



Co-op Academy
Leeds

**Behaviour, Rewards and Sanctions Policy
September 2020**

Behaviour, Rewards and Sanctions

Introduction

At Co-op Academy Leeds, we seek to create an environment which encourages, reinforces and supports positive behaviour. We also recognise that wider society expects acceptable behaviour as an important outcome of the education process. As such, students should promote and display positive, appropriate behaviour and become role models for their peers. Both inside and outside the Academy we expect our students to act as ambassadors for our standards of excellence. The Academy Behaviour Policy will reflect national guidance.

Academy staff and students will maintain the highest standards of behaviour at all times. Co-op Academy Leeds is a learning community which is committed to ensure success for all. This means that in all work with young people we will aim to ensure that they:

- **Achieve their potential and enjoy their learning**
- **Achieve economic well being**
- **Stay healthy and safe**
- **Make a positive contribution to their Academy, the community and the wider world**
- **Learn to take responsibility for themselves and their learning and respect the right of others to do the same**

At Co-op Academy Leeds, we recognise that positive relationships are key to successful achievement and positive behaviour. In our diverse student population, we accept that it is vital to support students not only with their learning needs but also with their social and emotional development.

To promote positive behaviour, the Academy has set out a range of goals and expectations, which reflects our shared co-operative values and principles. We aim to offer structure that will encourage the students' personal, social and moral ethos to develop in a positive way and will promote standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility for self and others.**

Co-op Academy Leeds aims to promote 6 key values, as follows:

Self-help	Students working together to make a positive difference
Self-Responsibility	Students taking responsibility for their own learning
Democracy	Students taking an active part in their school and involved in making decisions
Equality	Students being treated fairly, with due regard to their needs
Equity	Students being rewarded fairly
Solidarity	Students understanding that collective, co-operative action is the best way to succeed

The Coop values are promoted by rewarding students who display our six values. Students have the opportunity to earn a Pin of Pride for each value by completing a number of tasks and consistently demonstrating the relevant quality. Positive behaviour is recognised, valued and rewarded.

Ways of Being

The Academy has formally adopted the Ways of Being Co-op, which centre on the four tenets of:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Central to this philosophy is the notion that behaviour is learnt and that, just as some students find learning difficult, so others need additional support to learn how to behave appropriately in a supportive learning environment.

This is demonstrated by:

- Having a fresh start to each lesson where previous problems are not referred to
- Support for students who do not have the skills to vary their language according to the situation that they are in
- Careful lesson planning which includes a behaviour objective and time at the end of the lesson for the member of staff to discuss behaviour and give rewards
- The student support teams work with students and staff to support reintegration and positive relationships through counselling and restorative justice where required
- There is consistency in response to situations by all staff following the behaviour policy whilst accepting that each incident is dealt with on an individual basis taking into account the circumstances and the needs of the student
- Good and excellent teaching can only take place where the learning environment is conducive to learning, and where students, support staff and teachers feel safe and self-esteem is high
- There are four simple classrooms rules that students are asked to follow. These are clearly displayed in all classrooms and referred to directly by staff as part of the learning process.

The Academy classroom rules are:

1. **RESPECT** - All teachers, support staff and students show respect for one another at all times. This includes when in the presence of the individual or when speaking about them when not present.

No one should make hurtful comments, name call or swear at any one. This applies to speech, written comments or use of mobiles, texting, internet or by any other means. It means directly to that person or about that person.

2. **BEHAVIOUR** - Behaviour in the classroom should enable learning to take place all the time.

Lessons should not be interrupted by chatting, shouting out, interfering with other people and their belongings, moving about for reasons not associated with the lesson or engaging in activities which are not associated with the lesson. For this reason, we ask

students not to have mobile phones turned on in the lesson or have any other distracting belongings.

Aggressive or verbal abuse to any member of staff will not be tolerated and will result in serious consequences.

3. **WORK-** Students, support staff and teachers engage in teaching and learning during lesson times. Everyone must try their best and work their hardest.

Finding work difficult is not an excuse for stopping the work of others. All that any of us can do is try our best and ask for and receive support when it is made available.

4. **SAFETY** – Students and staff should **always ‘feel safe’** in school. No-one should do anything that would physically hurt or put someone at risk of harm. This includes throwing things, making physical contact or threats with each other or any dangerous action.

Rewards

The Academy has a clear rewards system which encourages students to behave and contribute in a positive way.

We have moved to a system of **stamps** for all students across all year groups.

We want every student who does the right thing to be rewarded. We also want to recognise the contributions of students who go above and beyond our expectations in the classroom.

Every teacher is issued with a named subject stamp.

At the end of every lesson, every student who has met our basic expectations (“Working Hard and Showing Respect”) will receive **ONE** stamp from the teacher.

The basic expectations are as follows:

- Punctuality to the lesson
- Fully-equipped with pen, pencil, ruler, etc
- Good behaviour throughout the lesson
- Hard work
- Completing work

In addition, students can be awarded **ONE** additional stamp for:

- Being resilient
- Asking good questions (about the learning)
- Being a student teacher
- Working well with others or independently
- Completing good homework

The maximum number of stamps which can be awarded, therefore, in any one lesson is **TWO**.

We believe that every student will have the opportunity to be rewarded every lesson if they do the right thing. Many will go above and beyond expectations, and earn an additional stamp.

We will consult widely with students and staff to determine how the stamp can be used as “currency”. We believe it is important for stamps to have relevance and meaning, and to be something students want to collect.

In addition to the whole-school stamps, individual subjects and areas of work will have small rewards budgets which they can use to reward students in alternative ways. All such systems will be verified to ensure they are equitable and available to all students.

There will also be Year Awards, Whole-School Awards and Trust Awards.

We will also continue to write positive feedback in student planners, where a stamp is not appropriate, and contact home via phone, text or letter, to inform parents of our pride in our students.

House Rewards and Competitions

Subject tokens: The House system is intrinsically linked with our reward system. We acknowledge that every student can excel in an area or particular subject. This is why every subject offers an activity or event throughout the year. Subject tokens are awarded to students for participation and achievement, earning them 50 points for their House.

Termly House Events:

There are major House events each half term which tie in with key themes/events on the school calendar. This might include sports day, drop down House days, charity fundraising days, Christmas enterprise day. Points and prizes are awarded for both participation and achievement; students have the opportunity to win rewards for their house, such as pizza party days, karaoke or extended breaks.

Ways of Being Post Cards:

Each member of staff awards a student with a ‘ways of being’ postcard when they see that a student is acting in a manner that promotes our Co-op values. This will earn their House 30 points.

House Cup:

The House Cup is awarded to the house who achieves the most points by the end of the year. Throughout the year, the points are tallied up and displayed around school to help promote competition while encouraging participation and a sense of House identity and pride.

Detention

Students who choose not to follow the Academy rules will be placed in a detention. Our approach is one of restorative practice and we will endeavour, wherever appropriate, to speak to individual students about their behaviour as soon as possible after the incident leading to the consultation.

There are three types of Detention:

- Teacher
- Subject Leader
- Whole School detentions
- Late

Examples

Teacher - A student displays low level disruption in a lesson, a student does not hand their homework in on time, A pupil displays rude or disrespectful behaviour.

Subject Leader - A student has been disrupting a lessons persistently. A student is showing defiance to staff or other pupils.

Daily - A student has been misbehaving in social times, a student has had 3 warnings for equipment, uniform, no PE kit.

The above is not an exhaustive list.

Intervention Room

For more serious disciplinary breaches, the Academy operates an internal exclusion facility, Room for Improvement. Students can be accommodated in RfI for a variety of reasons, including as an alternative to Fixed-Term Exclusion. Any student placed in RfI will be required to attend a meeting with a member of the Academy leadership or pastoral team and a parent so that ways forward can be discussed.

Repeat Offenders

Students who choose to repeat the same offence or illustrate persistent poor behaviour will be referred for support from the student support teams in the following ways;

- Referral to Subject Leader
- Referral to student support core services (SEN/Year team)
- Review and monitoring of behaviour in classes/timetable
- Behaviour plan or contract initiated and behaviour targets set
- Referral to Lead Inclusion meeting for alternative provision
- Identify support strategies to be implemented within a range of provisions
- Refer to other outside agencies who may be involved as and when appropriate

Co-op Academy Leeds believes and accepts that all students are individuals and need personalised approaches, strategies and interventions.

Isolation placements

Students who have been placed in the intervention room 3 times in one half term will be placed on a 3-5 day isolation placement. Isolations take place at different Schools around Leeds or our alternative provision site, Frank's Place. Pupils and parents will be made aware of arrangements of how to get to and from the isolation placement.

Where more serious offences have taken place isolation periods can be up to 5 days.

Fixed Term Exclusion

A Fixed Term Exclusion will only be used in cases where all other school-based strategies have not succeeded or there is a significant health and safety risk. A Fixed Term Exclusion can only be authorised by the Principal, who may delegate this responsibility *in absentia* to a member of the leadership team. The principles of this behaviour policy are rooted in the prevention of Fixed-Term and Permanent Exclusion.

The Academy also enjoys solid working relationships with a number of other providers and schools / academies across the city. As such, students who are encountering difficulties accessing education in an appropriate manner may be required to attend out-of-academy isolation placements in one or more of these partner organisations.

Permanent Exclusion

Permanent exclusion is a **last resort** when all other strategies or alternatives have been exhausted. A permanent exclusion can only be recommended by the Principal and must be upheld by the Governing Body of the Academy. The Academy follows the Local Authority guidance for Permanent Exclusion and cannot proceed with a recommendation without notifying and involving the Local Authority.

The Academy aims to use the above in a Restorative Framework. However, we do intend to utilise the full range of sanctions available to us, including fixed term and permanent exclusions, in order to maintain the highest possible standards of behaviour.

Roles and responsibilities

Whole School Behaviour Management

- Behaviour in the classroom is the responsibility of the subject teacher or teacher in charge in the room.
- All staff have a responsibility to reinforce positive behaviour around the school site and in the immediate vicinity of the school grounds. All staff are assigned to a duty team for the management of social times of the day. It is the responsibility of duty staff to address behaviour in the area designated to them on their duty and report concerns to the duty team leader.
- Support for individual teachers is the responsibility of the Subject Leader or SENCO. Leadership team support will be put into place where and when appropriate.
- The Year teams and core student support teams will address individual behaviour needs through the referral system noted for 'repeat offenders'.

- The Leadership team is responsible for leadership and management of overall standards of behaviour.

Safer Schools Police Officer

This role is proactive not reactive. The Safer Schools Police Officer will liaise with members of staff, students and the community in order to support the aims of the Academy.

Student behaviour away from the Academy Site

Objectives for regulating offsite behaviour

To promote behaviour that ensures the health and safety of students, staff and members of the public.

Our policy on Academy discipline and student behaviour includes high expectations for considerate, respectful and honest behaviour away from the Academy site.

Criteria for regulating off-site behaviour

The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in determining whether a rule or sanction is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the behaviour (the school will advise others to or make a report to the police of any criminal offence where appropriate)
- The extent to which the reputation of the Academy has been affected
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- Whether the misbehaviour occurred while the student was representing the school at another venue (e.g. work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event with another Academy or school which might affect the chance of opportunities being offered to other students in the future)

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, local traders, street wardens and police to establish clear communication routes and operational strategies.

Searching, Screening and Confiscation

(The following guidance is informed by and fully in line with “Searching, Screening and Confiscation. Advice for Head teachers, School Staff and Governing Bodies. Department of Education, January 2018)

Co-op Academy Leeds has the right to search any pupil or the possessions of any pupil, with or without consent, where they have reason to suspect that pupil of having any of the following Prohibited Items:

- Knives or Weapons

- Alcohol
- Illegal Drugs
- Stolen Items
- Fireworks
- Pornographic Images
- Any other item that the staff reasonably suspects may have been used to commit an offence
- Any other item that the staff reasonably suspects could be used to cause injury or damage to the property of any person (including the pupil)

Confiscation

Co-op Academy Leeds staff can seize any prohibited item found as a result of the search. If said item is either illegal, potentially involved in an offence or likely to cause injury to any person or damage to any property, said item will not be returned to the pupil, but instead given to the police for disposal or use as evidence as appropriate. (See advice below) Where illegal materials are found in a search it is considered best practice to inform parents/carers but there is no legal requirement to do so.

Process for Searches

Any staff member can search a pupil or the possessions of a pupil with that pupil's consent. That consent can be verbal and no written permission is required.

Vice Principals and Assistant Principals are all authorised by the Principal to conduct searches *without* consent within their area of responsibility, provided suitable grounds for a search are present.

Alternatively, a pupil who refuses to consent to a search can be immediately escorted off academy grounds and be refused the right to return until such time as they consent to any required search and/or a contract is drafted to prevent further incidents.

Further Search Requirements where consent is not given

The staff member conducting the search must be the same gender as the pupil being searched and a second staff member should be present as a witness. This witness should, where at all possible, also be the same gender as the pupil being searched.

The above gender rule may be waived in circumstances where immediate and serious risk of harm to any person is thought likely if a search is not conducted immediately.

The following page contains points of law that must be read and understood by any staff member undertaking or designated to undertake searches within Co-op Academy Leeds

Extent of the Search

The law is very clear on the extent of search, with or without consent, permitted to schools and schools and staff should make sure to abide by the following legal points during any search undertaken.

- A pupil cannot be required to remove any clothing other than outer clothing (Outer clothing means clothing not worn next to the skin or over underwear. Examples of outer clothing include hats, shoes, boots, gloves and scarves.)

- A pupil's possessions can only be searched in the presence of the pupil unless there is a risk of serious harm if the search is not undertaken immediately. (Possessions means any goods over which the pupil has control. Examples include bags, lockers and desks)

Items Found During a Search

A staff member can confiscate, retain or destroy any item found as result of a "With consent" search provided they have reasonable cause to do so. Only prohibited items can be confiscated, retained or destroyed during a "without consent" search.

A staff member must confiscate and retain any prohibited item found during a search either with or without consent and then follow the advice below.

Alcohol

Alcohol can be disposed of by any means felt appropriate but this should not include returning it to the pupil.

Controlled Drugs

Any controlled drugs found must be retained and delivered to the police as soon as possible. (Call 101 if the Safer Schools Officer is not available to organise such delivery). Where a compelling case exists, the drugs may be destroyed by the School but the reasons for doing so must be strong. (For example, immediate fear for the safety of staff if the materials are kept). Under no circumstances can controlled drugs be returned to a pupil as doing so could be considered supplying that controlled substance.

Stolen Items

Stolen items must be delivered to the police as soon as possible (call 101 if the Safer Schools Officer is not available to organise such delivery) but may be returned to their owner if there is a case for doing so. (For example, the value of the goods is very low and no police involvement is deemed necessary).

Fireworks

Fireworks found as result of a search may be disposed of by any means felt appropriate but this should not include returning them to the pupil.

Pornographic Images

Pornographic images may be disposed of by any means felt appropriate but this should not include returning them to the pupil. An exception to this exists where the images are considered reasonable grounds to suspect an offence, in which case they should be delivered to the police as soon as possible. (Call 101 if the Safer Schools Officer is not available to organise such delivery). Examples of such grounds would be Child Pornography or images of an extreme nature.

Weapons and items likely to be used in an offence

Any weapon or item likely to be used in an offense must be passed to the police as soon as possible. (Call 101 if the Safer Schools Officer is not available to organise such delivery).

Monitoring, Evaluation and Review

The Academy will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Initially Adopted	December 2015
Reviewed	September 2020
Review date	September 2020