



Behaviour and Rewards

(Uniform, Searching Students, Anti-Bullying & Attendance)

Policy

Policy into Practice

Policy into Practice

All practitioners should read this Policy into Practice in conjunction with the Behaviour & Rewards Policy.

All procedures in this policy pertain to the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

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PART ONE: BEHAVIOUR & REWARDS

1.0 Our mantra is: SAFE – READY – RESPECT. In order to maintain a consistent approach to effectively managing behaviours.

1.1 Roles in Behaviour & Attitudes

Who	Role
Achievement Leader	Work in partnership with students, parents/carers, staff and other stakeholders to have a strategic overview of the learning and achievement across the year group and the barriers which prevent progress happening. Monitor and intervene with students reaching Stage 4 (Red).
All staff	Work in partnership with students, parents/carers and other staff to deliver well-planned learning which takes account of the individual needs of students enabling them to learn and make exceptional progress. Apply this policy consistently ensuring regular praise and achievements are interlinked with learning and attitudes to learning are managed effectively in the classroom and around the Academy so the climate for learning is consistently good or better: <ul style="list-style-type: none"> • Be Specific: give constructive feedback to students • Be Sincere: no empty praise and don't praise undeserved success • Praise the process more than the person: strategies used, decisions made, work accomplished • Helping our children achieve success: reward effort – not perfection, reward risk and progress, applaud persistence, break tasks down into small steps, acknowledge 'learning' rather than 'work,' honour time invested.
Head of Learning Support	Work in partnership with students, parents/carers, staff and other stakeholders to have a strategic overview of all students with Special Educational Needs which may provide barriers to learning and apply effective intervention to ensure attitude to learning issues are addressed.
Head of Subject	Set the tone for a positive climate for learning in the Directorate by: Supporting Learning Leaders and classroom staff and work in partnership with students, parents/carers in the application of this policy ensuring that learning is not disrupted. Sharing good practice, analyse trends of attitude and climate for learning data in the Directorate and apply effective intervention to ensure issues are addressed.
Learning Leader	Support the Learning Director in setting the tone for a positive climate for learning in the Directorate by:

	Support classroom staff and work in partnership with students, parents/carers in the application of this policy ensuring that learning is not disrupted. Sharing good practice, analyse trends of climate and attitude to learning data in the subject area and apply effective intervention to ensure any issues are addressed.
Parent/Carer	Work in partnership with the Academy by ensuring students attend on all occasions except when medically unfit or in exceptional circumstances. Ensure the student is fully dressed and prepared to learn. Provide a space and opportunity for children to do homework. Support this policy, including attending meetings to discuss attitude to learning issues and the sanctions given to students. Monitor their child's behaviour using Class Charts.
Progress Tutor	Work in partnership with students, parents/carers and other staff to monitor attitude to learning data for students in the Tutor Group and apply effective intervention to ensure any issues are addressed. Monitor and intervene with students reaching Stage 1 (initial concerns).
SLT	Work in partnership with all staff, students, parents/carers and other relevant stakeholders in the monitoring, implementation and evaluation of this policy ensuring everyone plays their part in the process. Monitor and intervene with students reaching Stage 5 (Blue - PSP), operated the SIR process, FTEs, engagement with Alternative Provision and North Durham Behaviour Partnership.
Student	Work in partnership with the Academy by attending the Academy every day, on time fully dressed (including jewellery and appearance) and equipped to learn. Complete all classwork and homework to the best possible standard and hand in all homework on-time. Show respect to all staff and always follow the Code of Conduct. Monitor their own behaviour using Class Charts.
Senior Pastoral Managers	Work in partnership with students, parents/carers and staff to ensure all attitude to learning, attendance, punctuality, and welfare issues are dealt with effectively. Support the Year Teams and staff and work in partnership with students and parents/carers in the application of this policy by dealing with emergencies which cannot be dealt with in the classroom. Support the operation of the Campus. Monitor and intervene with students reaching Stage 3 (Amber).
Year Manager	Work in partnership with students, parents/carers and staff to ensure all attitude to learning, attendance, punctuality, and welfare issues are dealt with effectively. Support staff and work in partnership with students and parents/carers in the application of this policy by dealing with emergencies which cannot be dealt with in the classroom. Carry out investigations of serious behaviour incidents and ensure the effective sanction is applied. Monitor and intervene with students reaching Stage 2 (Green).

1.2 Rewarding Good Behaviour

At the Academy we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students. This can be achieved in a variety of ways, which includes:

- Individual praise e.g. in private; in assembly; in class
- The awarding of positive attitude to learning scores
- Specific acknowledgement in Academy media sources such as newsletters, website and student views etc.
- Awarding of prizes
- Presentation of Achievement Certificates

- Classroom teacher commendation to the Director of School using the Golden Ticket

1.3 Merits

Merit marks may be awarded when a member of staff feels a student has for example:

- made great progress in a lesson or assessment
- shown considerable effort in a lesson
- used her/his initiative
- been supportive to other students
- been helpful to staff
- taken part in extra-curricular activity

When a merit mark is awarded, the student sticks it in their planner. The teacher should log this merit on ClassCharts and the student will be automatically allocated a predetermined amount of achievement points. There is no limit to the number of merit marks students can receive in one subject.

1.4 Good News Text Messages

Good News Text Messages can be awarded by staff who feel a student has for example:

- made outstanding progress in a lesson
- produced a single piece of outstanding work
- shown consistently high levels of effort over a series of lesson
- made a great contribution to Academy life

When a Good News Text Message is issued on ClassCharts the student will be automatically allocated a predetermined amount of achievement points and the text will be generated at the end of each week by The Bridge Manager.

1.5 Good News Postcards

These handwritten postcards will be issued to all teachers and can be posted out to parents via the Student Reception. Staff need to write the personal message and the name of the student; the communications teams will fill in the address and organise for the postcard to be sent.

Examples of how students could gain Good News Postcards

- Consistently making outstanding oral contributions to lessons
- Consistently producing exceptional pieces of work of any kind
- Consistently treating people with respect
- Consistently caring for the Academy environment
- Consistently demonstrating initiative
- Consistently taking part in out of hours learning
- Representing the Academy at a level beyond the ordinary

When a Good News Postcard is issued on ClassCharts the student will be automatically allocated a predetermined amount of achievement points.

1.6 Director's Golden Ticket

Any member of staff can use the Director's Golden Ticket for a student or class who produce an exceptional piece of work. Staff should send their Golden Ticket with a student to the Main Reception. The Director of School or a designated replacement will then personally observe the student's work and give praise accordingly.

When a Director of School's Golden Ticket is issued on ClassCharts the student will be automatically allocated a predetermined amount of achievements points.

1.7 Academy Life Awards

These awards are determined by the Achievement Leader, Year Manager and Progress Tutor and are given every week during assemblies to reward students who have made a positive impact to Academy life either within the Academy or in the wider Academy community. These weekly assembly rewards are:

Achievement Leader Award for Outstanding Attitude to Learning
Progress Tutor Award
Year Manger Award for Contribution to Academy Life

1.8 Progress Tutor Group Achievement Competition

When a student receives any of the aforementioned rewards and they are logged in ClassCharts, they each carry a pre-established number of achievement points that are accredited to the students. As well as contributing to individual rewards, which are established by the Achievement Leader and Year Manager, they also contribute to a cumulative score for their Progress Tutor Group. At the end of each half term, the tutor group who have accumulated the most points will be given a collective reward from their Achievement Leader.

1.9 Individual Attendance Awards

Bronze badge: 100% attendance during any term.
Silver badge: 100% attendance for two consecutive terms
Gold badge: 100% attendance for three consecutive terms

1.10 Progress Tutor Group Attendance Awards

From the second half of the Autumn Term, should any Progress Tutor Group achieve 100% attendance, they will be provided with a 'special reward' by their Achievement Leader and Year Manager during the following week.

2.0 Unsatisfactory Behaviour

Whilst actively encouraging and rewarding good behaviour Consett Academy's Behaviour & Rewards Policy makes clear that unsatisfactory behaviour will not be

ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of conduct and do not meet the Academy's Standards.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate, but will also inform efforts to identify any underlying cause for the behaviour and to work with the student, supporting them to improve their behaviour in future.

2.1 Recording Unsatisfactory Behaviour

It is important that staff familiarise themselves with ClassCharts for recording unsatisfactory behaviour.

2.1.1 Behaviour Management Log (ClassCharts)

Repeated poor behaviour or a change in pattern of behaviour giving rise to concern should be recorded on ClassCharts (in addition to lesson scores).

Progress Tutors, along with the pastoral team and middle leaders from directorates will frequently check the entries in the log. If a student is displaying inappropriate behaviour or having difficulties throughout the curriculum on a consistent basis, the pastoral team will support directorates in taking action in line with this policy. Students and parents/carers will be given login details so they can track the positive and negative behaviours of their children.

2.1.2 The Student Planner

The Student Planner (Year 7 and optional for Y8-13) may be used to inform parents/carers of unsatisfactory behaviour. Staff may write comments in the planner. Parents/carers, when signing the planner should see this and they might choose to record a response in the same section. In addition, parents may also monitor their child's behaviour through our VLE and/or ClassCharts.

3.0 The Use of Sanctions

Where a student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence. The principles of sanctions should ensure: that they are proportionate, restorative, neither humiliating nor degrading and so that students are clear why they are being punished and how.

A range of sanctions exists, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. These include:

- Moving a student's position in class
- Loss of break/lunchtime
- Withdrawal of other privileges – i.e. representing the Academy
- Detention (break/lunch/after school)
- Informing parents by letter, phone call or inviting to a meeting
- Referral to the Head of Directorate/Learning Leader/Achievement Leader
- Being placed on report

- Isolating students by removing them from class for a time (only with approval of Head of Directorate/Achievement Leader)
- Internal exclusion (only as agreed by the Assistant Director – Engagement & Attitudes)
- Exclusion (see exclusion policy - procedure)

3.1 Directorate Management of Behaviour

Head of Directorates/Learning Leaders are responsible for managing behaviour in their subject areas and should have procedures in place to ensure that students are adequately rewarded and/or sanctioned for their behaviours and staff are supported. In addition, it is expected that each directorate implement their own 'on call' system to support their colleagues in managing behaviour, whilst trying to keep all students engaged on their learning. However, when this is not possible, arrangements should be made where students can be relocated to another area within the directorate. The student should be sent, with the red card, and accompanied by a CSW or another responsible student to the other member of staff. This should only be done if the whereabouts of the other member of staff is known.

3.2 After School Detention – 30 minutes

When all other strategies to manage behaviour have been exhausted, a staff member may choose to set an after school detention for 30 minutes for unsatisfactory work, behaviour, homework or lateness to lessons. It is the student's responsibility to ensure that his/her parents are made aware of the detention date and time. However, as after school detentions are issued on ClassCharts the parents/carers will be notified via text and an alert via ClassCharts and given 24-hours notice so alternative transport arrangements can be made. The detention should also be recorded in the student's planner by the member of staff that issued it (where available).

At the end of each day, Period 6 staff members will escort any students who have an after school detention to the Atrium where they are picked and escorted to their detention by the staff member setting the detention.

3.3 Directorate Detention – 60 minutes

It is expected that Directorates hold detentions for unsatisfactory work, behaviour, homework, lateness to lessons or failure to attend a classroom staff member's after school detention. It is the student's responsibility to ensure that his/her parents are made aware of the detention date and time. However, as after school detentions are issued on ClassCharts the parents/carers will be notified via text and an alert via ClassCharts and given 24-hours notice so alternative transport arrangements can be made. The detention should also be recorded in the student's planner by the member of staff that issued it (where available).

At the end of each day, Period 6 staff members will escort any students who have an after school detention to the Atrium where they are picked and escorted to their detention by the staff member setting the detention.

If a student receives 3 or more detentions within a half term (in a particular subject), the Head of Directorate/Learning Leader **must** become involved, speaking to the student and making home contact.

If a student fails to attend the Directorate Detention then they will be placed in the Bridge for at least one day and must complete the missed 60 minute detention until 4.00pm.

3.3 Year Team Detention

Year Managers/Achievement Leaders/Senior Pastoral Managers may issue an after school detention for students who persistently fail to meet our basic expectations e.g. for uniform, equipment, punctuality or other reasons.

3.4 Academy Service

Students that have been found to be treating the Academy facilities disrespectfully will be expected to remedy this by assisting with the maintenance of the Academy environment through Academy Service that will take place during break/lunch.

3.5 The Bridge

Students may be moved to the Bridge if their behaviour warrants it. Heads of Directorates and Achievement Leaders may make a recommendation to the Assistant Director to internally exclude a student to the Bridge.

The default placement in The Bridge is a minimum of three days. Each placement must be completed to a satisfactory standard, i.e. work rate and focus of the student remains high and remorse is shown for their actions. If they 'fail' their placement they may be asked to re-do it.

Consett Academy plays an active role in the North Durham Behaviour Partnership with the other local secondary schools in the area. On occasion, it may be necessary to place a student in the Inclusion Room of one of these schools. It is the responsibility of the parent/carer to ensure the student attends.

3.6 Serious Incident Response (SIR)

Should a member of staff encounter a serious disciplinary problem, a safeguarding concern or a medical emergency, additional support via an SIR may be utilised. SLT are SIR.

When judging whether a disciplinary problem should be deemed a SIR, regard to the following definition should be considered

A **serious incident** is one in which a student is behaving in a way which makes it **impossible** for the teacher to continue with the lesson or which poses a threat to the safety of the students or the teacher. **All Directorate support has been exhausted** and the situation remains unresolved.

3.7 Fixed term exclusion (FTE)

Depending on the nature of the behaviour incident, a student may receive a FTE. Following an appropriate investigation, if a student is found to have committed a breach of Academy rules which the Executive Principal deems appropriate to warrant a FTE, parents/carers must be informed on the day of the incident and a letter sent to the parent/carer within 24 hours. It should be noted that teachers have the power to discipline students for misbehaving outside of school and the behaviour of a student outside of school can be considered grounds for an exclusion.

On the return from a FTE, parents/carers must attend a re-integration meeting where the students' behaviour is discussed and the appropriate actions agreed.

3.8 Permanent exclusion (PEX)

Serious breaches of Academy rules **and** circumstances where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the Academy, may result in a permanent exclusion. In cases of this nature, a suitable amount of time will be given to fully investigate the breach (es) and to allow the Executive Principal to carefully consider their decision based on this. If, following an investigation, a student is found to have committed a breach to Academy rules which warrants a permanent exclusion, parents/carers must be verbally informed on the day of the incident with a letter sent to the parent/carer within 24 hours. In cases where additional evidence comes to light a permanent exclusion may be decided as the most appropriate course of action following a FTE. In these cases, the parent of the child must be contacted in writing informing them of the PE within 24 hours of this evidence coming to light.

4.0 General guidance for staff on the administration of positives and negatives via Class Charts – to be displayed around the Campus

Positives

- ✓ Verbal praise
- ✓ Merit issued via class charts e.g. merit for moving on
- ✓ Positive text message via Class Charts/postcard home
- ✓ Directors Golden Ticket via Class Charts for exceptional learning and progress

Negatives

- ✗ Verbal reminder about expectations
- ✗ Negative issued via Class Charts
- ✗ Further negatives issued via Class Charts if problem persists (2/3 negatives and break/lunch detention)
- ✗ If the student reaches 4 negatives then issue DOC and half an hour AFSD

Truantiing from lesson for any student who you are expecting to be with you

SIR for serious breaches of the Behaviour & Rewards Policy only

Guidance for staff:

- iPad or similar device with the Class Charts app
- Be mobile, reward and sanction as you go around
- De-escalate rather than create conflict, always have an escape plan if you are heading into a corner
- Avoid public announcements about negative behaviour, they just add fuel to the fire. Be subtle, talking quietly takes the stings out of a situation
- Relationships are the key-use things like the birthdays list and student profile sheets to get to know what students are interested in

5.0 Class Charts

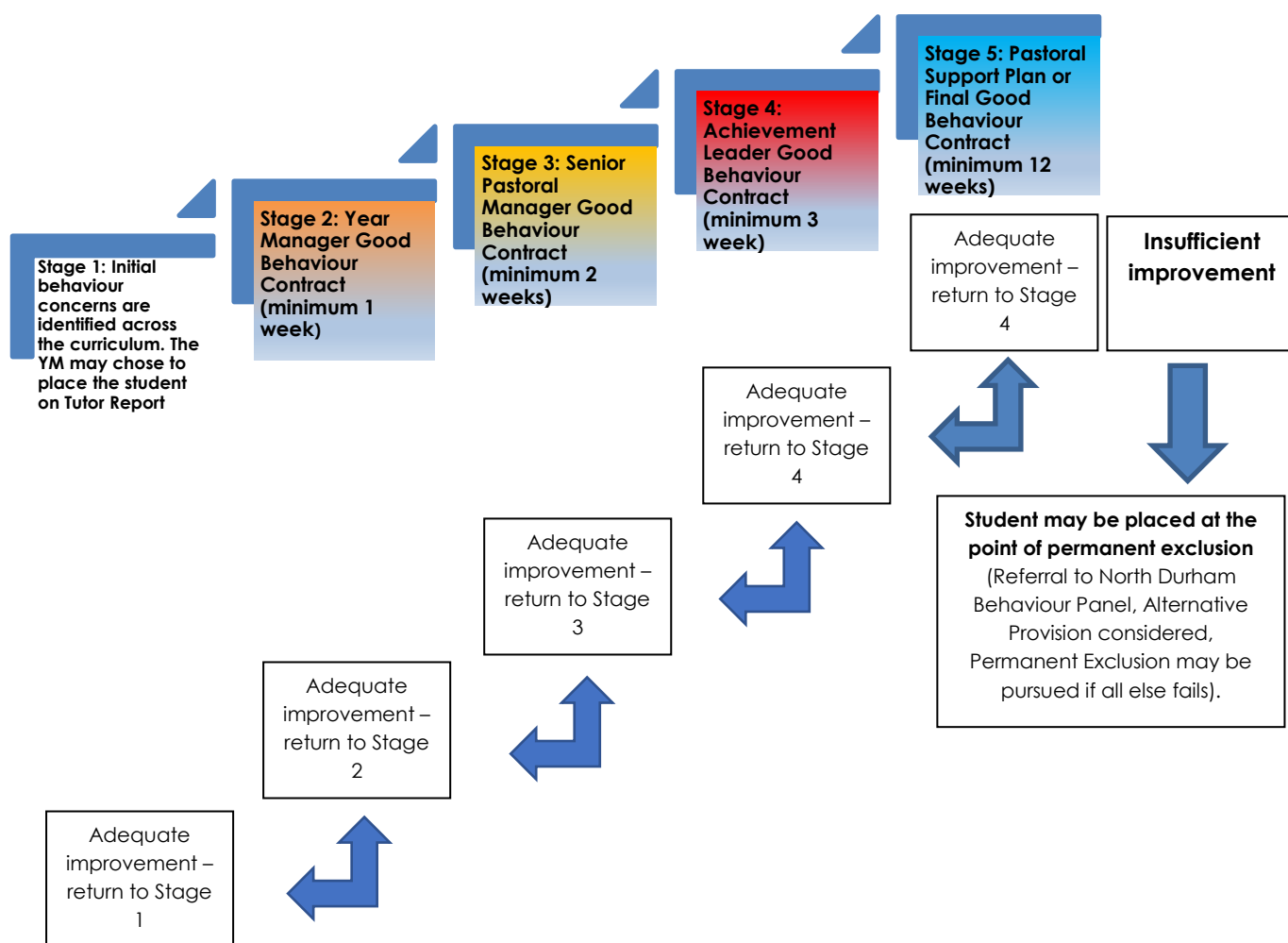
The Academy uses the Class Charts service to monitor, manage and intervene to modify behaviour and attitudes.

Parents/carers can access their own child's Class Charts account so they can track live behaviours and keep fully informed of their child's progress.

Similarly, students can access their own Class Charts account so they can track their own behaviours and take more responsibility for managing it effectively.

6.0 Behaviour support procedure

Whilst the Academy expects students to behave in way that supports their own learning and does not disrupt the learning of others, it is important that students are supported and given sufficient opportunities to modify their behaviours where necessary. The diagram below presents the 5 levels of the Academy's behaviour support system:



Additional Information

This behaviour support procedure is intended to illustrate the general levels of this process. There will be a series of additional actions implemented at each level in line with the rewards, sanctions and interventions outlined within this Policy into Practice. The Academy reserves the right to operate outside of this procedure where it is deemed appropriate to do so.

N.B – When a student moves down the behaviour support system, it is at the discretion of the Achievement Leader the time students spend at the assigned level.

7.0 Good Behaviour Contracts

Stage 1: Initial Progress Tutor monitoring

- Monitoring via a paper/electronic report
- Progress Tutor/YM contacts home to inform

Stage 2: Year Manager Good Behaviour Contract

- Green Contract in Provision Maps
- YM contacts home and discusses concerns over the phone and ensures parent/carer can access Class Charts to monitor
- Clear warning about improving behaviour but offer support
- Signpost Behaviour & Rewards Policy on website
- Offer to send CC Behaviour Report home each week if can't access CC
- Send/email copy of the Contract to parent and electronic copy placed in SIMS Linked Documents

Stage 3: Senior Pastoral Manager Good Behaviour Contract

- Amber Contract in Provision Maps
- YM contacts home to invite parents/carer in for a meeting
- Clear warning about improving behaviour and offer any additional support
- Signpost Behaviour & Rewards Policy on website
- Ensure parent/carer can access Class Charts to monitor
- Offer to send CC Behaviour Report home each week if can't access CC
- Signed copy of the Contract taken home by parent/carer and electronic copy placed in SIMS Linked Documents

Stage 4: Achievement Leader Good Behaviour Contract

- Red Contract in Provision Maps
- AL contacts home to invite parent/carer in for a meeting
- Clear warning that if there is no significant sustained improvement in behaviour and/or attitudes then the student is at serious risk of Permanent Exclusion and offer additional support
- Explain what happens at the point of Permanent Exclusion (Managed Move, Woodlands etc)
- Signpost to information on the website
- Ensure parent/carer can access Class Charts to monitor
- Offer to send CC Behaviour Report home each week if can't access CC
- Signed copy of the Contract taken home by parent/carer and electronic copy placed in SIMS Linked Documents

Stage 5: Pastoral Support Plan (sustained pattern of negative behaviour) **Final Good Behaviour Contract** (one off serious breach of the Behaviour & Rewards Policy)

- Blue Contract in Provision Maps
- AL contacts home to invite parent/carer in for a meeting
- Clear warning that if there is no significant sustained improvement in behaviour and/or attitudes then the student is at serious risk of Permanent Exclusion and offer additional support
- Remind what happens at the point of Permanent Exclusion (Managed Move, Woodlands etc)
- Signpost to information on the website
- Ensure parent/carer can access Class Charts to monitor

- Offer to send CC Behaviour Report home each week if can't access CC
- Signed copy of the Contract taken home by parent/carer and electronic copy placed in SIMS Linked Documents

8.0 Interventions to support students and modify negative behaviours

STRATEGY/INTERVENTION
<p>Learning Leader/Head of Directorate Report:</p> <ul style="list-style-type: none"> • Trigger: persistent low-level disruptive behaviour in subject • Period: minimum 1 week • Discuss with YM if no improvement
<p>SEN/Expectations Report:</p> <ul style="list-style-type: none"> • Trigger: repeated failure to meet basic expectations OR as part of assessment for SEN needs
<p>Stage 1: Tutor Report:</p> <ul style="list-style-type: none"> • Trigger: early indications of concerns about behaviour, equipment, punctuality to lessons • Period: minimum 1 week • Discuss with YM if no improvement
<p>Stage 2: Year Manager GREEN Good Behaviour Contract:</p> <ul style="list-style-type: none"> • Trigger: 6 after school detentions in a week • Period: minimum 1 week • Discuss with AL if need to progress to Stage 3 (Amber)
<p>Stage 3: AMBER Senior Pastoral Manager Good Behaviour Contract:</p> <ul style="list-style-type: none"> • Trigger: Failed GREEN YM Good Behaviour Contract & support • Period: minimum 2 week • Discuss with Achievement Leader if need to progress to Stage 4 (Red) • Consistent improvement back down to Stage 2 (Green)
<p>Stage 4: RED Achievement Leader Good Behaviour Contract:</p> <ul style="list-style-type: none"> • Trigger: failed Stage 2 (Green) and Stage 3 (Amber) • Serious breach of behaviour policy • Period: minimum 3 weeks • Discuss with Assistant Director if need to progress to PSP • Consistent improvement back down to Stage 3 (Amber)
<p>PASTORAL SUPPORT PLAN (PSP):</p> <ul style="list-style-type: none"> • Trigger: failed Stage 2 (Green), Stage 3 (Amber) and Stage 4 (Red) • Serious persistent disruptive/defiant/dangerous behaviour • Received at least 3 fixed term exclusions • At serious risk of permanent exclusion • Period: minimum 12 weeks, maximum 16 weeks • Consistent improvement back down to Stage 4 (Red)
Rewards/praise
Discussions/warnings
Detentions – break, lunch, after school
Directorate On-Call
Learning Leader/Head of Directorate contact with home (phone, meetings)
Directorate temporary isolation in another class
Principal's Detention
Tutor monitoring and support
Year Manager Behaviour Counselling
Year Manager contact with home (text, phone, meetings)
Time out card/place of refuge + reflective log
Individual behaviour strategies - agreed in partnership with student and shared with key staff
Bridge Placements

Bridge Manager Counselling
Bridge Manager Monitoring
Modified Timetable i.e. changing tutor/teaching groups
Referral to Academy Counsellor
Referral to Academy Nurse
Referral to One Point Service/Early Help Assessment
Referral to Learning Support for 1:1/small group intervention – state intervention
Achievement Leader counselling and support
Achievement Leader contact with home (text, phone, meetings)
Achievement Leader Team Around the Child/Class meeting to share good practice and consistent approach
Learning Passport – done in partnership with student and shared with key staff
Referral to Educational Psychologist – discussed with SENCO and parent/carer
Referral to CAMHS – discussed with SENCO and parent/carer
Consideration for EHCP for SEMH or other need
Referral to EWEL Team – discussed with SENCO and parent/carer
Referral to other external agency – state agency
SEND Support
Looked After Support (if applicable)
Disadvantaged support (if applicable)
Placement in off-site Inclusion Units (NDA, St Bede's, Tanfield)
Fixed Term Exclusions
Presented for discussion with Assistant Director Support
SLT mentoring and support
SIR call outs
Bespoke Timetable (unique to student) discussed with parent/carer
Referral to The Bridge (Woodlands PRU) in school support discussed with parent/carer
Referral to Education Plus
Referral to appear before Governor Disciplinary Panel
Consideration given to providing external Alternative Curriculum i.e. YMCA – discussion with parent/carer
Referral to North Durham Inclusion Panel for a Managed Move/long-term placement for end of Y10/Y11 students
Referral for PERMANENT EXCLUSION
Other (please state)

9.0 Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the Academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. The Director of School and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

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. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes confiscated in the Academy will be destroyed. (Please see PART THREE: SEARCHING STUDENTS in this Policy into Practice)

10.0 Use of reasonable force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself); or
- Prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise.

The Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy has the authority to use force when reasonable, and this extends to any other person whom the Director of School has given the responsibility to be in charge or in control of the students.

11.0 False allegations against members of staff

Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line with the Academy Safeguarding Policy.

The Academy will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the student and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the Academy.

Students who are found to have made malicious accusations against members of staff may face the minimum sanction of a five day fixed term exclusion, which subject to the allegation and the time taken to investigate, may be increased at the discretion of the Director of School in line with the procedures outlined in section 3.0.6 and 3.0.7.

Students should:

- **Arrive** to the Academy and for all lessons **on time**
- **Switch off** all electronic **devices** during lessons and keep them **out of sight** at all times unless in the sixth form area
- **Eat** and **drink** in the **right place** and at the **right time**
- **Follow** staff instructions, **first time, every time**
- Be **polite** and **respect** others
- Be **quiet** and **listen** when a member of staff is talking
- **Walk sensibly** and **quietly** on the **left** hand side of the corridors and stairs when **moving** around the **building**

PART TWO: UNIFORM

The wearing of uniform plays a valuable role in contributing to the ethos of the Academy and in setting the tone for our work with students. We aim to ensure that our uniform policy is fair and reasonable and that our uniform is affordable and sustainable. We do not wish our uniform to act as a barrier to parents when choosing the Academy as the most suitable educational provider for their children.

At Consett Academy our aim is to have a uniform that will:

- instil student and community pride in the Academy
- support positive behaviour and discipline
- encourage identity with, and support for, the Academy ethos
- ensure students of all races and backgrounds feel welcome, developing a sense of belonging
- support effective teaching and learning
- protect young people from external pressure to wear clothing they would not otherwise choose to adopt, protecting them from harassment, and from having to adopt dress codes associated with extreme or anti-social elements in the wider community
- promote a strong, cohesive, Academy identity that supports high standards and a sense of identity among students: if some children look very different to their peers, this can inhibit integration, equality and cohesion
- promote harmony between different groups represented in the Academy.

Our rationale and policy for the Academy uniform is clear and is publicised on the Academy website, in Academy expectations, and in our Academy prospectus.

Expectations about the wearing of Academy uniform are included in the home/Academy agreement. Students and parents/carers will receive information that makes them aware of Academy expectations in relation to uniform before they are required to express a preference for the Academy as their preferred school.

Consett Academy Uniform

For all Year groups:

- Grey Business Jacket with embroidered Academy logo (separate male & female)
- Tie: Years 7 to 10 – Blue and grey striped clip on tie. Year 11 – Grey and blue striped tie
- White Shirt
- Black loose fitting, formal Trousers or Skirt (knee length which can be straight or pleated)
- Black Shoes (not trainer-style shoes, boots or plimsolls. Wellington boots may be worn in snow but the aforementioned must be brought and worn once students are in school)
- Plain black belt, no more than 3cm wide, if required.
- Optional item: Academy black jumper with blue strip – no alternative is acceptable.
- Plain black or navy head scarf as appropriate, no jewellery within the head scarf
- School bag as appropriate to carry all equipment needed for the day.

Sports kit:

- Navy and sky blue Academy sports tops (indoor and outdoor)
- Navy shorts
- Navy tracksuit bottoms
- Navy blue sports socks
- Football boots or training shoes

Additional items that can be purchased:

- Rain jacket with Academy logo

All items of clothing including P.E. kit should be marked with the student's name. Money or other valuables should never be left in bags or coats, but should be carried in the pocket or a purse. Students should not bring large sums of money or valuable items like mobile 'phones and MP3 players to school. If there is no alternative they should hand them to a member of staff for safe keeping.

Personal Appearance:

We are always conscious of health and safety risks both to the owner and others in the wearing of jewellery. Therefore the **only** jewellery allowed is a wrist watch.

Piercings, facial or bodily, are not allowed due to Health and Safety considerations.

In the Academy's programme of Personal and Social Education we ask students to consider their appearance and the impression it makes on others. This is particularly important when on interview or representing the Academy for instance.

Make-up, if worn at all, should be discreetly used and **not be excessive**. Nail varnish and nail decoration is not allowed.

Hair styles should be practical, clean and suitable for a working environment. In this academy, hairstyles representing various cults e.g. punk, mohican, hair shaved in bands, stripes, initials or dyed in unnatural colours are unacceptable. Eyebrows shaved in stripes are also unacceptable.

Individual Needs

There is scope within the policy to consider requests to vary the uniform policy in the following circumstances:

- to meet the needs of any individual student to accommodate their religion or belief
- to meet the needs of an individual student because of temporary or permanent medical conditions.

Breach of uniform rules

All students will wear the Academy uniform everyday as expected. All staff will be responsible for ensuring high standards of uniform are maintained. Failure to comply with the Academy's uniform policy is likely to result in internal isolation or, after contacting their parent/guardian, the student will be asked to go home and change. The latter does not count as exclusion. Repetition of non-compliance with the uniform policy will be seen as a serious breach of the behaviour policy. The Director of School

will determine if an item of clothing, jewellery, shoes or a hairstyle/colour etc. complies with Academy policy.

PART THREE: SEARCHING STUDENTS

Our Screening and Searching Students Policy into Practice aims to ensure there are clear boundaries and appropriate sanctions to both make Consett Academy a fair and safe place where students are happy and can achieve. This policy has been written in accordance with the Academy values of **Inclusion, Progression** and **Excellence** and is underpinned by our commitment to respect, fairness and social inclusion.

Searching Students

Regardless of whether the student gives consent or not, it will be the Academy's policy that only colleagues designated by the Principal will carry out searches. These designated Academy colleagues have the power to search students if there is reasonable suspicion of the possession of banned, illegal or offensive items (see below). Legislation allows designated staff to search students even if the student does not give consent, if the response is based on reasonable suspicion and is proportionate. Whereas there is no need to gain parental consent in advance to carry out a search without a student's consent, the Academy will endeavour to inform the parent / carer in advance, although when this is not possible we still maintain the right to search without informing the parent. If appropriate the Academy will call on the Police to carry out a search if a student has not given consent.

Searches are based on the Academy having 'reasonable suspicion' that the student has prohibited items.

'Reasonable suspicion' would be:

- if an item has been seen by staff
- if something, not necessarily identifiable, has been seen by staff
- a student is seen by staff behaving suspiciously
- a report has been made by 'reliable' students
- rumours in context are felt likely to be accurate

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - to commit an offence,
 - to cause personal injury to, or damage to the property of, any person (including the student)

- The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Procedures for Search:

A search can be conducted only by a designated member of staff. Where consent is not given every reasonable effort should be made to contact the Principal. If this is not possible the Head of Campus or Vice Principal must be consulted.

The searcher must be of the same gender as the student and in the presence of another adult as a witness. Whether the witness should also be of the same gender as the student would depend on the nature of the search.

- A search must be limited in extent to:
 - i) The removal of and search of outer clothing only i.e. any clothing worn otherwise than wholly next to the skin or immediately over underwear. This generally means that coats, shoes, blazers, etc can be searched. Students can be asked to remove items from their pockets, but trousers, shirts etc should not be removed. Students should never be 'frisked'.
 - ii) A student's possessions i.e. goods over which he has or appears to have control including bags and lockers.
- A search may be conducted on the school site or elsewhere when the student is under the lawful control of the school.
- Safety must be paramount and if the degree of danger/threat posed by a search is unacceptable to a member of staff, then the police should be called.

Confiscation and disposal:

The Principal has the power to direct designated staff in their right to confiscate a student's possession if the item in possession is in breach of an Academy rule (E & I Act 2006). In addition:

- Any item may be seized if it is in relation to an offence. Colleagues must hand over to the police any such item.
- Alcohol/cigarettes/items that are prohibited from school, but not illegal may be disposed of, as injurious to health.

Other items may be retained or disposed of thus:

- i) items of no value may be disposed of immediately
- ii) items of value, such as jewellery, mobile 'phones etc., will be stored safely until a responsible family adult or the student can come to retrieve it at a time convenient to both parties
- iii) items of a hazardous or unlawful nature may be given by the school to an external agency for disposal or further action as necessary and this will be confirmed in communication to parents/carers

Searching by the Police:

The Police may be present to carry out a search of a student(s) either through contact from the Academy or contact via another informant. In either case, the Head of Campus must be notified immediately who will liaise with the Police ensuring that parents/carers are contacted to inform them of the situation.

Screening Students

Whereas the law gives us the right to electronically screen any student currently the Academy does not use this right.

Informing parents/carers and dealing with complaints

Schools are not legally required to inform parents before a search takes place or to seek their consent and there is no legal requirement to make or keep a record of a search.

It will be Academy practice though to endeavour to inform parents before searches without student consent, and to inform them the same day of any search. Also it will be usual practice to record searches on the student's behaviour record on SIMs.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

PART FOUR: ANTI-BULLYING

Introduction

The Student Anti-Bullying Policy underpins all aspects of work and life at Consett Academy and should be read, fully understood and embraced by all staff, students, parents/carers and other stakeholders.

Vision

Consett Academy is a place of learning where all are expected to behave with honesty and treat others with sincerity. This Policy has been written in accordance with the Academy values of **Inclusion, Progression** and **Excellence** and is underpinned by our commitment to respect, fairness and social inclusion.

Students at Consett Academy have the right to enjoy their learning and leisure time free from intimidation. We will not tolerate any kind of bullying and students should support each other by reporting all bullying.

At Consett Academy we believe that bullying, whether between adult/child, child/child, and adult/adult, is an inappropriate action which can have a long-term effect on all concerned. We recognise that bullying can affect attendance and attainment, as well as motivation and general well-being.

Therefore, we aim to make Consett Academy a place where:

- Learning is paramount
- Individual concerns are taken seriously and dealt with appropriately
- A listening, telling and believing environment exists
- Students feel happy, keen and fulfilled
- Confrontation is minimised and mutual respect is encouraged
- We work in partnership with parents/carers
- Students want to work hard, take responsibility and play a full part in the life of the Academy

Rationale

At Consett Academy we passionately believe all young people can achieve if challenged to do so, that each has in them special qualities, talents and strengths which is our job to develop. We pride ourselves on the excellent conduct of our students. We believe they are fine young individuals and a credit to their generation and our community. At Consett Academy we believe that motivation and praise play a huge part in the learning process and negative attendance and punctuality can be avoided when the students are interested and engrossed in what they are doing.

What is bullying?

We consider bullying to be:

- Repetitive, wilful or persistent, although can occur on just one occasion
- Intentionally harmful, carried out by an individual or group
- An imbalance of power which leaves the victim feeling defenceless

- Bullying can take place between students, between students and adults/staff, or between adults/staff, and can be carried out by individuals or groups, face-to-face, indirectly or using a range of cyber-bullying methods.

Bullying can be harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying behaviour fits into one of two categories: emotionally or physically harmful behaviour. However, the **method** by which people bully may fall into one or more of the following:

- **Physical** – Kicking; hitting; pushing; taking/damaging belongings etc
- **Verbal** – Name calling; taunting; mocking; offensive comments etc
- **Emotional/Psychological** – Indirect gossiping; excluding people from groups; negative body language and spreading hurtful and untruthful rumours - "indirect" bullying
- **Cyber** – Use of technology; telephones/mobile phones (e.g. text messaging, phone calls, taking/sending photographs); computers (e.g. emails, social network sites, creating abusive websites)

People are bullied for a variety of reasons – and sometimes for no reason. Specific types, reasons or **motives** for bullying can include:

- Bullying related to race, religion or culture
- Bullying related to SEN and/or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation or perceived sexual orientation
- Bullying of young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying.

Anti-Bullying guidelines for staff

It is acknowledged that the responsibility for dealing with bullying is shared between students, parents/carers and Consett Academy. This will lead to the best outcomes. All staff must be aware of their responsibility to listen and to take seriously any allegation of bullying and fully investigate all incidents reported to them.

Your responsibility is to:

- PROVIDE an environment where students feel safe and secure, enforcing the Academy Policy on Mobile Electronic Devices
- ACT as a role model for anti-bullying
- Emphasise through your teaching, everyone's right to attend Consett Academy free from fear and intimidation
- ENCOURAGE a positive attitude towards reporting incidents
- LISTEN to both the alleged victim(s) and perpetrator(s). They should be listened to, taken seriously and informed of what will happen, and also referred to their appropriate Year Manager
- RESPOND positively to what you have been told
- ADVISE students on strategies to "keep safe"
- OFFER support to both the victim and the bully

- INFORM the appropriate Achievement Leader
- RECORD incidents, interventions and outcomes on student records using SIMS
- ADOPT a no blame approach
- CONTACT parents/carers to advise them about the action to take when their child is being bullied/a bully and informed about the outcome of an investigation. **We aim to do this within 48 hours.**
- REFER to the Anti-bullying Counsellor
- ISSUE the appropriate sanction for persistent/severe bullying
- MAKE a Safeguarding referral, when necessary, to support victims of bullying

Monitoring and Evaluation

- Each Year Manager is responsible for following through each incident in the Year Group. Where necessary, the Year Manager will liaise with the Achievement Leader and other relevant staff (Head of Learning Support, Attendance and Family Liaison Officer etc.). Where students have been 'repeat offenders' regarding the use of homophobic or transphobic language then counselling of them will take place.

The Assistant Principal (with responsibility for Anti bullying) will monitor and evaluate incidents of bullying through close liaison with Year Managers and Achievement Leaders.

The Academy Council will also participate in this by providing student feedback.

Anti-bullying advice to students

- TELL someone you can trust, a friend, a member of staff you can talk to a peer mentor. A PROBLEM BECOMES SMALLER IF IT IS SHARED
- WALK away if you can. It's hard to bully someone who walks away from a situation. WALKING AWAY IS A SIGN OF STRENGTH
- STAY with a group of friends. TRY NOT TO BE ON YOUR OWN AT THE TIMES YOU DON'T FEEL SAFE
- KNOW and AVOID the 'danger' areas
- It often helps to KEEP a record of what is happening and when (Consett Academy can give you a special diary to help you keep this record)
- DON'T be embarrassed to ask for help. WE ALL NEED IT SOMETIMES
- TRY to support anyone you know who is being bullied
- ASK your parents, carer, a friend, a brother or sister, to speak to someone at Consett Academy

REMEMBER – IT IS NOT YOUR FAULT

Anti-bullying advice to Parents / Carers

- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say – and believe it
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important

- If you believe your child is being bullied, or is a bully, talk to other adults at home or at Consett Academy and explore the options. **DON'T STAY SILENT**
- If your child is a victim assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations if Consett Academy has agreed to sort it out. On-going problems take time to resolve
- **TRY** to be co-operative with Consett Academy and not be aggressive. Without a good working relationship between parents and the Academy the situation could deteriorate, which won't help you or them
- **ALWAYS** remember that children can't solve bullying on their own. They **NEED** the support of parents/carers and Consett Academy

Possible options for your child might be:

- Remaining in safe places within Consett Academy at break and lunchtime e.g. where staff are on duty
- Walking home with a group of friends
- Trying not to be on their own at times when they don't feel safe
- Joining support groups to help students being bullied and those who are bullies
- Getting support from Peer Supporters in Consett Academy

The main people to contact at Consett Academy are:

Your child's PROGRESS TUTOR, YEAR MANAGER or ACHIEVEMENT LEADER

Details of these can be found on the Academy Website.

PART FIVE: ATTENDANCE

Introduction

The Student Attendance and Punctuality Policy underpins all aspects of work and life at Consett Academy and should be read, fully understood and embraced by all staff, students, parents/carers and other stakeholders.

Vision

Consett Academy is a place of learning where all are expected to behave with honesty and treat others with sincerity. This Policy has been written in accordance with the Academy values of **Inclusion, Progression** and **Excellence** and is underpinned by our commitment to respect, fairness and social inclusion.

Our Student Attendance and Punctuality Policy aims to encourage students and parents/carers to work in partnership with the Academy to ensure attendance rates are higher than 96%. We recognise the vital role good attendance plays in a student's school life and academic achievement. We expect students to attend regularly and punctually in order to take advantage of the educational opportunities available to them. The continuity of regular attendance will enable a student to progress in a structured and progressive manner and so achieve their individual goals.

Therefore, we aim to make Consett Academy a place where:

- Learning is paramount
- Students feel happy, keen and fulfilled
- We work in partnership with parents/carers
- Students want to work hard, take responsibility and play a full part in the life of the Academy

Rationale

At Consett Academy we passionately believe all young people can achieve if challenged to do so, that each has in them special qualities, talents and strengths which is it our job to develop. We pride ourselves on the excellent attendance and punctuality of our students. We believe they are fine young individuals and a credit to their generation and our community. At Consett Academy we believe that motivation and praise play a huge part in the learning process and negative attendance and punctuality can be avoided when the students are interested and engrossed in what they are doing.

The legal framework

The Education Act 1996 states that:

The parent of every child of compulsory school age shall cause them to receive efficient full time education suitable:

- a) to their age, ability and aptitude, and
- b) to any special educational needs they may have,
- c) either by regular attendance at school or otherwise

Expectations

Consett Academy expects good attendance from all students; therefore, any actions outlined within this policy are underpinned by our stated attendance judgements, which are illustrated in the table below:

Attendance Thresholds	
98-100%	Excellent
96-97%	Good
95%	Satisfactory
90-94%	Requiring Improvement
Below 90%	Unacceptable

Attendance monitoring for students who are vulnerable or at risk

Vulnerability and risk includes; safeguarding, young carers, risk of criminality, youth offending, substance misuse, CSE, mental health, parental mental health, parental learning disability and those who are suspected to be missing from education. This list is not exhaustive.

The attendance of all students is closely monitored, including those who are identified as being vulnerable or at risk. In such cases, where attendance is identified as being of a concern, all causes for concern are recorded, reported and acted upon immediately by the Attendance Officer. This could lead to the involvement of other external agencies. In such instances, safeguarding and agency referral procedures are followed.

Students who are missing from education

The Local Authority procedure to safeguard children states that; the Attendance Officer should be responsible for contacting the designated officer at Durham County Council when it is suspected that a child is missing from education. In such circumstances, a child can be removed from roll only in strict accordance with section 8 of The Education (Pupil Registration) (England) Regulations 2006. This only applies to children who have moved from the area to an unknown location, and the school at which the child is currently registered has not been informed of a new address or a new school. It must not be used if an address or location is known. Evidence must be gathered to demonstrate that all reasonable efforts have been made to establish the whereabouts of the child and family.

Students attending off site provision

The Academy uses a range of off site providers for a small number of students. All of these providers are registered with the Department for Education and have appropriate safeguarding, welfare and attendance procedures in place. However, where students attend off site provision, either for extended periods or on a full time basis, the Attendance Officer will contact the providers on a daily basis to monitor the attendance of those students. Where any concerns arise, they will be acted upon in line with that outlined in section 7 of this policy.

Holiday Requests and requests for student leave of absence during term time

Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Principals may not grant any leave of absence during term time unless there are **exceptional circumstances**. The Principal will determine the number of school days a child can be away from school if the leave is granted.

Consett Academy views exceptional circumstances as being of unique and significant emotional or spiritual value to the child which outweighs the loss of teaching time for a short period.

Parents are requested to complete the leave of absence application form (appendix a) when requesting authorised absence during term time and state clearly the number of days of intended absence. Parents are advised not to make any commitments (e.g. booking transport) before the outcome of the Principal's decision is confirmed.

Roles and responsibilities

Who	Role
Achievement Leader	Work in partnership with students, parents/carers, staff and other stakeholders to have a strategic overview of the learning and achievement across the year group, ensuring barriers which prevent exceptional progress happening (behaviour, attendance, punctuality and welfare issues) are overcome and thus have a positive impact on attendance and punctuality. They will look to lead assemblies on the topics of punctuality and attendance each half term and reward tutor groups and individual students accordingly.
Attendance Improvement Officer	Work in partnership APC with students, parents/carers, staff and other stakeholders to identify, monitor, implement and evaluate effective interventions to improve student attendance and punctuality.
Governing Body	To ensure that the importance of attendance is made clear by promoting the relevant school policies and guidance directed at parents and staff. This will also include (at least) annual policy reviews to ensure that all provisions are in place that allow school staff, parents and students to implement the policy effectively. In addition, attendance will be regularly reviewed and discussed at governor's meetings in order to be fully aware and supportive of expected attendance targets for the year.
Head of Learning Support	Work in partnership with students, parents/carers, staff and other stakeholders to have a strategic overview of all students with Special Educational Needs ensuring all interventions are effective and thus have a positive impact on attendance and punctuality.
Progress Tutors	Work in partnership with students and parents/carers to monitor attendance and punctuality in the Tutor Group, praising students at every possible opportunity and thus have a positive impact on attendance and punctuality.
Parent/Carer	Work in partnership with the Academy by ensuring children attend on all occasions except when medically unfit or in exceptional circumstances. Provide the equipment needed to be successful in all lessons. Provide a space and opportunity for children to do homework.
Student	Work in partnership with the Academy by attending the Academy every day, on time and fully equipped. Follow Code of Conduct, classroom expectations, uniform and jewellery expectations and all reasonable requests from staff. You will not bully other students.
SLT	Work in partnership with all staff, students, parents/carers and other relevant stakeholders in the monitoring, implementation and evaluation of the Attendance and Punctuality Policy ensuring everyone plays their part in the process and thus have a positive impact on attendance and punctuality.
Year Manager	Work in partnership with AO, APC, students, parents/carers and staff to ensure all attendance, punctuality and welfare issues are dealt with effectively and thus have a positive impact on attendance and punctuality. Challenge poor attendance and punctuality to the Academy at the beginning of the Academy day.

Thresholds in student attendance and subsequent actions

Stage 1 - Awareness

% Attendance Threshold	Trigger	Intervention	Description	Staff Responsible
100– 98%	On the first day of absence	Initial contact with parents	<ul style="list-style-type: none"> APC to initiate contact with parent/carer to seek the reason for absence and date of return APC records reason note on student SIMS file 	<ul style="list-style-type: none"> Learning Tutor APC Year Manager
Below 98%	On the first day of absence	Elnt	<ul style="list-style-type: none"> APC to arrange for letter to be distributed 	<ul style="list-style-type: none"> APC

Stage 2 – Enhancement

% Attendance Threshold	Trigger	Intervention	Description	Staff Responsible
Below 97%	On the first day of absence	YM monitors attendance	<ul style="list-style-type: none"> Year Manager to initiate contact with parent/carer to seek the reason for absence and date of return 	Year Manager
	If attendance drops below 96% at any time, ATT1 issued.	ATT1	<ul style="list-style-type: none"> Letter – general reasons Following the issue of the ATT1, if there is a further fall in absence the Year Manager meets with the student to discuss their attendance and contacts parents to perform an Initial Level 1 Attendance Intervention. Logged on SIMS 	Year Manager
	If there is a further fall in attendance that is deemed a cause for concern	ATT2 or ATT3	<ul style="list-style-type: none"> Letter (persistent illness) - medical evidence will be required Letter issued reminding parents that medical evidence is required for absence and the student will be placed on a 4-week monitoring period. Failure to achieve attendance of above 95% in these 4 weeks will result in an additional period of monitoring. 	Year Manager
<95% or the next period of absence following the ATT3	In a 12 week rolling period: <95% attendance at any given time	<p>Possible home visit by Attendance Officer</p> <p>ATT4 will be issued if further monitoring is required</p>	<ul style="list-style-type: none"> Where judged as necessary, the Attendance Officer may make a home visit to discuss the student's attendance with a view to providing the support needed to ensure attendance rises above 95%. In all cases an initial support plan will be generated and this will be referred to as the Level 2-attendance intervention. 	Attendance Improvement Manager

Stage 3 - Enforcement

<p>Attendance Improvement Team referral (RF3)</p> <p>Below 90% & more than 10 sessions of unauthorised absence</p>	<p><90% attendance at any given time</p> <p>If the Academy deems that attendance is less than satisfactory (below 90% and more than 5 days unauthorised absence) over a 12 week rolling period, a referral will be made to the Attendance Improvement Team</p>	<p>ATT5</p>	<ul style="list-style-type: none"> • Refer to Attendance Improvement Team for Formal Warning. • Attendance will be closely monitored for a 12-week period from the date of issue of the formal warning. The formal warning remains effective (live) for 12 months. 	<p>Attendance Improvement Manager</p> <p>Achievement Leader</p>
<p>Additional referral to Attendance Improvement Team (RF4)</p> <p>So long as the unauthorised absence threshold is met and we know that % attendance threshold will be at a level to carry forward the referral</p>	<p>If there is a further number of unauthorised absences and the Academy deems this as unacceptable, we will inform the School Attendance Improvement Team</p>	<p>Attendance Planning Meeting</p>	<ul style="list-style-type: none"> • Formal Attendance Planning Meeting and formal targets are established • If there is a further fall in attendance that the Academy deem as unacceptable, we will again inform the School Attendance Improvement Team and request further intervention which could result in a formal interview under caution. • An Attendance Case Conference will be held in order to prepare the relevant documentation for court proceedings which could lead to the following outcomes: <p><u>Out of Court Disposals / Enforcement Action:</u></p> <ul style="list-style-type: none"> • No further action and/or further monitoring period • Education Supervision Order • Fixed Penalty Notice • Simple Caution <p><u>Prosecution:</u></p> <ul style="list-style-type: none"> • Prosecution under Section 444(1) - Education Act 1996 • Prosecution under Section 444(1A) - Education Act 1996 	<p>Attendance Improvement Manager</p> <p>School attendance improvement team</p>

N.B Those students whose attendance was below 94% during the previous academic year will have their attendance intensively monitored for the first half term from September 1st. Any subsequent intervention will be applied in line with this policy where no improvements are observed.

Referral to the Attendance Improvement Team

The Academy will only make a referral to the Attendance Improvement Team once the following five evidential requirements are satisfied:

The 5 Minimum evidential requirements:

1. We must be able to show that we have informed the parent/carer that there is a concern with the student's current attendance level.
2. We have offered support in order to improve attendance
3. Parent/Carers have been given clear notice to improve attendance
4. Medical evidence has been requested to support any absences
5. Notification has been given that (potentially) legal action may be enforced if there is not the desired improvement in attendance.

Enforcement action:

- The Attendance Improvement Officer will take the request forward within 3 working days of receipt of the referral.
- A copy of the letter requested/minutes of meeting attended/decision from Attendance Case Conference held will be sent as soon as it is reasonably practicable but usually within 3 working days.

Responsibility for the case following referral:

The allocated Attendance Improvement Officer will be responsible for overseeing the case until such time as it is appropriate for the officer's involvement to cease, e.g. following a successful post court planning meeting and relevant monitoring period or target level attendance attained in the 12 weeks following the issue of an initial warning. If there is no further remit for the team in instances such as this, a closure email will be issued to the initial referrer. Further Referrals will usually only require a completed RF4 summary form.

Rewarding good attendance

The Academy will seek to promote 100% attendance by all students at all times. This will be highlighted in attendance rewards including the use of half term assemblies focused on attendance. This will also be promoted through positive incentives as follows;

- 100% Attendance Certificates
- 100% Bronze, Silver and Gold badges awarded on a termly basis to students who have attended 100% that term
- Tutor groups with the highest attendance shall receive that year groups attendance cup on a weekly basis in assembly
- Attendance data shall be displayed to students in a competitive manner via the VLE and in tutor classrooms to promote 100% attendance culture across the Academy
- There are a range of other attendance rewards running throughout the year

Punctuality to the Academy

Being on time to the Academy is essential for the quality and flow of learning to be maintained. Any students who enter the Academy building after 8:30am will be classed as late. In order to modify such behaviour it is important that students make up for lost time. If students are late without a legitimate reason, they will receive a 30-minute detention on that day.

The register closes at 9:30 and any students entering the Academy following this time will be marked with a U (an unauthorised session of absence).

Punctuality To lessons

Being on time to lessons is essential for the quality and flow of learning to be maintained. In order to modify such behaviour it is important that students make up for lost time. If the student arrives to the lesson after the lesson has started they will be automatically marked with an L on the register. Teachers are encouraged to issue an appropriate sanction in line with those outlined in Part One of this Policy into Practice.

Appendix A. Application for leave of absence during term time

Section A. Student details			
Name:		D.O.B:	
Address:			
Tutor Group:			

Section B. Leave of absence request details			
Start date of requested leave:		End date:	
Return to school date:		No of days:	
What are the exceptional circumstances for your leave of absence request that you wish the Academy to consider?			
Name of parent/carer (print):			
Signature:		Date:	
Name of parent/carer (print):			
Signature:		Date:	

Section C. For Academy use		
Current attendance:		
Previous LOA during this academic year:		
Does the LOA coincide with any examinations/assessments or other significant events?		
Any mitigating or aggravating circumstances (including any ongoing medical issues)?		
Child's potential/current level of attainment		
Is the LOA approved?	Yes	No
If YES – number of days to be authorised for this application		
Signature of Assistant Director		Date:
Attendance code to be used for this LOA:		