



## 2023-24 Policy

<b>Document Title:</b>	Behaviour Policy 2023-24
<b>Version:</b>	1
<b>Policy Status:</b>	APPROVED
<b>Author:</b>	Mr Farr, Vice Principal
<b>Approved by:</b>	Mr Sparks, Principal
<b>Date of Issue:</b>	August 2023
<b>Date of Review:</b>	July 2024

## Revision Log

Date	Item	Details of Change
August 2023	Parents/Carers & students	The policy has been streamlined, specifically referencing the SCWA Home Academy Agreement.
August 2023	Uniform	We've added a new supplier to the policy, made updates to the PE kit, and revised guidelines on makeup and jewellery. Additionally, dress standards for Post-16 students are now included.
August 2023	Mobiles	The 24-hour rule has been removed from the policy. Now, phones, smart watches, and air pods will only be returned to a parent or guardian.
August 2023	Three Point Plan	We've incorporated new terminology to address minor disruptions during lessons and the related consequences. A related poster has been introduced.
August 2023	Interventions	The policy now reflects our renewed focus on encouraging student reflection through interventions. Furthermore, the report cards table has been revised for better clarity for all involved parties.
08/09/2023	Interventions	The policy has been updated and interventions will be completed the next school day, instead of on the same day. We have created a new, simplified interventions checklist (appendix 3).
20/11/2023	Updates	<ul style="list-style-type: none"> <li>- Changes to the merits (from 10 different to 1 type)</li> <li>- Parents can access students logs on MCAS app</li> <li>- Behaviour analysis - stages (multiples of 10 instead of 5)</li> <li>- Updated interventions grid to reflect new intervention times</li> </ul>
04/04/2024	Updates (as per communication with parents in March 2024)	<ul style="list-style-type: none"> <li>- Reward strategy outlined (Page 4)</li> <li>- Changes to removal and reflection (Page 8)</li> <li>- Clarity around behaviour interventions &amp; DfE guidance (Page 9)</li> <li>- Clarity around Redwood inclusion room and expectations (Page 11/12)</li> <li>- Interventions ladder updated (Appendix 3)</li> <li>- Mr Sparks and Mr Smith added to Positive handling section</li> </ul>

## 1. Policy Statement

- 1.1. At Stationers' Crown Woods Academy (SCWA), we are dedicated to ensuring that our academy environment supports the learning and wellbeing of all students and staff.
- 1.2. This policy includes our Home Academy Agreement, which outlines what we expect from all stakeholders, in particular our students, and the interventions that will be enforced if this policy is not adhered to. Additionally, this policy will outline ways in which we celebrate and encourage positive behaviour. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to go on to be independent and positive contributors to their community and society.
- 1.3. Our Home Academy Agreement recognises the importance of a successful partnership between the academy, students, and parents.
- 1.4. Links with other policies:
  - 1.4.1. Safeguarding & Child Protection Policy
  - 1.4.2. Anti-bullying Policy
  - 1.4.3. Special Educational Needs Policy
  - 1.4.4. Teaching & Learning Policy
  - 1.4.5. Assessment, Reporting & Recording Policy and Marking & Feedback Policy
  - 1.4.6. LAT Policies
    - 1.4.6.1. Attendance Policy
    - 1.4.6.2. Uniform Policy, Suspensions and Searching & Screening Policy
    - 1.4.6.3. Digital Strategy & Blended Learning Policy

## 2. Key Contacts

Name	Role	Email Address
Mr Sparks	Principal	joseph.sparks@scwa.org.uk
Mr Farr	Vice Principal	anthony.farr@scwa.org.uk

## 3. Aims

- 3.1. The academy believes that all students should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can develop good relationships throughout the academy, built on trust and respect, and that through the use of this policy we can support all students in developing a high level of resilience and social awareness. Our aim is to ensure that all our students, regardless of race, gender, sexuality, perceived ability, age, appearances or disability, are equipped with key skills they need to continue to progress to the best of their ability in areas of life.

## 4. Academy and Staff

- 4.1. It is the responsibility of all staff to familiarise themselves and comply with this policy. The academy understands that the first step to modelling good behaviour is to lead by example and, therefore, all members of staff must act responsibly and professionally. We strive to ensure that discipline is consistent across the academy so that behaviour boundaries and interventions are clear to all and applied fairly, proportionately, and without discrimination, considering SEND (special educational needs and disabilities) as well as the additional challenges that some vulnerable students may face. Staff are trained with face-to-face

CPD to manage behaviour as part of their continued professional development and are well informed of the extent of their disciplinary authority. Where appropriate, the academy may utilise reasonable adjustments when managing the behaviour of SEND students.

- 4.2. We work with parents and carers to understand their children and their behaviour and encourage them to communicate with the academy if they have a concern about their child's behaviour. We promote good behaviour and will regularly report, in line with the Assessment, Reporting & Recording Policy, student attendance, merits, and negative logs at regular intervals throughout the year. Parents can also access this information through the MCAS app.
- 4.3. Staff are a constant presence around the academy, in between lessons, during social time, and before/after school. There is also a role for the senior leadership team to circulate the academy during lessons to ensure a calm and purposeful learning environment at all times.
- 4.4. We recognise that where individual students are engaging in continuing disruptive behaviour, there could be underlying or complex emotional needs. Our pastoral teams will ensure that if such needs are identified, we will do all we can to ensure that the student receives a personalised approach to support them and their learning.
- 4.5. Staff should:
  - 4.5.1. consistently display good classroom management and promote excellent behaviour for learning;
  - 4.5.2. establish a stimulating learning environment, deploying Quality First Teaching strategies at all times;
  - 4.5.3. develop and promote traits of the IB Learner Profile;
  - 4.5.4. mark and return students' work in line with the Marking and Feedback Policy;
  - 4.5.5. praise, actively encourage, and regularly reward students wherever possible; and
  - 4.5.6. ensure that the full and correct use of the policy is used to address disruptive behaviour in lessons and follow up with necessary actions and interventions.

## 5. Students

- 5.1. 'All pupils deserve to learn in an environment that is calm, safe, supportive, and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence procedures'. (DfE Behaviour in Schools - September 2022).
- 5.2. It is the responsibility of students to develop positive relationships, be respectful, and demonstrate acceptable standards of behaviour at all times. Students will be reminded of our expectations and the academy policy and procedures regularly. Students have a responsibility to ensure that any incidents of disruption, violence, bullying, discrimination, and any form of harassment are reported as soon as possible.
- 5.3. We ask all students to sign the Home-Academy Agreement to indicate that they will respect and support the academy's behaviour policy.

## 6. Parents and Carers

- 6.1. 'Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them'. (DfE Behaviour in Schools - September 2022).
- 6.2. Parents and carers play a significant part in ensuring that their child is responsible for their own behaviour both in and when travelling to and from the academy. We ask all parents/carers to sign the Home-Academy Agreement to indicate that they will respect and support the academy's behaviour policy and the authority of the academy staff.

## 7. Celebrating Excellence

- 7.1.** All students can earn merit points for displaying positive behaviours, in line with our values. Staff can award these by using Bromcom, and they can be seen by parents via MCAS (My Child at School). Tutors will also discuss these with students on a regular basis.
- 7.2.** Students will receive recognition when they reach the following merits: 50, 100, 150, 200, 250, and 300.
- 7.3.** In addition to the merit points, we encourage and praise students with regular verbal and written praise, contact home, postcards, stickers, and certificates. At the end of every module, each school will hold a 'Celebration of Success' assembly where students will receive awards and prizes for merit points, attendance, nominations (tutor and pastoral teams), and wider activities (for example, sports awards and literacy awards).
- 7.4.** Students can also be awarded a wristband for exceptional behaviour. These will also allow the student to queue jump at the restaurant during break/lunch on that particular day.
- 7.5.** Students can be awarded a bronze, silver and gold badge associated with their year group as part of our reward strategy. This can be awarded for excellent attendance, high merits, low negative logs and no fixed term suspensions. The badge also includes rewards such as certificates, reward events and prizes. These are awarded at the start of each module.

## 8. Standards and Uniform

### 8.1. Suppliers

JK Clothing Ltd	Brigade Clothing UK
14 Wellington Parade Blackfen Road Sidcup. DA15 9NB Tel: 020 8303 3136 Website: <a href="https://www.jkclothing.net/">https://www.jkclothing.net/</a> Email: <a href="mailto:jkclothing@btconnect.com">jkclothing@btconnect.com</a>	Online supplier Ashdown: <a href="https://www.brigade.uk.com/parents/school/829001PD/">https://www.brigade.uk.com/parents/school/829001PD/</a> Delamere: <a href="https://www.brigade.uk.com/parents/school/829002PD/">https://www.brigade.uk.com/parents/school/829002PD/</a> Sherwood: <a href="https://www.brigade.uk.com/parents/school/829003PD/">https://www.brigade.uk.com/parents/school/829003PD/</a>

### 8.2. Years 7-11 Uniform

Girls	Boys
Blazer - navy with home school colour badge Shirt - plain white, button to neck, pointed collar Tie - home school colour Skirt - plain regulation dark grey knee-length pleat (which reaches the knee when standing) Trousers - plain regulation dark grey Jumper - plain regulation grey v-neck (optional) Shoes - plain black leather flat lace-ups or court (no sandals, boots, trainers or sling backs) Socks - plain black/dark grey (not over the knee) Tights - plain black/dark grey	Blazer - navy with home school colour badge Shirt - plain white, button to neck, pointed collar Tie - home school colour Trousers - plain regulation dark grey Jumper - plain regulation grey v-neck (optional) Shoes - plain black leather flat lace-ups (no boots or trainers) Socks - plain black/dark grey Belt - plain black, plain buckle

- Coats/Jackets - must be a suitable, waterproof outdoor coat. Denim/leather coats/hoodies/sport jackets are not permitted.

- **Jewellery - students are NOT allowed to wear any form of jewellery.** Rings are dangerous for many activities and, therefore, unsuitable for the academy; necklaces and bracelets are similarly unsuitable, however, an exception may be made for religious bangles. **No earrings of any kind, facial jewellery or piercings are permitted under any circumstances. Students will be asked to remove the above items and they will be confiscated for parents/carers to collect. The academy is not responsible for the loss of or damage to any jewellery.**
- **Make-up/nails - no make-up is permitted. This includes fake eyelashes and fake nails. Students may not wear nail varnish of any kind.**
- Hair - extreme hair colours are not permitted.

**8.3.** The academy has the final decision on uniform.

**8.4.** Students who do not comply with the standards and uniform above will receive an intervention. In the event a student can not address the infringement or refuses to borrow equipment (Eg blazer), they will be placed into inclusion.

**8.5.** Post 16 - Arden students

Dress Code Expectations (all students)	These items are NOT permitted within the Academy:
<p>Arden students are expected to dress professionally whilst in and around the Academy, this includes a tie for all male students.</p> <p>Students should consider this as an introduction to the working world and dress accordingly including:</p> <ul style="list-style-type: none"> <li>● Smart and appropriate footwear</li> <li>● A tie (with the top button of the shirt done up)</li> <li>● Shirts should be tucked in at all times</li> </ul>	<p>The following items are <b>not</b> permitted in the Academy and students will be provided with a loan item of clothing where suitable as a replacement:</p> <ul style="list-style-type: none"> <li>● Crop tops</li> <li>● Denim</li> <li>● Flip flops/sliders or casual footwear (including trainers or Converse or similar items of footwear)</li> <li>● Clothing with large slogans or logos</li> <li>● Mini skirts or a short pair of shorts</li> <li>● Any item of clothing that could be considered see-through</li> <li>● Tracksuits</li> <li>● T-shirt dresses</li> <li>● Oversized jumper</li> </ul>

## 9. Equipment

Key Stage 3 (MYP - Year 7, 8 & 9)	Key Stage 4 (GCSE - Year 10 & 11)
<p>Every student must have:</p> <ul style="list-style-type: none"> <li>● a suitable school bag which can hold an A4 book/folder and a Chromebook.</li> <li>● a suitable pencil case which includes 2 black/blue pens, 1 red pen, 1 green pen, HB pencil, ruler, rubber, sharpener, highlighter, scientific calculator.</li> </ul> <p>In addition, students will require subject-specific equipment:</p> <ul style="list-style-type: none"> <li>● maths set (protractor/compass minimum).</li> <li>● PE kit.</li> </ul> <p>Students must bring their device fully charged every day.</p> <p>Students must not bring in scissors.</p>	<p>Every student must have:</p> <ul style="list-style-type: none"> <li>● a suitable school bag which can hold an A4 book/folder and a Chromebook.</li> <li>● a suitable pencil case which includes 2 black/blue pens, 1 red pen, 1 green pen, HB pencil, ruler, rubber, sharpener, highlighter, scientific calculator.</li> </ul> <p>In addition, students will require subject-specific equipment:</p> <ul style="list-style-type: none"> <li>● maths set (protractor/compass minimum).</li> <li>● PE kit.</li> <li>● art students - a variety of drawing pencils, watercolour palette with brushes and colouring pencils.</li> </ul> <p>Students must bring their device fully charged every day.</p>

## Key Stage 5 ( Years 12 and 13)

Every student must have:

- a suitable school bag which can hold an A4 book/folder and a chromebook.
- a suitable pencil case which includes 2 black/blue pens, 1 red pen, highlighter and any subject specific stationery.

Students are expected to bring their correct books and folders, for every lesson, each day.

Students must bring their device fully charged every day.

## 10. PE Kit

All pupils must have the SCWA PE kit which must be worn for each lesson:

- trainers - non-slip soles
- SCWA embroidered shorts/track pants/sports leggings
- SCWA embroidered t-shirt
- SCWA embroidered socks (optional)
- SCWA embroidered hoodie (optional)
- SCWA embroidered microfleece (optional)

The following are NOT allowed:

- canvas shoes such as Converse or Vans are not permitted.

Should students be unable to bring their school PE kit, please provide a plain appropriate replacement. If students do not have a suitable PE kit for the lesson, a clean spare kit will be provided for them to wear.

## 11. Prohibited Items

**11.1.** The Academy will take a zero-tolerance approach to items brought onto the academy site which are prohibited. This list is not exhaustive:

**11.1.1.** alcohol, drugs or drug paraphernalia (including gummies);

**11.1.2.** cigarettes, vapes of any kind, matches or lighters;

**11.1.3.** chewing gum;

**11.1.4.** aerosols;

**11.1.5.** weapons of any kind

**11.1.6.** material that is inappropriate or illegal for children to have, such as racist, homophobic or pornographic material;

**11.1.7.** high energy or fizzy drinks;

**11.1.8.** items which are not appropriate for school life (such as water pistols)

**11.2.** No student may sell items on the academy site.

## 12. Drugs

**12.1.** We will not tolerate drug use of any sort on academy property or during off-site activities. This includes solvents and any other substance (gummies) that can be misused/harmful or drug paraphernalia. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs (including being under the influence). We will engage with the police if any student is involved with the above.

## 13. Prescription Drugs

- 13.1. Carrying, supplying, or taking prescription drugs illegally could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the academy aware of this in writing, and any medication should be left with the small school administrators where they will be locked away securely until required.

## 14. Alcohol

- 14.1. Consuming, carrying, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## 15. Criminal Damage

- 15.1. In the event a student damages the academy property or equipment, they will receive an intervention, and we will look to recover any costs incurred to fix, replace or repair the damage. We may also report any events to the police.
- 15.2. All of the above also applies when travelling to and from the academy.

## 16. Searching and Confiscation

- 16.1. Following guidance set out by the Education and Inspections Act 2006, all members of staff are authorised to use confiscation as a disciplinary intervention. This means that staff may confiscate or seize items in the possession of students that are illegal or prohibited; if they are found while students are on site.
- 16.2. The Principal and staff authorised by the Principal (Senior Leaders and Pastoral staff) have the power to search a student or their possessions, without consent, where they suspect the student has a prohibited item.

## 17. Mobile Phones

- 17.1. Mobile phones, smart watches, and headphones must be switched off and in bags at all times when on site, unless directed by a member of staff. Students in Post 16 may use their mobile phones sensibly and appropriately in designated areas as set out by the Head of Arden, Ms Collier.
- 17.2. Following recommendations from the Secretary of State for Education, mobile phones are not permitted whilst on site. If a mobile phone, smart watch, or headphones are seen or heard, they will be confiscated and handed to Crown Reception, where they will be secured. **These items will then need to be collected by a parent/carer. Confiscated mobile phones, smart watches, and headphones will not be returned to the student.**
- 17.3. Refusal to hand over any of the above items will result in an intervention.
- 17.4. The academy will take very seriously any instances where a mobile phone has been used to film, photograph, or record staff or students without their permission. This is a criminal offence under the Protection from Harassment Act 1997.
- 17.5. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. The DfE guidance states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be deleted before returning the item if they believe there is good reason to do so.

17.6. Only the Principal, Designated Safeguarding Lead, Vice Principals, or Deputy DSLs have the power to search a student's device.

## 18. Digital/Blended Learning Strategy

18.1. The academy has invested a significant amount of money in providing students with a device. This must be looked after, charged each evening, and brought to school every day. In the event the device is misplaced or damaged, it must be reported to the pastoral team as soon as possible. Students found misusing their device will be issued an appropriate intervention.

## 19. Three Point Plan Behaviour System (Remind, Reinforce, Remove and Reflect )

19.1. At Stationers' Crown Woods Academy, we have developed a fair, clear, and consistent behaviour strategy that is applied in every lesson throughout the academy. Staff will also utilise the reward system to reward students for positive behaviours both in and out of lessons:

STATIONERS' CROWN WOODS ACADEMY

### Remarkable Behaviour

**When I get it right:**

- I start the "Do Now" immediately, independently, and in silence.
- I sit up and engage actively in my learning.
- I contribute fully and respond to instructions immediately.
- I raise my hand if I have something to say and articulate clearly.
- I listen actively to the speaker.
- I show respect for the opinions, beliefs, and perspectives of others.
- I have the courage to own my mistakes.
- I always try my best.

**If I don't get it right:**

**REMIND** - The teacher will remind me of the classroom expectations.

**REINFORCE** - The teacher will reinforce the classroom expectations.

**REMOVE** - I will be removed from class by a Senior Member of staff if needed.

**REFLECT** - I will reflect on my behaviour and discuss the next steps with a Senior Member of staff.

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19.2. The poster for the above will be clearly displayed in every classroom and can be found as part of the appendices.

19.3. Pupils who are removed from a lesson will spend the rest of that lesson, one further lesson, and the next



break or lunchtime in the Reflection Room. Should the removal take place during the fourth period (for Years 7, 9, 11 & P16) or the fifth period (for all year groups), pupils will spend the remainder of the school day in the Reflection Room and complete a 30-minute detention on the same day.

The Senior Team will determine when a pupil is ready to return to their lessons; should they conclude a pupil is not yet ready to reintegrate into the classroom, they will specify the appropriate time for the pupil's return to lessons.

## 19.4. Interventions

**19.4.1.** Students may be expected to serve an intervention before school, during break/lunch or after school. For after-school interventions, these may last for a maximum of 60 minutes. In the event a student accumulates more than 60 minutes intervention time/misses 60 minutes; they will automatically be placed into our Redwood hub the following day.

**19.4.2.** The DfE guidance states that “schools do not need to give notice to parents for after-school detentions”. We will, where possible, provide notice for interventions which exceed 30 minutes, unless a student is removed from a period 4 or 5 lesson, where they will be required to sit a 30 minute intervention on the same day.

**19.4.3.** Daily events will be reviewed after school by the Principal and Vice Principals. Interventions will be issued, in accordance with the interventions ladder and need to be completed the next school day, unless a student is removed from a period 4 or 5 lesson, where they will be required to sit a 30 minute intervention on the same day.

**19.4.4.** Students may also lose their social time with the pastoral teams if they do not have the correct uniform, equipment, or for persistent irresponsible behaviour during break/lunch.

**19.4.5.** In the event the student is absent (authorised or unauthorised) for any of the interventions, it will automatically roll over to the next day the student attends the academy. It is the student's responsibility to manage this, and we encourage parents/carers to contact the relevant pastoral team in the event their child is absent, so that we can support them to alter their future behaviours.

## 20. Behaviour Analysis

**20.1.** Behaviour is reviewed daily by the Principal and Heads of Schools. There will be a daily and weekly report for all staff. Students are flagged a concern when they accumulate the following number of negative logs.

20.1 Stages	Negative Logs with -1 Value	Action
<b>Stage 1</b>	10 negative logs in a module	Form tutor discussion with student
<b>Stage 2</b>	20 negative logs in a module	Stage 2 Report with Form Tutor Tutor to call parent/carers.
<b>Stage 3</b>	30 negative logs in a module	Stage 3 Report card with pastoral team Meeting with parent/carers PSP may be initiated
<b>Stage 4</b>	40 negative logs in a module	Stage 4 Report card with Assistant Principal Contact with parent/carers PSP must be initiated <b>Redwood/fixed term suspension for persistent disruption</b>

		<b>and defiance</b>
<b>Stage 5</b>	50+ negative logs in a module	Stage 5 Report card with Head of School Meeting with parent/carer <b>Redwood/fixed term suspension for persistent disruption and defiance</b>

- 20.2.** In the event a student accumulates several negative logs (more than 10) in a short space of time (a week) they will receive a fixed-term suspension.
- 20.3.** Students may be escalated through the stages throughout the academic year if they have reached a particular stage in the previous module.
- 20.4.** The academy will initiate Pupil Support Plans (PSPs) where appropriate. For example, in the event a student requires additional support/interventions or if there are attendance concerns.

## 21. Report Cards

- 21.1.** As part of an intervention to support students who accumulate several negative logs, placed into inclusion or demonstrate persistent punctuality concerns; we have created a range of report cards. Each report will be set up with the individual where 2-3 targets will be set to give them a focus to help address the particular behaviour that needs to be addressed.
- 21.2.** All stakeholders will be involved in this process, and the individual will need to 'check-in' with the person responsible for overseeing their report as well as an adult at home, daily, to discuss their day/targets specified on the report card.
- 21.3.** It is the student's responsibility to ensure that the report card is kept throughout the day, given to teachers and handed to the person responsible for overseeing their report and an adult at home.
- 21.4.** Report cards will be completed over a 2-week period or until they pass their report.
- 21.5. Distribution of Report Cards**
- 21.5.1.** Subject Report Card: In the event a student has persistently (2 lessons or more) demonstrated poor behaviour in a subject, the teacher should place a student on subject area report. This must be signed by the subject co-ordinator on completion.
- 21.6. Setting a Student Up On Report**
- 21.6.1.** In the event a student needs to be placed on report (except Redwood report), there must be dialogue between the student/person responsible for overseeing the report on the day the report card is issued. Stage 3 requires a meeting with the parent/carer.
- 21.7. Completed Cards**
- 21.7.1.** On completing the final day, the member of staff responsible for overseeing the report card will circle PASS or FAIL. Students must achieve a minimum of 21 sessions (88%) with Superb, Pass, Remind, Reinforce of the 24 possible sessions. In the event they have failed the report card, they could be asked to complete another week OR be escalated to the next stage.
- 21.7.2.** All cards provide evidence of the intervention and, therefore, must be handed to the pastoral admin team who will scan a copy onto the student's Bromcom.

## 22. Report cards & interventions

**22.1.** Interventions are set out on the table below in the event a student reaches 'Removal' or fails a lesson. These will be completed on the day, without 24 hours' notice to parents/carers.

	Duration/Criteria	Responsible
<b>Subject Report Card</b>	KS3 - 4 consecutive lessons (minimum) KS4 - 6 consecutive lessons (minimum) KS5 - 10 consecutive lessons  <i>A student can only be placed on 2 different subject report cards. If there are more than 3 subjects which are concerned the student should be placed on Stage 2 report with their tutor.</i>	Subject Teacher and CLT
<b>Stage 2</b> <i>Tutor</i>	2 weeks <ul style="list-style-type: none"> <li>• 10 or more negative logs</li> <li>• 3 SARs (above) or lost report twice</li> <li>• SoC twice in an academic year</li> </ul>	Tutor
<b>Stage 3</b> <i>HoY/SSM</i>	2 weeks <ul style="list-style-type: none"> <li>• 15 or more negative logs</li> <li>• failed Stage 2 or lost report twice</li> <li>• SoC three times in an academic year</li> </ul> <i>PSP - if twice in a year</i>	HoY/SSM
<b>Stage 4</b> <i>AP</i>	2 weeks <ul style="list-style-type: none"> <li>• 20 or more negative logs</li> <li>• failed Stage 3 or lose report twice</li> <li>• SoC five times in an academic year</li> <li>• received 4 FTS in an academic year</li> </ul>	AP
<b>Stage 5</b> <i>HoS</i>	2 weeks <ul style="list-style-type: none"> <li>• 25 or more negative logs</li> <li>• failed Stage 4 or lost report twice</li> <li>• SoC five times in an academic year</li> <li>• received 4 FTS in an academic year</li> </ul>	HoS
<b>Punctuality</b>	2 weeks <ul style="list-style-type: none"> <li>• persistent punctuality/ attendance concerns</li> </ul>	Tutor and HoY/SSM
<b>Inclusion</b>	1 day <ul style="list-style-type: none"> <li>• if placed into inclusion this report card MUST be completed</li> </ul>	Inclusion Manager

### 22.2. Inclusion - Redwood Hub

**22.2.1.** In the event a student breaches the behaviour policy, they may be placed into inclusion for a minimum of 1 day. This runs daily from 8.30-4.15pm (except on Wednesdays where it finishes at 3.15pm). Students will be out of circulation and be expected to complete all their work via Google Classroom. They will require a bottle of water and packed lunch (in the event the student receives free school meals, their lunch and drink will be collected for them during lunchtime. This will be a sandwich/roll and drink).

**22.2.2.** Students will be issued a report card which will be completed by the Inclusion Manager, a member of the pastoral team, or SLT periodically throughout the day.

**22.2.3.** If a student receives 2 failed periods (not completing sufficient work), they will need to repeat the day. If a student is 'removed' (given 2 warnings to address their behaviour/complete work), causes significant disruption, fails to hand in their mobile phone or refuses to go into the inclusion room they will be issued a fixed term suspension.

**22.2.4.** In the event a student is issued a fixed term suspension for refusing to attend Redwood inclusion, they will re-sit the day on their return to the academy.

**22.2.5.** Students may also be placed in Redwood Hub during investigations.

### **22.3. Suspensions and Permanent Exclusion**

**22.3.1.** The academy is committed to a policy of inclusion. The Principal will normally only resort to a fixed-term suspension or permanent exclusion when all other interventions have failed or are deemed inappropriate. The Principal may also decide that a suspension is warranted in the case of a first offence, or a student who has not previously been monitored for behaviour, if the offence is of a sufficiently serious nature.

**22.3.2.** For any serious incident, a full investigation will be completed, and the Principal will decide if a fixed-term suspension or permanent exclusion is necessary. The Principal will apply the civil standard of proof.

**22.3.3.** A decision to exclude a student will only be taken in response to serious breaches of the academy behaviour policy and/or where allowing the student to remain in school would seriously compromise the educational welfare of the student or others within the academy.

### **22.4. Fixed Term Suspensions**

**22.4.1.** If a student is issued a fixed-term suspension, under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their child/ren are supervised during the first five days of a fixed-term suspension. For fixed-term suspensions that last for more than six days, the academy is responsible for providing alternative full-time education from day six onwards.

**22.4.2.** Following any fixed-term suspension, parents/carers will be expected to attend a reintegration meeting with a member of the pastoral team at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct. The reintegration paperwork will be signed by all stakeholders and retained on the student's file. The academy may utilise the intervention checklist following a fixed-term suspension to explore a range of interventions to support the student.

## **23. Inclusion Forum (Managed Moves and Off-site Direction)**

**23.1.** The academy participates in an inclusion forum with local academies (Fair Access Panel) for directing students off-site or managed moves.

**23.2.** The Education Act 2002 (Section 29A) states that academies have the power to direct a pupil off-site for education to improve their behaviour.

**23.3.** This will be for a period of time which will be discussed and set out with all stakeholders at the start of this intervention, with a review. In the event a student has participated in any of the above interventions, outside of the academy, they may be placed into a different small school on their return, as a further intervention.

## 24. Use of Force

- 24.1.** Section 93 of the Education and Inspections Act 2006 enables all academy staff to use such force as is reasonable in the following circumstances:
- 24.1.1.** to prevent students from committing an offence;
  - 24.1.2.** to prevent students from injuring themselves or others;
  - 24.1.3.** prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a lesson or otherwise.
- 24.2.** In the event an adult is required to physically intervene (for example, if there was a fight between two students), there could be marks or bruising as a result; any physical intervention will be reported to the pastoral team and the DSL.
- 24.3.** In order to ensure the safety and wellbeing of students and staff, some members of staff have been trained in 'positive handling' by Team Teach. They are:  
Mr Anthony Farr, Vice Principal  
Mr Joseph Sparks, Principal  
Mr Stephen Smith, Vice Principal
- In the event that proactive and de-escalation strategies have not been effective, then it may be necessary to use a physical intervention. These interventions will be used only if reasonable, proportionate, and necessary. The physical techniques taught on the Team Teach course are based on providing the maximum amount of care, control, and therapeutic support. They are used as a last resort, where reasonable, proportionate, and necessary in order to fulfil our duty of care in order to protect the pupil from harm/the risk of harm to themselves and/or others.
- 24.4.** In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed, the guidelines state that "... the law of negligence will be applicable wherein the academy staff will be expected to act as a 'reasonable prudent parent'." As an academy, we commit to avoiding the need for the use of physical interventions through a good understanding of our students, a strong commitment to meeting their needs, and a systemic, positive proactive approach to behaviour. Parents/carers will be informed of the incident and involved where possible to lower the need for physical interventions.

## Appendices

Document	Appendix
Home Academy Agreement	Appendix 1
Behaviour Classroom Poster	Appendix 2
Interventions Ladder	Appendix 3
Student Statement of Account	Appendix 4
Investigation Summary	Appendix 5
Pupil Support Plan (PSP)	Appendix 6
FT Suspension Reintegration	Appendix 7



STATIONERS'  
CROWN WOODS ACADEMY

# HOME ACADEMY AGREEMENT 2023/24

## Information for Parents/Carers at SCWA

At Stationers' Crown Woods Academy, we make the following three commitments:

- 1) Students will receive an **exceptional educational experience**, in every lesson, every day.
- 2) Students will thrive in a **culture of high expectations with exceptional pastoral care**.
- 3) Students will achieve **exceptional outcomes** and secure **high-quality destinations of choice**.

We recognise and highly value the partnership between school, parents/carers and students for students to become independent, successful, well-respected and positive contributors to their community and society. Our Home Academy Agreement recognises the importance of a successful partnership between the academy, students and parents.

## Scholarship | Fellowship | Leadership

**We, Stationers' Crown Woods Academy, agree to the following:**

- Provide every student with a broad and balanced education that maximises potential and ensures there is no ceiling to students' aspirations.
- Provide academic and vocational programmes of study that meet the needs of all learners.
- Build personal attributes in every student in line with the International Baccalaureate Learner Profile Characteristics.
- Provide high-quality pastoral support to every student through their small school team.
- Provide every student with a form tutor.
- Challenge, support and encourage every student so they can become the best they can be.
- Provide every student with social, moral and spiritual education opportunities (including Religious, Sex and Health Education).
- Provide opportunities to learn about Fundamental British Values and become internationally minded.
- Provide a range of enrichment and co-curricular activities.
- Provide a secure, stimulating and well-disciplined environment.
- Provide regular home/independent learning opportunities.
- Provide access to emotional support through our well-being team.
- Provide students with regular feedback and opportunities for reflection.
- Provide parents/carers with progress reports as featured in the Assessment, Recording and Reporting Policy.
- Offer at least one parent's evening each year.
- Communicate with parents/carers to discuss any difficulties or concerns that may arise.
- Ensure the safety of staff and students by involving external agencies, where necessary.
- Act swiftly and fully investigate any reports of bullying or discrimination and take necessary action.

### As a parent/carer, I agree to the following:

- Fully support and work with the Academy to encourage a positive attitude to education and wider academy life.
- Encourage excellent attendance (97%+) and punctuality; informing the Academy on any/each day my child is unable to attend or will be late.
- Ensure family holidays are booked outside the Academy term dates, as set out on the Academy's website.
- Make time to discuss and listen to my child about any home learning and recognise the effort and progress my child has made.
- Attend any parent's evenings and relevant academy functions in which my child is involved, including any meetings that are requested by the Academy.
- Regularly review My Child At School to keep up to date with my child's behaviour and attendance.
- Inform the Academy if there are any factors which may affect my child's performance.
- Fully support the Academy policies including the Behaviour Policy and any interventions that are implemented.
- Ensure my child has the correct uniform and equipment (including pencil case and its contents, appropriate footwear and correct PE kit) as outlined in the Behaviour Policy.
- Pay for the repair or replacement of any damaged items/property caused by my child.
- Support my child in full-time education or training to the age of 18.
- Support the Academy policy on maliciously interfering with Academy equipment, including computers or fire safety equipment.
- My child using sharp instruments in practical lessons, such as technology, food technology and Art.
- Support any interventions that are put in by the Academy (including external agencies) where required.
- Take full responsibility for my child's appropriate use of technology, including social media.

### As a Stationers' Crown Woods Academy student, I agree to the following:

- Embody the International Baccalaureate Learner Profile Characteristics.
- Treat all members of the Academy community with understanding and respect.
- Show respect for the Academy environment and property.
- Attend and be punctual to all lessons.
- Remain on-site during Academy hours.
- Try my best and meet all course requirements, including home learning tasks.
- Wear the full and correct Academy uniform every day as outlined in the Behaviour Policy.
- Bring the correct equipment as outlined in the Behaviour Policy.
- Adhere to Academy expectations and behave responsibly at all times (including to and from the Academy).
- Keep my mobile phone in my school bag and switch it off when on site.
- Adhere to any intervention(s) if and when required.
- Not bring in any prohibited or inappropriate items (e.g. aerosol cans, chewing gum, make-up or nail varnish, water pistols) into the Academy.
- Not bring in any tobacco (including vapes), alcohol, illegal drugs or offensive weapons into the Academy.
- Not maliciously interfere with Academy equipment, including the computers or fire safety equipment.
- Not misuse ICT devices, systems or services.
- Behave responsibly online, including the use of learning platforms/social media, and not bring the academy into disrepute by misusing these platforms.

Student Name:		Date:	
Signature of Student:			
Signature of Parent/Carer:			
Signature of Academy:			





STATIONERS'  
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## Remarkable Behaviour



### When I get it right:

- I start the "Do Now" immediately, independently, and in silence.
- I sit up and engage actively in my learning.
- I contribute fully and respond to instructions immediately.
- I raise my hand if I have something to say and articulate clearly.
- I listen actively to the speaker.
- I show respect for the opinions, beliefs, and perspectives of others.
- I have the courage to own my mistakes.
- I always try my best.



### If I don't get it right:

**REMIND** - The teacher will remind me of the classroom expectations.

**REINFORCE** - The teacher will reinforce the classroom expectations.

**REMOVE** - I will be removed from class by a Senior Member of staff if needed.

**REFLECT** - I will reflect on my behaviour and discuss the next steps with a Senior Member of staff.

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## Appendix 3: Interventions Ladder

- Behaviour events are reviewed daily by the Principal and Vice-Principals
- In the event a student misses an intervention their intervention will escalate the following day
- In the event a student accumulates more than **60 minutes** (or fails their 60 mins) they will be placed into Redwood Inclusion for a minimum of 1 day.
- Students on report can also receive interventions for failing lessons/report cards.
- 

Event(s)	Possible Intervention(s)
<ul style="list-style-type: none"> <li>• Removal from lesson (inc self removal)</li> </ul>	<ul style="list-style-type: none"> <li>• Remainder of the lesson, one further lesson and social time (or 30 minutes on the day if removed from period 4 or 5)</li> <li>• 30 minute intervention the following day</li> <li>• 2 removals in 1 day = 1 day Redwood inclusion</li> </ul>
<ul style="list-style-type: none"> <li>• Punctuality (late marks)</li> </ul>	<ul style="list-style-type: none"> <li>• 30 minute intervention (for every late mark)</li> <li>• Students who are significantly late (for example arriving to school after period 1 will automatically be placed into Redwood on the day until 4.15pm)</li> </ul>
<ul style="list-style-type: none"> <li>• Breach of standards</li> </ul>	<ul style="list-style-type: none"> <li>• 30 minute intervention</li> <li>• Redwood inclusion (Standards which cannot be rectified/addressed or for persistent infringements (more than 3 logs))</li> </ul>
<ul style="list-style-type: none"> <li>• Out of bounds</li> <li>• Poor behaviour during social time</li> </ul>	<ul style="list-style-type: none"> <li>• 30 minute intervention</li> <li>• Loss of social time/access to restaurant restricted</li> </ul>
<ul style="list-style-type: none"> <li>• No PE kit</li> </ul>	<ul style="list-style-type: none"> <li>• 30 minute intervention</li> </ul>
<ul style="list-style-type: none"> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• 30 minute intervention (less than 30 minutes truancy)</li> <li>• 60 minute intervention (more than 30 minutes truancy - Eg: missing a lesson)</li> <li>• Redwood for more than 60 minutes truancy OR 2 days Redwood inclusion (for leaving site without permission)</li> </ul>
<ul style="list-style-type: none"> <li>• Mobile phone (inc airpods/smart watches)</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscation (parent/carer to collect)</li> <li>• 30 minute intervention</li> </ul>
<ul style="list-style-type: none"> <li>• Defiance/rudeness/verbal abuse</li> <li>• Theft/Vandalism</li> <li>• E-safety/misuse of technology</li> <li>• Persistent disruption/defiance</li> </ul>	<p><b>Reviewed on the day/dependent on severity/incident</b></p> <ul style="list-style-type: none"> <li>• 30 minute intervention (minimum)</li> <li>• 60 minute intervention</li> <li>• Redwood inclusion</li> <li>• Fixed term suspension (<i>swearing directly at a member of staff will result in a fixed-term suspension</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Bullying/discrimination</li> <li>• Sexual misconduct</li> <li>• Prohibited items (inc use or threat of/drugs/alcohol)</li> <li>• Bringing the Academy into disrepute</li> <li>• Persistent disruption/defiance (More than 10 negative logs)</li> </ul>	<p><b>Reviewed on the day/dependent on severity/incident</b></p> <ul style="list-style-type: none"> <li>• 60 minute intervention</li> <li>• Redwood inclusion</li> <li>• Fixed term suspension</li> <li>• Permanent exclusion (Bringing prohibited items such as drugs, drug paraphernalia, alcohol or weapons of any kind will result in a permanent exclusion. Also physically assaulting a member of staff will result in a permanent exclusion.)</li> <li>• Redwood or Fixed term suspension</li> </ul>

Failure to attend Redwood inclusion room, refusal to hand over mobile phone for Redwood, being removed or disruption whilst in Redwood inclusion room will result in a fixed-term suspension. Students will also be expected to re-sit this on their return. Students who accumulate several logs for the same issue/events will face escalating sanctions such as Redwood or a fixed term suspension.

This list is not exhaustive and the Academy has the final decision with any interventions agreed by the Principal/Vice-Principals.



Lined writing area for text entry.

Signed:		Date:	
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# Investigation Summary Sheet

Collate and review all evidence regarding the incident. Populate this document.

<b>Name of person investigating:</b>	
<b>Location of incident:</b>	
<b>Incident details (time/date):</b>	
<b>Involved:</b>	

## Summary of events/incident:

--

## State evidence provided (ensure this is attached):

--

## Appendix 6: Pupil Support Plan (PSP)



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# Pupil Support Plan

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<b>Student Name:</b>	
<b>Year/Tutor:</b>	
<b>Date:</b>	
<b>Set up by:</b>	

<b>FSM</b>		<b>PPG</b>		<b>CiC</b>		<b>SEND</b>	
------------	--	------------	--	------------	--	-------------	--

<b>Reason(s) for PSP being initiated: (If student is on a MM include targets here)</b>	<b>Support/interventions that have already taken place:</b>

<b>Support or interventions to be put in place:</b>

<b>Student views:</b>	<b>Parent/Carer views:</b>

--	--

<b>Signed (Academy):</b>	
<b>Signed (Student):</b>	
<b>Signed (Parent):</b>	

<b>REVIEW</b>	
<b>Date:</b>	<b>Who:</b>
<b>Key discussion points:</b>	<b>Follow up or additional support:</b>



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# FTS Reintegration

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<b>Student Name:</b>		<b>Year/Tutor:</b>	
<b>Date:</b>		<b>Days FTS:</b>	
<b>SLT member:</b>			

<b>FSM</b>		<b>PPG</b>		<b>CiC</b>		<b>SEND</b>	
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<b>Reasons for FTS:</b>	<b>Academy concerns:</b>

<b>Support or interventions to be put in place:</b>

<b>Student views:</b>	<b>Parent/Carer views:</b>

<b>Signed (Academy):</b>	
<b>Signed (Student):</b>	
<b>Signed (Parent):</b>	