call removal so that parents are informed.

### **On-Call Duty Staff – Standard Operating Procedures**

- On-Call removes student from classroom without question
- On-Call takes student to agreed location without discussion of incident
- Student writes up incident and signs and dates statement
- On-Call will pass the statement to the Head of Department
- Incident must all be followed up as soon as practicably possible with the teacher and/or Head of Department if clarification is needed.
- Head of Department will then decide after collecting the statements whether they receive a 60 minute departmental detention or if it needs escalating to the Deputy Headteacher [Behaviour]
- The Teacher having requested On-Call support MUST have a restorative conversation with the student at break/lunch/after school with the HOD present to attempt repair of the relationship.

**APPENDIX 5: DETENTIONS & BEHAVIOUR FLOW CHART/SUMMARY GUIDE TO LEVELS OF BEHAVIOUR FOR SIMS**

**PSA Detention and Behaviour Sanction Flow Chart**



Code & Behaviour Points	Examples of Types of Behaviour NB: Persistent = three times	Sanction & Intervention
	<ul style="list-style-type: none"> <li>Late to AM registration</li> <li>Escalation possible for frequent repetition and/or missing late detention</li> </ul>	30 minute late detention lunch detention on the day 90 minute senior detention/internal exclusion
<b>B1</b> <b>[-1pt]</b>	<ul style="list-style-type: none"> <li>Diary not signed</li> <li>Failure to attend lesson with appropriate equipment</li> <li>Failure to complete classwork/homework</li> <li>Lack of concentration</li> <li>Late to lesson/</li> <li>Low level disruption, e.g. off task chatting</li> </ul>	<b>10 minute detention Subject Teacher or Tutor Detention:</b> Reminder of expectations given, verbal warning, second warning and teacher writes student name on board [1 <sup>st</sup> warning, 2 <sup>nd</sup> warning leading to a 10 minute detention]
<b>B2</b> <b>[-2pt]</b>	<ul style="list-style-type: none"> <li>Failure to bring the correct equipment to the lesson - repeated</li> <li>Failure to follow instructions given by staff</li> <li>Failure to follow the School's Uniform Code/Dress Code</li> <li>Failure to submit homework for a second time</li> <li>Inappropriate use of language or rudeness to another student [non-discriminatory and non-insulting]</li> <li>Low level disruption, e.g. continually off task, chatting and failure to complete classwork</li> <li>Persistent disruptive behaviour</li> <li>Repeated chewing gum inside or outside lessons</li> </ul>	<b>30 Minute Subject Teacher or Tutor Detention:</b> <ul style="list-style-type: none"> <li>Recorded in Student Planner/class charts</li> <li>Recorded on SIMS Report card issued and monitored by Tutor/Subject Teacher</li> <li>Behaviour contracts</li> </ul> If behaviour is persistently disruptive then use the 'On Call' procedure
<b>B3</b> <b>[-3pt]</b>	<ul style="list-style-type: none"> <li>HoY/HoD Report card issued</li> <li>Extreme haircuts including tramlines, eyebrow lines and hair colour [out of circulation at break and lunch]</li> <li>Failure to attend a Subject/Tutor Detention</li> <li>Mobile phone seen Non-compliance towards a member of staff <b>[to be escalated as appropriate]</b></li> <li>Persistent failure to bring the correct equipment to the lesson</li> <li>Persistent failure to follow instructions given by staff</li> <li>Persistent failure to follow the School's Uniform Code/Dress Code</li> <li>Persistent failure to submit homework</li> <li>Persistent lateness</li> <li>Poor behaviour outside class, e.g. water throwing, littering the School Site, eating outside the Designated Eating Areas</li> <li>Rudeness to staff / inappropriate language</li> </ul>	<b>60 Minute HoY/HoD Detention:</b> <ul style="list-style-type: none"> <li>Recorded in Student Planner</li> <li>Recorded on SIMS</li> <li>Telephone call to parents/ carers</li> <li>HoD report + or -</li> <li>Restorative action [mediation, written apology, litter pick etc.]</li> <li>Confiscated items returned to student only on a Friday after School [phones collected by parent/carer]</li> <li>Behaviour contracts</li> </ul>

<p><b>B4</b> [-4pt]</p>	<ul style="list-style-type: none"> <li>• Failure to attend HoY/HoD detention</li> <li>• Inappropriate language or rudeness to staff</li> <li>• Minor vandalism to school property, e.g. graffiti</li> <li>• One off incident between students deemed serious enough for a referral member of the Senior Leadership Team <b>[escalated as necessary]</b></li> <li>• Repeated extreme haircuts including tramlines, eyebrow lines and hair colour repeated [out of circulation at break and lunch]</li> <li>• Repeated lateness to lessons and school [escalate to Senior Detention]</li> <li>• Repeated poor behaviour outside class, e.g. water throwing, littering the school site, eating outside the Designated Eating Areas</li> <li>• Repeated use of mobile phone [Friday &amp; parent/carer collection]</li> <li>• Repetition of B3</li> <li>• Single incident of truancy</li> </ul>	<p><b>90 Minute Senior Detention</b></p> <ul style="list-style-type: none"> <li>• Recorded in Student Planner</li> <li>• Recorded on SIMS</li> <li>• Letter to parents/carers</li> <li>• SLT Report Card Issued</li> <li>• Behaviour contracts</li> </ul>
<p><b>B5</b> [-5pt]</p>	<ul style="list-style-type: none"> <li>• A one off incident deemed serious and breaches the school's behaviour policy <b>[escalated as necessary]</b></li> <li>• Aggressive Defiance <b>[escalated as necessary]</b></li> <li>• Bullying of any kind (this includes online bullying, name-calling, sarcasm, and spreading rumours)</li> <li>• Making coded comments about or to a member of staff or pupil either verbally, written or online (also known as microaggressions)</li> <li>• Failure to attend senior detention</li> <li>• Inappropriate language, gestures or rudeness which is discriminatory towards a member of staff or student/s i.e. racial, homophobic or sexual <b>[escalated as necessary]</b></li> <li>• Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content</li> <li>• One off assault on another student <b>[escalated as necessary]</b></li> <li>• Persistent repetition of B4</li> <li>• Persistent use of mobile phone <b>[escalated as necessary]</b></li> <li>• Smoking</li> <li>• Student malpractice and plagiarism <b>[escalated as necessary]</b></li> <li>• Theft <b>[escalated as necessary]</b></li> </ul>	<p><b>Internal Exclusion:</b></p> <ul style="list-style-type: none"> <li>• Up to 5 days [maximum]</li> <li>• Internal Exclusion Letter sent to parents/carers</li> </ul> <p>• Mentoring workshops</p> <p>• Student placed on a PSP [if repeated]</p> <p>• <b>Acceptable Behaviour Contract</b></p>

	<ul style="list-style-type: none"> <li>Threatening behaviour towards a member of staff <b>[escalated as necessary]</b></li> <li>Wilful vandalism of another person's property or school property</li> </ul>	
<b>B6</b> <b>[-10 to -20pt]</b>	<ul style="list-style-type: none"> <li>A one-off incident deemed serious and breaches the school's Behaviour for Learning Policy (e.g.: extortion, blackmail) <b>[escalated as necessary]</b></li> <li>Any action or incident that brings the name of the School into disrepute</li> <li>Assault on a member of Staff</li> <li>Failure to follow the School Code of Conduct and Behaviour for Learning Policy while in Internal Exclusion</li> <li>Intoxication</li> <li>Persistent bullying</li> <li>Persistent repetition of B5</li> <li>Possession of an illegal substance</li> <li>Premeditated, one off assault on another student <b>[escalated as necessary]</b></li> <li>Racist, homophobic or sexual language and rudeness towards a member of staff</li> <li>Serious cases of theft</li> <li>Serious damage of School property</li> <li>Sexual or indecent assault <b>[escalated as necessary]</b></li> <li>Student malpractice and plagiarism <b>[escalated as necessary]</b></li> <li>Threatening behaviour towards a member of staff</li> <li>Using a mobile phone or device to take pictures or record</li> </ul>	<p><u>Either:</u>  <b>Fixed Term Exclusion [FTE]</b>  The length of the FTE will depend upon the specific circumstances of the case but could be up to a period of 45 days.</p> <p>If a FTE takes the total number of days to 6-15 for that term, a meeting of the Governors' Discipline Committee may be requested and this would take place within 50 School Days, following the Exclusion. For a FTE that takes the total number of days to more than 15 in a term, the Governors' Discipline Committee must arrange a meeting to take place within 15 school days, following the FTE.</p> <p>The maximum amount of time that any child can be excluded from school for a Fixed Term is 45 School Days in an Academic Year. This may be either a single exclusion of 45 days or a number of exclusions, which together total 45 School Days.</p> <p><b>Student placed on a PSP</b>  <b>Acceptable Behaviour Contract</b>  <u>Or:</u>  <b>Permanent Exclusion or Managed Transfer [IEC]</b></p>
<b>B7</b>	<ul style="list-style-type: none"> <li>A serious and or persistent breach of the Year 12 &amp; 13 Home School Agreement [Attendance]</li> <li>Any one-off event deemed so serious that the continued inclusion of the student as a member of the School is not compatible with good order and discipline and/or threatens the Health and Safety of members of the School Community</li> <li>Dealing of Illegal substances</li> <li>Extremist behaviour of any type</li> <li>Persistent repetition of B6</li> <li>Persistent repetition of B6 [excluding second incident with illegal substances leading to PEX]</li> <li>Possession of an offensive weapon</li> <li>Serious cases of theft</li> </ul>	Permanent Exclusion or Managed Transfer



