



Behaviour Policy

Date reviewed	July 2022
Next review date	July 2023
Reviewed by	Health & Safety, Premises and Safeguarding Committee

AT THE REQUEST OF THE DSP THIS WILL BE REVIEWED AT THE OCTOBER 22 MEETING
WHEN THE KEEPING KIDS SAFE IN EDUCATION UPDATES WILL BE KNOWN

Signed:.....

Dated: 15/07/2021

Chair of Governors

Signed:.....

Dated: 15/07/2021

Principal

Table of Contents

Rationale.....	3
Legal Frameworks and guidance:	3
Policy aims:	4
Defining problematic behaviour	4
Stakeholder roles and expectations	5
Student expectations	5
The role of parents.....	5
Form Tutor and Subject Teacher responsibilities.....	6
School Leader responsibilities	6
School systems and social norms	8
Responding to good behaviour	8
Responding to unwanted behaviour.....	8
Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND).....	9
Action in respect of unfounded or malicious allegations against staff	9
Behaviour outside of school premises	9
Exclusions	10
Mobile Phone Procedure.....	10
Child on child abuse.....	10
Banned items	10
Searching, screening and confiscation	11
Before searching	12
During a search	12
After a search.....	13
Recording searches	13
Informing parents	13
Items found as a result of a search	14
Supporting pupils following sanctions.....	14
Student Support Hub	14
External providers	14
Behaviour systems and ladders.....	15
The red and yellow card system	15
Goldington Academy – rewards and sanctions ladder	15
Goldington Academy sanctions ladder	17

Student Support Hub	20
Goldington Academy rewards ladder	21
Links to other policies	23
Pastoral Communication Meeting.....	24
Pupil Explanation Form	25

Rationale

At Goldington Academy, all stakeholders are responsible for creating an environment which promotes positive attitudes towards tolerance, respect and learning at all times. Every member of the community has the right to feel safe and respected; we all share a collective responsibility in ensuring that the rights of no one member of our community are abused at any time.

We recognise the individual needs of our students and endeavour to employ a wide range of strategies to enable our students to behave in a way that allows them to foster positive relationships with each other and to learn as effectively as possible.

In the classroom, it is evident that the behaviour of students clearly impacts on their academic progress and attainment. At Goldington Academy we encourage good behaviour through high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with this behaviour policy. We believe that our students should always be given the opportunity to correct their behaviour and seek to achieve this through our red and yellow card system; however we also recognise that the behaviour of a minority of students should not impact negatively on the impact of others.

Rewards celebrate the success of individuals and groups of students and promote a positive atmosphere in school. We seek to reward those students who consistently uphold the expectations of the school and demonstrate high expectations of themselves. Our rewards system is a mixture of formal and informal rewards to suit different contexts.

Legal Frameworks and guidance:

- The Education and Inspections Act 2006
- Keeping Children Safe in Education 2021
- Sexual violence and sexual harassment between children in schools and colleges- May 2018
- Review of sexual abuse in schools and colleges – June 2021
- Mental Health and Behaviour in Schools 2018
- School Information (England) Regulations 2008
- Education (England) Regulations 2010
- Education (England) Regulations 2010 as amended by the Education (England) (Amendment) Regulations 2012
- Race Relations Amendment Act 2000
- DFE Behaviour and Discipline in schools 2016 DFE-00023-2014
- DFE Pupil behaviour in schools in England June 2012 DFE-RR218.
- Below the radar: low-level disruption in the country's classrooms September 2014; No. 140157

Policy aims:

1. To ensure that students, staff and other stakeholders recognise that promoting positive behaviour in school is a shared collective responsibility.
2. To promote a fair and consistent approach to behaviour management across the Academy.
3. To ensure that Middle and Senior Leaders identify and challenge inconsistencies in staff practice when dealing with a range of behaviours.
4. To identify the Academy's responsibilities in promoting the welfare of its pupils, both inside and outside of school.
5. To actively challenge behaviour which adversely affects members of the school community i.e. low level disruption.
6. To create a clear sanction ladder in which staff should operate when challenging behaviour that is not in line with the expectations of the Academy.
7. To create a clear rewards ladder in which staff should operate to reward positive behaviour.

Defining problematic behaviour

Cameron (1998) reviews classifications of problematic pupil behaviour in schools, and of strategies and techniques employed to address these behaviours. As part of this, he proposes a grouping of disruptive behaviour into five categories:

- 1) aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums);
- 4) authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language);
- 5) self-disruptive behaviour/low level disruption (e.g. daydreaming, reading under the desk). (Cameron, 1998 p2).

Moreover, 'frequency, magnitude and multi-category characteristics' are noted as important dimensions which determine the severity of 'bad' behaviour.¹

In addition, Watkins and Wagner (2000) describe **low-level disruption** as one of the most frequently occurring troublesome behaviours, with 'talking out of turn' being mentioned by

¹ DFE Pupil behaviour in schools in England June 2012 DFE-RR218

teachers as being particularly difficult to deal with. To support this finding, the ***Below the Radar report 140157*** carried out by Ofsted (Sept 2014) indicates that the frequency of low level disruption in classrooms was a worrying finding *not because pupils' safety is at risk where low-level disruption is prevalent, but because this type of behaviour has a detrimental impact on the life chances of too many pupils*².

Stakeholder roles and expectations

Student expectations

Students are expected to:

- be aware of this policy and the expectations within it;
- be aware of and uphold the expectations and ethos of the school;
- be punctual for school and for lessons;
- complete all work and homework to the best of their ability and by the deadline set;
- be prepared for lessons by bringing the necessary books, pens, equipment, kit;
- ensure they are wearing the correct uniform at all times, unless otherwise agreed by a member of staff;
- follow the instruction of all members of staff at all times
- refrain from eating, chewing or drinking in the classrooms or corridors;
- walk quietly and calmly down the corridors;
- be courteous and respectful to all members of the school community at all times;

The role of parents

- The role of parents is crucial in helping schools develop and maintain good behaviour.
- Parents should be familiar with the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- 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.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.
- Parents can download the SIMS parent app to keep a live track of their child's attendance and to receive updates about their child's achievements.

² Below the radar, low level disruption in the country's classrooms, sept 2014, *140157*.

Form Tutor and Subject Teacher responsibilities

- Staff have an important role in developing a calm and safe environment for pupils. Staff must establish clear boundaries of acceptable pupil behaviour by applying deviant insulative behaviour management strategies (Jordan 1974) to promote excellent pupil/teacher relationships and maintain excellent standards of behaviour in the classroom.
- Staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff must also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct by creating and sustaining clear and consistent class routines e.g., lining up before entering a room, standing behind chairs in silence before dismissal etc.
- All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations in a fair and consistent way.
- Plan and prepare engaging lessons that are appropriate to and accessible to the range of individuals within the class, including SEN.
- Use Pupil Passports and Learning Plans to effectively plan for and manage pupils with particular learning needs, by making reasonable adaptations to teaching.
- Work within the level ladders for behaviour.
- Use a range of strategies to challenge poor behaviour i.e. a change of seat.
- Challenge behaviour that is below expectation around the site, including during lesson changeover time.
- Engage positively with Restorative Practice procedures to repair relationships between peers and staff and pupils that have broken down.
- Ensure that behaviour is appropriately logged on SIMS and that relevant members of staff are informed of poor pupil behaviour.
- To ensure parents are informed of their child's behaviour where appropriate e.g. following the issue of a red or yellow card.

School Leader responsibilities

- School leaders will be highly visible around school, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- School leaders will use SIMS behaviour module to track and analyse the behaviour of students in the school and specifically the cohort for which they are responsible. This includes tracking exclusions, removal etc on a half termly basis.
- School leaders will report key behaviour data to the governing body, e.g. the use and frequency of exclusion on a termly basis.

- The SENDCO will analyse half termly data when identifying pupils at need of SEN support.
- Using this data, school leaders will intervene in areas where pupil behaviour does not meet the expectations of the Academy through the Early Help Offer available through school or through Bedford Borough Early Help Team.
- Middle Leaders are also responsible for implementing, monitoring and reviewing Pastoral Support Plans (PSP) which outline specific intervention to provide support for an individual pupil.
- School leaders are responsible for identifying students and families who may benefit from an Early Help Assessment to address problems in school or at home.
- Heads of Year, Learning Mentors and SENCO will meet on a Wednesday morning at 8.00am to discuss the needs of individual pupils in each year group, with a specific focus on behaviour, attendance and safeguarding/pastoral concerns. These concerns will be logged on the Pastoral Communication Proforma (See Appendix F) and saved in the Heads of Year folder. Relevant members of staff will then monitor and review any action points on a weekly basis and update the proforma as necessary.
- School leaders will periodically carry out behaviour walks in which they target areas where behaviour is below expectations.
- School leaders are responsible for supporting teaching staff in challenging the behaviour of students where this is deemed to be below expectation.
- School leaders are responsible for challenging inconsistencies in the application of the behaviour policy by staff.
- School leaders have a responsibility to support and guide other staff in managing the behaviour of groups and individuals effectively.

School systems and social norms

- All pupils are expected to be on the school site by 8.50am each day. Pupils are expected to arrive in the correct uniform and to be properly equipped for their timetabled day. Please see the uniform and equipment policy for further clarification.
- Pupils are allowed to bring their mobile phones to school, but are expected to hand it in to the Small Hall or Reception on their arrival at school.
- On hearing the bell, pupils are to arrive at their form room for morning registration as quickly as possible.
- All pupils are expected to walk calmly in between lessons. Students are expected to arrive as quickly as possible to lessons following the sounding of the bell.
- At break and lunchtime, pupils who wish to buy food from the canteen must line up in an orderly fashion and follow the instructions of lunchtime supervisors.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- issuing a shout out in assembly
- issuing an achievement point;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;

Responding to unwanted behaviour

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.

It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has

needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

Goldington Academy will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

When addressing unwanted behaviour of a pupil with SEND, staff should not assume that because the pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

School leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, school leaders will refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

School leaders will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. School leaders will also try and understand the underlying causes of behaviour and whether additional support is needed.

Action in respect of unfounded or malicious allegations against staff

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This includes bullying, cyber bullying and poor behaviour in the local community which may bring the name of the school into disrepute. This may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Exclusions

In rare and extreme cases the school reserves the right to exclude pupils from attendance either for a fixed period or on a permanent basis.

Please refer to the Academy's Exclusion Policy for further information.

Mobile Phone Procedure

Mobile phones are not permitted in lessons or on educational visits (unless otherwise agreed by the trip leader), however mobile phones can be brought to school, but must be labelled and handed in at the Small Hall **before** the start of the school day. Phones will then be handed out at the end of the day in the Small Hall. If a student fails to hand in a phone and it is found on their person during the school day then it will be confiscated and handed into the office. The student's parents will then be contacted and asked to collect the phone at their earliest convenience. Exceptions may be made when the office is unable to make direct contact with parents.

Child on child abuse

We recognise that children are capable of other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Even when there are no specific reports/allegations of child-on-child abuse, we recognise that this form of abuse may still be taking place and will assume that it is.

We provide children with a number of reporting mechanisms to report this type of behaviour.

We have a comprehensive personal development curriculum that aims to educate pupils around this complex

Please see the 'Child Protection and Safeguarding Policy' for further information on how the school addresses instances of child on child abuse.

Banned items

The following items are not allowed in school, unless permission has been granted by the Academy Principal under an exceptional circumstance.

Items found in this list on pupils will be confiscated by school staff.

- Alcohol
- Tobacco in any form
- Illegal drugs in any form
- Any drug related paraphernalia, e.g. rolling paper, cannabis grinders etc
- Vapes/e-cigarettes
- Unusually large quantities of cash
- Mobile phone – see mobile phone procedure
- Deodorant/aerosol spray
- Sharp or potentially dangerous items e.g. knife, screwdriver, hammer
- Any item believed to have been stolen
- Any item resembling a weapon of any type
- Pornographic images
- Fireworks
- Any item that jeopardises the smooth running of the school day e.g. water guns/pistols
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The Academy Principal will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) must be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member must also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before searching

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

During a search

An appropriate location for the search should be found to conduct a search. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags. The member of staff may use a metal detector to assist with the search.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not

The member of staff's power to search outlined above does not enable them to conduct a strip search.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded on CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The CPOMS record should state:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- • what was being searched for;
- • the reason for searching;
- • what items, if any, were found; and
- • what follow-up action was taken as a consequence of the search.

Informing parents

Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. This communication will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Items found as a result of a search

Please refer to 'Searching, screening and confiscation – advice for schools July 2022' from the DFE for specific information about handling prohibited items following a search.

Supporting pupils following sanctions

Student Support Hub

The school has a Student Support Hub (SSH) which provides flexible provision for children on a variety of levels. The centre helps to support children with behaviour difficulties, as well as helping to re-integrate children returning from long term absence or with attendance problems. The centre also provides extra support for children with learning difficulties as well as focussing on social and emotional issues. [Please see Goldington Academy's Early Help offer, which outlines the internal support available to all pupils.](#)

External providers

Where appropriate, school leaders will seek support for pupils from external providers. This may be through the Early Help Team, Police Liaison Team, CAMH/CHUMS, Ed Psych service etc.

This support will be individual to the pupil and their needs and in conjunction with parent/carer views and wishes.

Behaviour systems and ladders

The red and yellow card system

Staff should use the red and yellow card system in line with the sanction ladders in this policy.

Staff should:

- Use a range of behaviour management strategies before issuing a red/yellow card.
- In the majority of cases staff should give two clear warnings before issuing a third warning and a yellow card.
- Only issue straight red or yellow cards without warnings in extreme cases and before other strategies have been tried.
- When issuing a yellow card, instruct the student to stand outside the room for 2/3 minutes. After giving the student time to reflect on their behaviour, teachers should go outside to explain to the student why they have received the yellow card and how their behaviour is expected to improve upon re-entering the classroom.
- After receiving a yellow card, if a child continues to behave in a way that is detrimental to the learning of others and two more clear warnings have been given, then a red card should be issued and the child will be sent to the Student Support Hub (escorted by an LSA or sensible pupil). The child will not return to that lesson – **this is a removal from the lesson.**
- Following a red card, the student will be asked to write their version of events on a Pupil Incident Form (See Appendix H).
- Log the details of the incident (Red or Yellow card) on SIMS that same day and send a notification to the HOY and Form Tutor using SIMS messenger.
- The member of staff who issued the red or yellow card will phone home the same day to make parents aware of the details as to why the card was issued, this conversation will be logged on the student's SIMS communication log and saved for future reference.
- The HOY will carry out a detention the next break time and may also request a restorative justice meeting with the pupil and member of staff.
- A Yellow card detention will last for half an hour during a lunch time. A red card detention will last for the whole of morning break and lunch time. Students may be asked to carry out community service during this time. Pupils may also be requested to attend detentions after school by members of staff if it is judged that this would be the most appropriate time for the detention to take place.

Goldington Academy – rewards and sanctions ladder

Level 1	Subject Tutor
Level 2	Form Tutor
Level 3	Head of Year

Level 4	SLT
Level 5	Academy Principal

Please also see the uniform and equipment policy for information and procedures relating to our expectations with uniform and equipment.

The thresholds for rewards may change before this policy is next reviewed by the Governing Body.

Goldington Academy sanctions ladder

Level 1 behaviour – Subject Tutor	
Level 1 behaviours	Level 1 strategies
<ul style="list-style-type: none"> • Disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy). • No homework. • Late to lessons. 	<ul style="list-style-type: none"> • Warnings given – yellow or red card (move to level three). • Pupil moved seat. • Cool down period outside of classroom. • Detention from Subject Tutor. • Note in planner. • Phone call home to parent/guardian. • Referral to Form Tutor.

Level 2 behaviour – Form Tutor	
Level 2 behaviours	Level 2 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy). • Persistently late to lessons. • Persistent lack of homework. • Late to school. • General poor behaviour across the school. 	<ul style="list-style-type: none"> • Form tutor report card/target book to be monitored at the end of each day (inform parents). • Note in planner. • Phone call home to parent/guardian. • Meeting with parent. • Form Tutor detention. • Referral to Pastoral support team, including SENDCo – HOY informed. • Referral to HOY i.e. if students are still late for lessons despite Form Tutor intervention.

Level 3 behaviour – Head of Year	
Level 3 behaviours	Level 3 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in yellow/red card. • Violent/aggressive conduct (in lessons or on playground). • Vandalism/destruction of property. • Swearing. • Racist behaviour. • Bullying on or off site e.g. through the use of social media. • Peer on Peer abuse, including: <i>Bullying on or off site and through the use of social media;</i> <i>Peer on peer sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.</i> • Truancy/leaving class without permission. • Theft. • Behaviour before/after school which could bring the name of the academy into disrepute. 	<ul style="list-style-type: none"> • HOY detention. • HOY report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Period of internal isolation in SSH. • Pastoral Support Plan. • Change of tutor group. • Loss of privileges i.e. extra-curricular sport, attendance on a school trip, sports day participation • After school detention – agreed with parents prior to the detention. • Community service i.e. litter picking at break/lunch time. • Phone call home to parent/guardian. • Meeting with parent. • Referral to Pastoral support team, including SENDCo. • Liaise with external agencies. • Restitution, eg. payment for damage, replacement • Referral to SLT.
	<ul style="list-style-type: none"> • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed. • Parents to be informed via phone call for the majority of level three behaviours.

Level 4 behaviour – Senior Leadership Team	
Level 4 behaviours	Level 4 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in multiple yellow/red cards. • Violent behaviour/assault of other stakeholders (in lessons or on playground). • Illegal activities (carrying of weapons, dangerous goods etc). • Possession of illegal substances (including alcohol and cigarettes). • Racist behaviour (repeated) • Peer on Peer abuse, including: <i>Bullying on or off site and through the use of social media; Peer on peer sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.</i> • Truancy/leaving premises without permission. • Major vandalism/destruction of property. • Major theft. • Refusal to accept the authority of the Head of Year. • Refusal to accept the authority of the Senior Leadership Team. • Behaviour before/after school which could bring the name of the academy into disrepute. 	<ul style="list-style-type: none"> • SLT detention. • SLY report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Referral to school SENDCo where appropriate • Period of internal isolation in LIC. • Referred to Academy Principal for external exclusion. • After school detention – agreed with parents prior to the detention. • Community service i.e. litter picking at break/lunch time. • Meeting with parents + external agencies. • Restitution, eg. payment for damage, replacement. • Referral to external agencies as appropriate. • Involve Police as necessary. • Any racist incidents are to be recorded on racist incident form and filed with School Business Manager and returned to Bedford Borough Council – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed with school business manager and returned to Bedford Borough Council – both sets of parents to be informed.

Level 5 behaviour – Academy Principal	
Level 5 behaviours	Level 5 strategies
<ul style="list-style-type: none"> • Refusal to accept the authority of the Senior Leadership Team. • Persistent refusal to engage with strategies already in place. • Peer on Peer abuse, including: <i>Bullying on or off site and through the use of social media;</i> <i>Peer on peer sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.</i> 	<ul style="list-style-type: none"> • Pastoral support plan, including referral to school SENDCo where appropriate • SLT report card. • Meeting with parents/external agencies. • External/permanent exclusion. • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed.

NB – A child is not to be kept for more than ten minutes at the end of the school day without the prior consent of a parent.

Student Support Hub

The school has a Student Support Hub (SSH) which provides flexible provision for children on a variety of levels. The centre helps to support children with behaviour difficulties, as well as helping to re-integrate children returning from long term absence or with attendance problems. The centre also provides extra support for children with learning difficulties as well as focussing on social and emotional issues.

Goldington Academy rewards ladder

Level 1 rewards – Subject Tutor	
Level 1 behaviour	Level 1 rewards
<ul style="list-style-type: none"> Consistently meeting classroom expectations. Consistent effort with classwork/homework Excellent manners displayed Excellence in a particular piece of work 	<ul style="list-style-type: none"> Positive verbal praise Achievement point given Positive phone call home Praise postcard Referred to HOY for 'shout out' in assembly Referred to Academy Principal for Principal's award

Level 3 rewards – Head of Year	
Level 3 behaviour	Level 3 rewards
Level 2 behaviour	Level 2 rewards
<ul style="list-style-type: none"> 150 achievement points Consistently meeting classroom expectations Low number of behaviour and effort points per reporting cycle. Consistent effort with classwork/homework Excellent manners displayed 50 achievement points. 100 achievement points. 	<ul style="list-style-type: none"> General positive phone call home. Positive verbal praise. Shout out in assembly. Referred to HOY for 'shout out' in assembly Privilege given under special circumstances. Form tutor praise postcard/email at Head of year recognition 50 points Letter/email to be sent home at 150 achievement points. Form Tutor phone call at 100 achievement points.

Level 4 rewards – SLT	
Level 4 behaviour	Level 4 rewards
<ul style="list-style-type: none"> 200 achievement points 	<ul style="list-style-type: none"> Phone call home from SLT. Recognition in newsletter. SLT letter home.

Level 5 rewards – Academy Principal	
Level 5 behaviour	Level 5 rewards
<ul style="list-style-type: none"> • 200 + achievement points 	<ul style="list-style-type: none"> • Principal’s award given in planner. • Award presented in whole school assembly. • Letter from Academy Principal.

Links to other policies

- [Child Protection and Safeguarding policy](#)
- [Attendance policy](#)
- [Pastoral care, guidance and support policy](#)
- [Uniform and Equipment policy](#)
- [Dealing With Allegations of Abuse Against Teachers, Other Staff And Volunteers](#)
- [Exclusion policy](#)

Pastoral Communication Meeting

Date: _____

Name of Pupil	Area of concern	Strategies	Impact	Monitored by

