



Future Academies Watford

Behaviour Policy 2021 – 2022

Contents

Section 1: Introduction	3
1.1 Scope	3
1.2 Principles	3
Section 2: Uniform and Equipment	4
2.1 Uniform.....	4
2.2 Hair and make-up (see the Academy Uniform and Equipment Policy)	5
2.3 Equipment (see the Academy Uniform and Equipment Policy).....	5
2.4 Banned items	6
2.5 Sixth Form Dress Code	7
Section 3: Expectations of student conduct	7
3.1 Conduct in the classroom.....	7
3.2 Movement between lessons	8
3.3 Conduct around the academy	8
3.4 Conduct in assembly.....	8
3.5 Conduct in the playground and field.....	8
3.6 Conduct in the restaurant at lunch and break time	9
3.7 Conduct at the start and the end of the academy day	9
3.8 Punctuality and truancy	9
3.9 Conduct in the community.....	11
3.10 Conduct with others	12
3.11 Conduct online.....	12
3.12 Conduct when cycling to school.....	12
3.13 Health and safety	13
3.14 Standards of Student Work.....	13
Section 4: Bullying	14
4.1 Bullying.....	14
4.2 Harassment	14
Section 5: Rewards and sanctions	15
5.1 Conduct Points.....	15
5.2 Rewards for good conduct – Positive House Points	15
5.3 Sanctions for poor conduct	16

5.4 Classroom behaviour management.....	19
5.5 Detention.....	21
5.6 Internal Exclusion	21
5.7 Physical altercations	22
5.8 Damage to academy property	23
Section 6: Conduct in the Sixth Form	23
6.1 Overview	23
6.2 Commendations and Penalty Points	23
6.3 Addressing behavioural concerns.....	24
6.4 Year 12 induction period.....	24
Section 7: Supporting our students.....	25
Section 8: Exclusions	25
8.1 The decision to exclude.....	25
8.2 Informing parties of an exclusion	26
8.3 The governing body’s duty to consider an exclusion	28
8.4 Supporting students at risk of exclusion	29
Section 9: Searching, screening and the use of reasonable force.....	29
9.1 Searching students.....	29
9.2 Screening students.....	30
9.3 The use of reasonable force	30
Section 10: Other linked policies.....	30

Appendix 1 Home-Academy Agreement 2021-22

Appendix 2 Cycle to School Agreement

Section 1: Introduction

1.1 Scope

This policy outlines the rules, standards and expectations of behaviour for students attending Future Academies Watford. It lists the rewards used to promote good behaviour and the sanctions adopted in the event of any misbehaviour. The Behaviour Policy underpins the ethos and mission of Future Academies and Future Academies Watford, and aims to foster a safe and warm academy environment in which all students can thrive.

This policy was drawn up by Future Academies and Future Academies Watford in consultation with the academy's Local Governing Body, the Principal, the Leadership Team and other members of the Trust and academy community. It has been drawn up with due consideration given to statutory and non-statutory guidance.

The Local Governing Body is responsible for establishing and maintaining this behaviour policy and for ensuring that it is followed. The Local Governing Body delegates authority to the academy's Principal to administer the behaviour policy on its behalf. The academy Principal is responsible for implementing the decisions of the Local Governing Body and for complying with this policy.

The policy applies to all members of the school community, including the Principal, the Leadership Team, all teaching and non-teaching staff, volunteers, students and families.

This policy applies at all times during the academy day, whether students are in the academy building or offsite. It applies when students are travelling to and from the academy, wearing academy uniform (including on trips and visits), representing the academy in their own clothes or otherwise identifiable as a member of the academy. The academy may also discipline students, whether or not the conditions above apply, if their behaviour could have repercussions for the orderly running of the academy, poses a threat to another student or member of the public or could adversely affect the reputation of the academy.

This policy should be read in conjunction with the following documents:

- The Uniform and Equipment Policy
- The Health and Safety Policy
- The Anti-Bullying Policy
- The E-Safety Policy
- The Special Educational Needs and Disabilities (SEND) Policy
- The Staff Code of Conduct
- The Sexual Violence and Sexual Harassment between Children in School Policy
- The Transgender Policy
- The Safeguarding Policy

1.2 Principles

The academy's ethos is built around a culture of high expectations and no excuses, and this applies clearly to behaviour.

The objectives of the Behaviour Policy are:

- to develop a culture whereby students are able to self-regulate behaviour and learn the reasons why behaving in a particular way is conducive to learning;
- to ensure that Future Academies Watford is a safe and supportive environment for all teachers, students, and visitors who comes into the academy;

- to ensure that all members of the academy community are shown respect and show respect for others;
- to encourage a positive student approach to behaviour by setting high standards for staff behaviour, and by praising and rewarding good behaviour fairly and consistently;
- to ensure that, when behaviour falls short of acceptable standards, procedures are followed and sanctions are applied fairly and consistently; and
- to ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between students and staff, and to support students in modifying their behaviour.

The expected standards of behaviour are stated in the home-academy agreement, and will be reiterated regularly, both formally and informally, by all members of staff.

Section 2: Uniform and Equipment (see the Academy Uniform and Equipment Policy)

2.1 Uniform

The academy is a place of learning and not a place to demonstrate or show off the latest fashion accessories, clothes or footwear. Our Uniform and Equipment policy encourages a sense of pride, belonging and loyalty to the community of which all students are members. The policy also removes any visible manifestations of inequality. The policy is applied consistently and without exception – ‘every day, every child, no excuses’.

Students are expected to adhere to the policy at all times, including on their journey to and from the academy. When a student is not dressed in the full uniform or does not have the expected appearance, they will not be permitted to attend lessons. In such cases, and if parents can be contacted and informed, students will be sent home to change, or alternatively will undertake supervised work within the Internal Exclusion room until the correct uniform is brought to them, or until they are of the expected appearance.

If in any doubt about the details of the Uniform and Equipment policy, and to save time and anguish, parents should contact the academy. It is better to check with a member of staff than to rely on assurances from students as these are sometimes incorrect.

Uniform will be checked each morning as the students arrive to the academy and at the start of the first lesson (tutor lesson).

The following general points about uniform must be observed.

- Blazers must be clean and well-maintained. They must be worn at all times when moving around the academy site as well as en route to and from the academy. Sleeves must not be rolled up and only academy-issued badges may be worn.
- Shirts must be tucked in at all times. Top buttons must always be fastened. Shirts must have no logos and should not be in a fitted design.
- Jumpers are an optional item. However, if a jumper is worn, it must be the academy jumper.
- Ties must be worn with a neat knot covering the top button and with the bottom of the tie touching the waist.
- Skirts must be knee-length and not shortened by being rolled up at the waist.
- Belts should be black and functional. They should have no oversized buckles, clasps, studs or trimmings.
- The only bag that is permitted is the academy rucksack, alongside the navy blue/black sport drawstring bag.

- No head wear is to be worn (with the exception of black or navy blue Hijab scarves for Muslim girls and a black or navy blue rumal or turban for Sikh boys).
- Shoes must be smart, black and faux leather/leather-fronted, except for Sport.
- Any outdoor jackets must be a plain navy blue or black coat with no logo.
- No jewellery is permitted, with the exception of a watch.
- House badges must be worn each day.
- Writing on ties, or colouring in the logo on the blazer or bag, is strictly forbidden. Items will need to be cleaned or replaced if the pen cannot be removed.
- Students must maintain a smart appearance. Students must not write on their hands or arms. This behaviour will be challenged, students requested to wash this off and a sanction given.
- Coats are not to be worn inside the academy building.

2.2 Hair and make-up (see the Academy Uniform and Equipment Policy)

The academy has specific rules about hair, which strictly apply to all:

- Individual fashion statements or overly-styled haircuts are not permitted.
- Hair may not be anything other than a natural colour.
- Students may have hair extensions provided that they are a natural colour and neat.
- No lines or markings are allowed in hair or eyebrows and students will be in the internal exclusion room until the marking has grown out.
- Short hair should be no shorter than Grade 2. This includes any grading around the sides of hair and undercuts.
- Long hair must be well-kept and tidy, and allow the face to be seen. It may be tied back if necessary.
- Braids are allowed, but must be kept neat and must be indistinguishable from the hair colour.
- Hair accessories must be plain black, without patterns.

Students in Years 7 – 11 are not permitted to wear make-up, nail varnish/acrylics or nail extensions. Students in the Sixth Form may wear make-up, but this must be natural and subtle. The academy reserves the right to make final judgements on what is and is not appropriate.

2.3 Equipment (see the Academy Uniform and Equipment Policy)

Every student must have the following equipment with them every day; equipment checks will be carried out at the start of the first lesson (tutor lesson) each day.

- Academy branded rucksack
- Subject exercise books for all of their lessons that day
- A reading book
- A scientific calculator
- A transparent pencil case containing:
 - a black pen (and preferably with at least one spare)
 - a green pen
 - a pencil
 - a ruler
 - a rubber
 - a pencil sharpener (preferably with its own compartment for shavings)
 - a highlighter
 - tissues
 - a water bottle
 - a glue stick
- Sports kits (on timetabled days) in navy/black drawstring bag

2.4 Banned items (also refer to the Drugs, Dangerous Conduct, Screening and Confiscation Policy)

The academy has the legal power to confiscate any items that are banned. The rules on confiscation are applied without exception. Banned items will be confiscated, regardless of to whom they belong.

High-value objects such as mobile phones and electronic devices will be kept in a secure place until the end of the confiscation period. Mobile phones will be confiscated, parents contacted and requested to collect at the end of the day. Mobile phones will not be handed back to students. On the second incident parents will be requested to attend a meeting to discuss the concerns. Repeated mobile phone offences will result in students being requested to hand in their phone at the start of each day. All other confiscated items will be kept until the end of the half term.

The academy will not accept any liability for any claim arising from theft, accidental loss or damage to personal effects, money, belongings or clothing whilst on the premises, even if lost after being confiscated by the academy.

Chewing gum damages the academy. Any student found chewing or with chewing gum will result in a 1 hour detention, -10 points (page 17).

When confiscating a banned item staff are required to place the item in a plastic bag, complete the Confiscation slip in full and hand the confiscated item to Reception. Reception will add the item to the confiscation log and enter the required -1 negative point.

The following items are banned at the academy:

<ul style="list-style-type: none"> • Mobile phones (students may have a mobile switched off in the bottom of their bag, not pocket, but it will be confiscated if it is seen or heard at any time) • Headphones • High value items and electronic items (games consoles, iPads or similar) including smart watches • All non-uniform items of clothing, including: <ul style="list-style-type: none"> - Hoodies and non-academy jumpers - Baseball caps - Jewellery (with the exception of a watch) - Handbags/non-academy bags • Fizzy drinks and 'energy' drinks • Large quantities of confectionery and snacks beyond that which a student could reasonably consume on their own in a day • Chewing gum • Glass bottles and containers 	<ul style="list-style-type: none"> • Toys, laser pens and fidget spinners • Birthday accessories (e.g. large badges, sashes or balloons) • Metal combs • Aerosols or sprays • Fireworks, bangers, firecrackers, etc. • Drugs, tobacco or alcohol, including any related paraphernalia • Vaping equipment • Pointed objects/blades • Any item that is deemed by the Leadership Team to disrupt learning • Any item deemed to be a weapon • Any other item/substance that is prohibited by law
--	---

2.5 Sixth Form Dress Code

Sixth Form students are expected to wear formal business dress. Detailed guidance is provided within the Uniform and Equipment Policy.

If in any doubt about the appropriateness of a garment, students should check with a member of the Sixth Form team before purchasing it.

Section 3: Expectations of student conduct

3.1 Conduct in the classroom

- Arrival to lessons:
 - Student should arrive on time to lessons.
 - Students must not enter a classroom without a member of staff being present.
 - Students must not enter the classroom with coats on.
 - Staff will welcome students on the threshold of the classroom.
 - Students will line up in silence outside the classroom and then calmly enter the room.
 - Students will arrive, make eye contact and greet the teacher courteously e.g. with a clear “Hello Sir/ Ma’am”.
 - Students will enter the class in silence and sit in their allocated seat.
 - Student will place their bag(s) on the floor, coats on the back of their chair and their pencil case and book on the desk. Water bottles must remain in bags during lesson time.
 - The High Intensity Retrieval (HIR) starter is completed in silence.
- During lesson times:
 - Students must always listen to the teacher and follow all instructions immediately.
 - Each teacher will have a way of communicating they want silence. This may be a teacher raising their hand or a countdown. All students must be silent within 3-5 seconds.
 - Students must follow instructions on the first time of being asked, without question.
 - Students are not allowed to leave the classroom unless there is an emergency or without their teacher’s permission.
 - Each lesson will have extended periods of silence when independent work will be carried out. Students must be in silence during this time.
 - Students are to speak using polite and positive language only, remembering to always say “please” and “thank you”.
- Ends of lessons and dismissal from class:
 - Students should make a note of their homework in books when instructed.
 - Students remain in their seats whilst they are packing away unless directed to collect equipment or books.
 - Students pack away their equipment in silence.
 - Students remain in their seats whilst the teacher is reviewing the learning.
 - Students are asked to stand row by row, tuck under their chairs and leave in an orderly, quiet manner.
 - Staff will dismiss each row and say goodbye to the students.
 - Students who have a detention must remain seated at the end of lesson 6.
 - Students are required to politely thank and say goodbye to the teacher and any other member of classroom staff.

3.2 Movement between lessons

- Students must move quickly and quietly to their next lesson at changeover times and at the end of break and lunch.
- Students must not stop in corridors to talk in between lessons 1 and 2, 3 and 4, and 5 and 6.
- When the whistle blows, indicating the end of break and lunch, students must respond immediately walking quickly and purposefully to their next lesson.
- Sanctions (-1) will be given if any student is considered to be delaying getting to their lesson.

3.3 Conduct around the academy

- Students should move quietly and in a controlled and considerate way throughout the academy.
- No physical contact should be made with any other student.
- Students should always walk on the left-hand side through corridors and up/down stairs.
- Students should never run, push, barge, shout or whistle. Swearing and slang language is not permitted and will be sanctioned.
- Students should remain in supervised spaces and should not enter areas that are off-limits.
- Students must not touch light switches, knock on classroom doors or enter other classrooms.
- Students should be ready to help others by opening doors, standing back to let adults pass and generally showing patience, good manners and courtesy.
- Students should move around the academy individually, in pairs, or in small groups.
- At lunchtime and break time, no students should remain inside the academy buildings unsupervised, except for wet weather arrangements.
- Students should always place any litter in the bins provided.
- Students should respect academy buildings, displays and property.

3.4 Conduct in assembly

- All assemblies must be conducted with the highest of expectations. Heads of Year are responsible for ensuring that every assembly meets these expectations and that guest speakers are respected and thanked for their contributions and presentations.
- Students must line up outside the hall in silence; form tutors must enforce this in a calm and clear way.
- Students enter the hall in silence and sit waiting in silence.
- Students put their bags and coats by their feet although in the main bags and coats should be left in classrooms.
- Students stand when requested to do so, as a mark of respect for the teacher leading the assembly or the Principal entering.
- Students listen carefully to the speaker and concentrate without talking or distracting others. They should face the front and look at the speaker.
- Students celebrate the achievements of others in a formal and respectful manner. Cheering, whooping and foot-stamping are not permitted.
- No food or drinks are allowed in the hall.
- The academy reflection will be said at the end of each assembly.
- Students should leave the assembly in silence and proceed directly to their next destination.

3.5 Conduct in the playground and field

- Students should be sensible, careful and aware of other people in the playground and on the field, including the staff on duty.
- No food or drink is permitted to be consumed in the playground or on the field.

- Students should not take part in dangerous games or activities which could cause injury or endanger the health and safety of others.
- Card games or gambling of any kind is strictly forbidden.
- Students should not gather in large groups, as this may lead to boisterous conduct or may inadvertently intimidate other students.
- Students must stay in their allocated zone as directed.
- All student must take responsibility for litter.

3.6 Conduct in the restaurant at lunch and break time

- The restaurant is a place for relaxation and social time; however, behaviour in this area must be calm and respectful, allowing students and staff to enjoy eating in an appropriate atmosphere.
- Students should line up quietly for lunch. There is to be no pushing-in in the lunch queue.
- All food must be eaten in the restaurant or designated areas only. Students must use a tray.
- Food purchased at the Street Kitchen must be eaten outside in The Agora and cannot be taken into the academy building.
- Packed lunches can only be eaten in The Agora.
- Students must line up outside the restaurant in their year group-allocated time slot as detailed at the start of each term and by staff members.
- All students and staff visiting the serving area must have a tray.
- Students are not permitted to stand around talking in the restaurant; social gatherings can take place outside in The Agora.
- Trays and plates should be returned so that the tables are left clean and tidy for the next person. Any leftover food, wrappers, bottles, etc. are to be placed in bins provided.
- There should be no shouting in the restaurant; students and staff should partake in friendly and constructive conversation using calm, softly-spoken voices.
- All students must have a water bottle or a clear bottle of water.
- Chewing gum is banned from the academy site.

3.7 Conduct at the start and the end of the academy day

- When students leave home, they should make their way directly to the academy in the morning.
- Students should arrive at the academy in good time, allowing an adequate buffer for potential transport delays.
- Equipment and uniform checks will be conducted by the tutor lesson teachers each morning.
- Members of staff have duty spots which they will always be present at.
- Students must not use their mobile phones until they are offsite.
- Students must cross the road outside of the academy using the crossing only.
- Students must not walk on the grass; they should only use the paths.
- Students must be in a supervised area if staying on site after the school day, e.g. revision classes, library or clubs.
- Upon leaving the academy, students should go straight home and change out of their uniform.

3.8 Punctuality and truancy

Parents are requested to contact Future Academies Watford via the absence line on the morning of each day of any absence (refer to Future Academies Watford Attendance Policy).

Lateness to the academy and lessons disrupts teaching, hinders learning and is unacceptable.

Students should be on the academy site by no later than **8.25am**, and must be in their tutor lesson classroom ready to learn by 8.30am.

Students arriving after 8.30am will be given a 15-minute late detention which must be sat at the end of the day unless there is a valid reason communicated to the academy by the parent/guardian.

Students arriving after 9.00am will sit a one-hour detention on the same day.

If a student is continually late to school, the following escalation process will be implemented:

Late, before 9.00am	15-minute detention on the same day
Late, after 9.00am	One-hour detention on the same day
Late 5 times	Detentions extended to one hour each time Meeting with a member of the pastoral team; parents/guardians informed of meeting outcomes
Late 10 times	One day in Internal exclusion Head of Year meets with parent/guardian Specific targets set for improvement
Late 15 times	One day in internal exclusion Head of Year meets with parent/guardian Reminder of set targets
Late 20 times	Two days in internal exclusion Vice principal meets with parent/guardian to complete an Attendance Agreement
Late 25 times	Two days' external exclusion Principal meets with parent/guardian and reviews the Attendance Agreement

The academy will ensure that steps are taken to support students and parents/guardians that require additional support with punctuality.

The following situations are classed as truancy at the academy:

- Student found slowly going to lessons or not going directly to their lesson;
- Student found in an out-of-bounds area;
- Student found in the corridor during lesson time without an 'Out of Class/Medical/Toilet Pass'.

Students found truanting will be given a 1-hour detention which must be sat at the end of the day. The senior team reserve the right to escalate this to a day in internal exclusion.

If a student is continually 'out of class' as described above, the following escalation process will be implemented each term:

Truanting – first time	10 negative points One-hour detention on the same day
Truanting – second time	One-day internal exclusion Head of Year meets with parent/guardian Specific targets set for improvement
Truanting – third time	One-day fixed-term external exclusion Head of Year meets with parent/guardian Reminder of set targets
Truanting – fourth time	Two days fixed-term external exclusion

	Vice Principal meets with parent/guardian
Continued concerns	Further incidences of truancy will indicate a serious health and safety concern and the student will be at risk of longer fixed-term external exclusions or permanent exclusion

3.9 Conduct in the community

Students are the public face of the academy – they should be our best advertisement. The local community will form an opinion of the academy based partly on students’ behaviour whilst wearing the academy uniform. Students must therefore display exemplary conduct whenever they are:

- travelling to and from the academy;
- wearing academy uniform (including on trips and visits);
- representing the academy in their own clothes; and
- otherwise identifiable as a member of the academy.

Guidance from the Department for Education (DFE-00023-2014) makes clear that academies have the right to discipline students for misbehaviour outside of academy whenever the above conditions apply. Furthermore, academies may discipline students for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the academy, or
- poses a threat to another student or member of the public, or
- could adversely affect the reputation of the academy.

The academy developed a relationship with the local police to enable sharing of information about students. This will include a regular update from the local link.

Our Community Code of Conduct outlines the following expectations of students outside of school:

- Students should wear the full academy uniform with pride on the way to and from the academy;
- Students should be mindful of the language that they use and the volume of their voices;
- Students should cross the road safely. They should always use the crossing and wait for the green man;
- Students should queue in single file at bus stops and outside shops. They should allow members of the public onto buses first and should give up their seat to the elderly or to those who need it;
- Students should walk in no more than double file. They should be careful not to block the pavements;
- Students should respect the environment and not drop litter;
- Students should ride bicycles safely and sensibly and must always wear a cycle helmet. They should not ride them on public walkways;
- Students should not congregate in public areas before school. This includes in parks, outside shops or on estates. They should proceed directly from home to the academy before the school day. Students must not enter Boundary Way unless they live on this estate;
- Students should not congregate in public areas after school. If they want to meet up with their friends, they should first return home and change out of the academy uniform;
- Students should show the normal respect to teachers when they see them outside of the academy. Say “Good morning” or “Good bye”. They should follow any instructions, first time and without complaint.

Any reports from members of the community will be investigated thoroughly. The academy reserves the right to share photographs with specific members of the community to support positive behaviour in the local area.

Any student who displays poor conduct whilst identifiable as a member of the academy community will be considered to have brought the academy into disrepute. In such instances, the academy will use the full range of disciplinary actions up to and including permanent exclusion.

3.10 Conduct with others

It is paramount that respect and consideration are shown for all other students and adults including teachers, site staff, the office staff, Restaurant staff, technicians and visitors.

There is no excuse for personal, insulting and hurtful comments directed at anyone or members of their family. This includes cussing and swearing.

There must be no form of intimidation towards others. This includes bullying, extortion of money, etc.

There will be no excuse for rudeness, disrespect or insolence towards any member of staff. This includes in a student or member of staff's gestures, body language etc.

Any request from any adult must be carried out at once and without argument.

There is to be no physical contact between any students. Staff must not ignore any incidences of physical contact between students.

Items must not be thrown between students. There is never a reason to throw anything whilst at the academy, unless in sport.

3.11 Conduct online

The academy's IT facilities and associated internet access must be used responsibly.

Students may only use the academy's IT facilities for academic work, revision or research. The facilities must not be used for any other reason such as social networking, chat rooms or cyber-bullying.

Students must not attempt to contact academy staff via social media.

Students must not use social media in or out of school in a way that brings themselves or the academy into disrepute.

Any student that does not comply with the academy's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

3.12 Conduct when cycling to school

Bicycles are brought to the academy at the owner's risk and the academy accepts no responsibility for loss or damage.

Students and parents/guardians must sign Academy Cycle to School Contract (Appendix 2) and return it to the Principal's PA before the bicycle is used to cycle to and from the academy. Failure to do so will result in the student not being permitted to store their bicycle at the Academy.

Students wishing to store their bikes in the bike storage area will need to obtain a bike passport which is supplied by the academy at no cost to the students, however, if lost replacements will need to be purchased before the facilities can be used.

Bicycles must be roadworthy; brakes, tyres etc. must be regularly checked. This is the responsibility of the parent/guardian. In the evening and on dark mornings, students must have a full set of working lights and reflectors.

It is unacceptable for any student to cycle to school without a bike helmet. If students arrive at the academy without a helmet their bike will be locked until a parent picks it up. This procedure is in the interest of their children and their safety. Only students with an academy bike passport and helmet are eligible to use the Academy bike storage facilities.

Students must not cycle on the academy grounds (see Cycle to School Contract – Appendix 1).

3.13 Health and safety

The health and safety of all staff and students in the academy is of paramount consideration. Health and safety is not just the responsibility of the staff. Everyone, including students, must play their part.

This means that students are expected to ensure that they:

- exercise personal responsibility for their own safety and the safety of others;
- follow the academy rules in a way that ensures consistency with safety;
- observe all safety regulations and any safety instructions given by staff;
- use (or not willingly misuse, damage or interfere with) things provided for safety (e.g. water hoses, fire extinguishers and fire alarms).
- report any potential hazard they see to a member of staff immediately (e.g. a broken window, liquid spilled on stairs, loose flooring, damaged fencing or defects in electrical fittings).
- do not bring an aerosols onto the academy site.

No student is permitted to leave the academy premises during the day without the written permission of his/her parents/guardians and the authorised teaching staff.

Any student who endangers any other member of the academy community by having any weapon (or any object which could be used as a weapon) will be subject to formal disciplinary sanctions including permanent exclusion.

Laser pointers or similar items which can cause loss of vision, are banned from the academy premises.

Any student who is found trading in drugs, is in possession of drugs, or is in the company of other students who are in possession of any illegal substance at any time during course of the normal academy day will be subject to formal disciplinary sanctions including permanent exclusion.

3.14 Standards of student work

It is important that academy students understand and meet the academy expectations of work standards.

- Students' work must be of a high quality with each of their books evidencing their hard work. The following expectations must be met by all students.
- All exercise books and portfolios must be clearly labelled with students' full name, subject and teacher name.
- All exercise books must be covered with a plastic cover (provided by the academy).
- All work must include the title, the date and be underlined using a ruler.
- All pictures, diagrams, tables created directly in books should be completed in pencil and, if appropriate, coloured using coloured pencils.
- All written work should be completed in black pen only.
- Students should ensure that all additional sheets are glued into books or organised in their folders to maintain chronology and ensure that progress can be assessed. Sheets in books should not be folded.
- Exercise books and folders must be free from irrelevant drawings/doodling.

- If graffiti/doodling/irrelevant comments and scribbling is found in books or planners it is the teacher's responsibility to ensure pages are removed and the child must copy up work. The detention system (-1) should be used.
- In addition to the above, teachers may share with students' subject specific guidelines for the presentation of work which must be adhered to.

Section 4: Bullying

4.1 Bullying (also refer to the academy Anti-bullying Policy)

The academy places high importance on creating and maintaining a happy, safe learning environment for all students. Students are reminded regularly that the academy has a culture of communication and disclosure.

There exists a separate Anti-Bullying Policy and Sexual Harassment Policy which can be accessed for further information.

4.2 Harassment

Implicit in our ethos as an academy is the belief that all are all equal, regardless of race, colour, culture, gender, sexual orientation or religion. This ethos therefore fosters a spirit of respect for each other and for all. As an educational establishment, we recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity.

Harassment has no place in our community and will not be tolerated. Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, making them fear for their safety or impacting upon their quality of life. Harassment may present itself in the following ways:

- physical assault because of race, colour, culture, gender, sexual orientation or religion
- derogatory name-calling, insults and jokes
- offensive graffiti
- provocative behaviour such as the wearing of racist badges or insignia
- bringing offensive materials such as leaflets, comics, magazines into the academy
- verbal abuse and threats
- incitement of others to behave in an offensive way
- attempts to recruit other students to certain organisations and groups
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc.
- refusal to co-operate with other students because of race, colour, culture, gender, sexual orientation or religion

The above behaviour, in any form and on any grounds, is totally unacceptable and will be dealt with in accordance with procedures outlined in the academy's Anti-Bullying Policy. Any offensive remarks, whether intentional or otherwise, will always be challenged by staff. All incidents will be recorded using the VLE Respect button and referred to the Head of Year who will then take further appropriate action. The academy, when appropriate, will report harassment and incident concerns to the police.

Section 5: Rewards and sanctions

5.1 Conduct Points

The conduct points system forms the cornerstone of the academy's Behaviour Policy. It provides a simple and transparent way for students, parents and teachers to evaluate how well students are conducting themselves. Students earn positive points for demonstrating outstanding learning, achievement and character. Students earn negative points for displaying behaviour that detracts from learning or that runs counter to the academy's culture. A student's conduct points balance is the difference between their positive points and negative points. In other words,

$$\text{Conduct Points (Net Points)} = \text{House Points} - \text{Negative Points}$$

As students accrue more conduct points, they pass through various Reward Stages and have their achievements recognised through letters home, certificates, awards, invitations to the Principal's Breakfast and trips. If a student accrues negative points, they will move through the Behaviour Stage system. This will trigger increasing levels of sanction, but it will also enable support to be put in place in order to try and stop the negative behaviour.

5.2 Rewards for good conduct – Positive House Points

The academy recognises that praise and reward are powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We reward students for displaying the following behaviours across our academy and within our community:

Positive action	House Points
Excellent LEARNING: Language and eloquence Explaining your points Asking and answering questions Reading with confidence Neat presentation/standards of work	1 point each time (Maximum of 3 points per student per lesson)
Excellent effort	1 point
Excellent class work	1 point
Excellent homework	1 point
Supporting others in their learning	1 point
"Star of the Lesson"	2 points
"Star of the Week"	5 points
100% attendance weekly points	5 points
Form tutor excellent standards weekly award (issued each week by form tutors)	5 points
Community recognition (can be awarded at any time by any member of staff)	5 points
Champion Award (can be awarded at any time by any member of staff)	10 points
Termly subject certificates of achievement (displayed each term in subject areas)	10 points (+ book token)
Head of Year culture awards (displayed each term on the year VLE page)	10 points (+ book token)

As students accumulate positive house points, they will progress through various Reward Stages. Upon entering a new Reward Stage, students will receive the following rewards and recognition.

Reward Stage	Conduct Points	Reward
Reward Stage 1	50 points	<ul style="list-style-type: none"> Postcard home from the Tutor
Reward Stage 2	100 points	<ul style="list-style-type: none"> Letter home from the Head of Year
Reward Stage 3	200 points	<ul style="list-style-type: none"> Bronze certificate in Achievement Assembly Bronze lapel badge awarded.
Reward Stage 4	400 points	<ul style="list-style-type: none"> Silver certificate in Achievement Assembly Silver lapel badge awarded.
Reward Stage 5	600 points	<ul style="list-style-type: none"> Gold certificate in Achievement Assembly Gold lapel badge awarded. Invitation to attend a Principal's Celebration Breakfast
Reward Stage 6	1000 points	<ul style="list-style-type: none"> Platinum certificate in Achievement Assembly Platinum lapel badge Invitation to Principal's Celebration Lunch
Reward Stage 7	1500 points	<ul style="list-style-type: none"> Governor Award Invitation to meet with a Governors to receive the award
Reward Stage 8	Above 1700	<ul style="list-style-type: none"> Presentation Evening Award (+ book award)
End of Year Positive Reward Certificate	Only positive awards achieved (no negative points)	<ul style="list-style-type: none"> End of year certificate and prize
Graduate student	Gold award at the end of Year 7, 8 and 9	<ul style="list-style-type: none"> Graduate ceremony at the end of Year 9 Presentation award and different tie for KS4

All points contribute to the whole school points total for students' respective houses.

5.3 Sanctions for poor conduct

Academy staff act consistently (i.e. in accordance with policy), fairly and deliberately in their use of sanctions. Any staff member who is not sure how to proceed with a behaviour or disciplinary issue must seek support from their line manager. If their line manager cannot be found, advice must be sought from any member of the Leadership Team.

Any poor conduct, whether in class or around the academy, incurs negative points.

Parents/guardians can use the Xpressions app to know if their child has a 15-min detention. Negative points are awarded as follows:

Poor conduct	Negative Pts	Sanction/Detention	Detention taken by:	When	Notice given to parents
Classroom culture					
Lack of equipment	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Lack of exercise book	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Lack of sports kit or ingredients (first and second time in a half term)	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions

Late to lesson/delaying getting to lessons	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Graffiti/doodles in books	-1	15-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Lack of homework	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Red given in class	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Unsatisfactory classwork	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Unsatisfactory homework	-1	15-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Head on desk during lesson time or work avoidance	-1	15-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
In-class boisterous behaviour (out of seat, shouting out, silly behaviour)	-1	15-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Third time of forgetting sport kit or ingredients in a half term	-10	One-hour detention issued by Sport team (contact made with parents to discuss concerns)	Central system run by the Leadership Team	Same day	Via text
Removal from lesson after a second final warning (Curriculum call out)	-10	One-hour detention when an RJ meeting will take place between the student and the teacher	Central system run by the Leadership Team	Same day	Via text
Academy culture					
Incorrect uniform/Uniform breaches e.g. tie, shirt, skirt, writing on hands/arms	-1	15-min detention issued by a member of staff	Lesson 6 teacher	Same day	Via Xpressions
Late to the academy	-1	15-min detention issued by Student Services	Lesson 6 teacher	Same day	Via Xpressions
Boisterous behaviour in corridors and communal areas (shouting, running, silly behaviour)	-1	15-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Eating or drinking outside of a designated area	-1	15-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Confiscation of a banned item (see Section 2.4)	-1	15-min detention issued by any Reception	Lesson 6 teacher	Same day	Via Xpressions
Confiscation of mobile phone (see Section 2.4)	-10	One-hour detention issued by any member of staff (refusal to hand over phone will result in internal exclusion)	Central system run by the Leadership Team	Same day	Via text
Rudeness, backchat, defiance, swearing	-10	One-hour detention issued by any member of staff	Central system run by the Leadership Team	Same day	Via text
Use of derogatory language	-10	One-hour detention issued by any staff member	Central system run by the Leadership Team	Same day	Via text
Chewing gum	-10	One-hour detention issued by any staff member	Central system run by the Leadership Team	Same day	Via text

Play fighting (see Section 5.7)	-10	One-hour detention issued by any staff member	Central system run by the Leadership Team	Same day	Via text
Failure to stay to a 15-mins detention	-10	One-hour detention issued by Heads of Year after contact being made by Lesson 6 teacher	Head of Year	Following Day	Via text
Obtaining numerous negative points the previous day	-10	One-hour detention issued by Heads of Year	Head of Year	Following Day	Via text
Detention following internal exclusion	-10	One-hour detention issued by Behaviour Team	Central system run by the Leadership Team	Same day	Via text
Intentional lateness to lesson/out of class	-10	One-hour detention issued by any staff member	Central system run by the Leadership Team	Same day	Via text
Arriving after 9.00am without an acceptable reason	-10	One-hour detention issued by attendance team	Attendance Manager/Team	Same day	Via text
Repeatedly late to the academy	-10	One-hour detention issued by the attendance team	Attendance Manager/Team	Same day	Via text
Minor damage to the academy property (see Section 5.8)	-20	One-hour detention issued by member of staff or Heads of Year	Central system run by the Leadership Team	As appropriate	Via text
Serious breach*	-20	Two-hour detention issued by Heads of Year or Senior Leadership	Central system run by the Leadership Team	Same day	Via text

* Following some serious breaches of the behaviour code, a student may be required to spend an additional hour following a one-hour detention to receive behaviour intervention. This will be decided by the Senior Team and parents/guardians will be informed. The academy will insist that a parent or guardian picks up their child from a two-hour detention and meets with a Senior Team member.

Addressing escalating poor behaviour

If a child receives multiple negative points in any one day, Heads of Year will escalate the sanction immediately accordingly and issue a 1hour detention for the following day. They will also ensure supportive and intervention is swift and effective to prevent further non-compliance with the behaviour expectations.

If a child fails to stay for a 15-minute detention at the end of the day, the teacher is responsible for reporting this incident to the Head of Year immediately. Action will be taken to address this serious incident. Students will have a one-hour detention the following day issued by the Head of Year.

If a student accumulates negative points, they will progress through various Behaviour Stages. Upon entering a new Behaviour Stage, students will receive the following support:

Behaviour Stage	Points	Action taken	By whoms	Additional support (as appropriate)
1	-50	<ul style="list-style-type: none"> Form tutors will call home and discuss concerns Call logged on Comms log on SIMS 	Tutor	<ul style="list-style-type: none"> Form tutor report focused on aspects of concern Form tutor will discuss report when calling home

2	-100	<ul style="list-style-type: none"> • Head of Year to call home and discuss concerns • Call logged on Comms log on SIMS 	Head of Year	<ul style="list-style-type: none"> • Head of Year (amber) report on aspects of concern
3	-150	<ul style="list-style-type: none"> • Meeting with Head of Year and meeting minutes in student file. • Call logged on Comms log on SIMS 	Head of Year	<ul style="list-style-type: none"> • Support and clear expectations via a contract put in place
4	-300	<ul style="list-style-type: none"> • Final warning meeting between parent and a member of the senior team and/or a Governor's Behaviour Panel. 	Leadership Team	<ul style="list-style-type: none"> • Parental meeting with a member of the Leadership Team • Governors' Behaviour Panel • Educational Psychologist assessment, if appropriate • Managed move considered
5	-400	<ul style="list-style-type: none"> • Principal meeting. 		<ul style="list-style-type: none"> • Meeting with the Principal • Permanent exclusion considered

The Pastoral Team keep a record of all of the interventions that are put in place as students enter Behaviour Stages. These 'Behaviour Stage Checklists' ensure that students receive all of the appropriate support and that this can be evidenced.

The academy reserves the right to 'carry over' behaviour points at the end of the academic year. This may be done for all students students on particular behaviour boundaries or for selected individual students. In relation to this, the Principal's decision is final.

5.4 Classroom behaviour management

To ensure that behaviour in classrooms is conducive to learning and that all incidents of poor behaviour are dealt with in a calm, respectful and effective way, all staff will use the following classroom behaviour management system.

It is key that all students, parents, guardians and staff understand that behaviour from any child that prevents teachers from teaching or other students from being able to learn in their lessons will not be tolerated. The academy will not delay in putting in place sanctions that remove students who do not meet expectations from lessons therefore preventing them from having a negative impact on the learning culture, and on student attainment and achievement.

In instances of low level disruption, students should be given a clear reminder to correct their behaviour using non-verbal cues and calm verbal reminders.

First Warning (Yellow)

Students who do not meet the academy behaviour expectations are given a clear verbal reminder to correct their behaviour.

This first stage – a first verbal yellow warning – is a warning to the student(s) and must be explicit. The warning is to be given in a clear and respectful way.

The student must stop misbehaving at this stage.

Final warning (Red – 15mins detention)

If the disruptive behaviour continues, a second, final verbal warning needs to be clearly communicated as such; a student has broken two rules or the same rule twice.

A -1 negative point will be recorded in SIMS and the student will have a 15-minute detention at the end of the day.

Removal and detention (Curriculum Support call out resulting in internal exclusion and 1 hour detention)

If the student’s behaviour has not changed then they need to be removed from class and supervised by the behaviour team or Senior Team until the teacher can deal with the issue after school through the detention and restorative justice system.

The teacher presses the button for Curriculum Support on SIMS. The member of staff on Curriculum Support duty will attend, reviewing the details provided on the purple form provided by the teacher, and will escort the student to the designated classroom where they will reflect on their behaviour, complete classwork and prepare for the restorative justice (RJ) meeting that will take place after school.

The student will stay in this area for the remainder of the day.

A text is sent and a phone call is made home by the Behaviour Support Team to inform the parent that their child has a detention for one hour at the end of the day. The Behaviour Support Team will log the detention on the SIMS system along with the details provided on the purple form.

The on-call system can also be used for the following:

- Violence or threat of violence;
- Dangerous behaviour;
- Failure to hand over a contraband item;
- Disruption to test conditions.

Staff who have used the Curriculum Support call-out system must attend the RJ conversation with the student at the end of the day. This RJ conversation takes priority over any other activities or meetings.

The following table illustrates how the sanction system will escalate if a child continues to cause disruption to other students’ learning:

Incident	Action	Detention	Exclusion
First incident	Remain in designated area for the rest of the day	One-hour detention on the same day	
Second incident in the same term	Remain in designated area for the rest of the day	One-hour detention on the same day Parent/guardian meeting to take place with Head of Year	
Third incident in the same term	Remain in designated area for the rest of the day	One-hour detention on the same day Parent/guardian meeting to take place with Head of Year and SLT Year Link	One-day internal exclusion the following day
Fourth incident in the same term	Remain in designated area for the rest of the day	One-hour detention on the same day Parent/guardian meeting to take place with SLT Year	One-day external exclusion the following day

		Link and the Vice Principal Behaviour	
Continued concerns	Further incidences of disruption to the learning of others will indicate serious student concerns and therefore the student will be at risk of longer fixed-term external exclusions or permanent exclusion		

5.5 Detention

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy’s expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions. Sometimes this requires students to sit a detention.

i. **Academy detention for - 1 point (15-minute detention)**

- Detentions will be sat the same day, whenever possible.
- Students will be informed of the detention when it is given.
- At the end of Lesson 6, teachers taking this lesson will remind the students of their detention. The students are expected to wait in their seat, in silence, until the teacher dismisses them.
- Multiple misdemeanours will be addressed by the Head of Year and students will be required to attend a longer detention the following day.
- End of day detention details are available to parents/guardians using the Xpressions app.

ii. **Leadership Team detention (1 or 2 hr detention)**

- Staff members may refer a student for a Leadership Team Detention by logging this on SIMS. All referrals for these detentions will be reviewed by a member of the Leadership Team.
- Leadership Team Detentions will generally be set for serious breaches of the academy’s behaviour policy, including failing to attend an Academy Detention.
- A member of staff will collect students for a Leadership Team Detention towards the end of their final lesson.
- As a courtesy, a text message will be sent to parents before the end of the academy day. The pastoral team will also attempt to contact parents by telephone. However, being unable to establish contact will not excuse the student from the detention.
- Any teacher that has used the call-out system will go to the detention area at the end of the day to have a restorative discussion with the student concerned.
- Detentions may only be rescheduled or annulled by a member of the Senior Leadership Team.
- Parents and guardians cannot request that their child does not attend a detention or expect the academy to make alternative arrangements for their child.

5.6 Internal Exclusion

On rare occasions, a student’s behaviour may fall so far short of the academy’s expectations that the student must be removed from class and taken to the Internal Exclusion Room. The Internal Exclusion Room provides a calm and orderly environment in which students can:

- reflect upon their conduct;
- consider how to make amends; and
- continue with their learning until they are allowed to return to class.

Whilst in the Internal Exclusion Room, students are guided through a structured reflection about questions such as:

- “What happened?”
- “How were you feeling at the time?”
- “What are you feeling now?”
- “Who has been affected by what happened? How have they been affected?”
- “What do you think needs to happen to make things right?”

Any student that is placed in Internal Exclusion will remain there for the remainder of the academy day and then sit a Leadership Team Detention.

Students may be referred to the Internal Exclusion Room for varying lengths of time:

- until the end of the same day;
- for a fixed period of time (up to five days): This will happen following a serious breach of the Behaviour Policy or as an alternative to a fixed-term Exclusion.

Parents will always be informed if their child is placed in Internal Exclusion. A log of referrals to the room is stored centrally. When a student is referred to the room for an Internal Exclusion of more than two days, parents are notified in writing.

Students in the Internal Exclusion Room are provided with scheduled break and lunchtime, separate to the main student body.

Students scheduled to be in internal exclusion for a day or more will be required to bring in a packed lunch; a healthy packed lunch will be provided by the academy for free school meals students.

5.7 Physical altercations

Students at Future Academies Watford are able to settle disputes and arguments through non-physical means. Violence of any kind will not be tolerated. If students need support, there is always a member of staff that they can go to, rather than resorting to a physical altercation.

The following descriptors will be used to determine sanctions whenever a physical altercation has taken place. Precise sanctions will be determined by the Principal.

Altercation	Description	Sanction
Play fighting	Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue	<ul style="list-style-type: none"> • A Leadership Team Detention will be served.
Grappling and grabbing	An aggressive situation in which no punching, kicking or striking is taking place. May result in students grabbing each other’s clothes, bags	<ul style="list-style-type: none"> • Depending on the students’ response, the students will serve an Internal Exclusion ranging from 1 to 3 days.
Fight	Two or more students who are kicking, punching and/or striking	<ul style="list-style-type: none"> • Up to 5 days in Internal Exclusion will be served. • A fixed-term or permanent exclusion will be considered. • Criminal prosecution may be considered.
Attack	An action in which an instigator punches, kicks or strikes another student. The other student does not	<ul style="list-style-type: none"> • Up to 5 days in Internal Exclusion will be served. • A fixed-term exclusion is likely.

	retaliate but may offer some form of reasonable self-defence (i.e. holding or blocking)	<ul style="list-style-type: none"> • Permanent exclusion may be considered. • Criminal prosecution may be considered.
--	---	---

The academy will consider all elements of the incident before making a decision, including:

- Whether the student was an instigator, participant, respondent or victim.
- If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator.
- How the student responded to the staff who intervened (for example, whether they followed instructions the first time).

5.8 Damage to academy property

Any deliberate or reckless damage to Future Academies Watford property will be sanctioned. Incidents observed by staff must be reported to a senior member of staff who will assess if the act was accidental or deliberate. Any incidents must be fully investigated and a report produced.

Any student caught vandalising/damaging property within the academy will be billed for subsequent cost of repair or replacement and be dealt with; and may face a fixed-term exclusion. The Police may be involved if deemed necessary.

Section 6: Conduct in the Sixth Form

6.1 Overview

The Academy expects that the conduct of Sixth Form students will reflect their age and maturity and, above all, the fact that enrolment in the Sixth Form is voluntary. Sixth Form students are expected to be courteous and studious, to serve as role models to younger students and to actively contribute to academy life.

The Sixth Form Behaviour Policy is fully integrated with the Conduct Points system that it used lower down the school. Sixth Form students with positive Conduct Point scores will be praised and rewarded in accordance with the academy’s Reward Levels. Sixth Form students with negative Conduct Point scores, will be sanctioned and supported, in accordance with the academy’s Behaviour Boundaries. All Conduct Points earned by Sixth Form students contribute to the whole-school points totals for their respective houses.

6.2 Commendations and Penalty Points

In recognition of the increased expectations that are placed on Sixth Form students, in addition to the regular earning of positive and negative points, students may also receive Commendations and Penalty Points. These have significant values of positive and negative Conduct Points attached to them (+10 points and -10 points respectively).

Commendations and Penalty Points are issued as follows:

	Commendations	Penalty Points
Examples of conduct	<ul style="list-style-type: none"> • Excellent academic performance (e.g. high attainment or excellent progress in a key assessment) • Ongoing and outstanding commitment to learning 	<ul style="list-style-type: none"> • Truancy • Failure to attend independent study sessions • Repeated lateness to school • Repeated lateness to lessons

	<ul style="list-style-type: none"> • Ongoing contribution to academy life (e.g. running an extra-curricular club, student leadership) • One-off notable act or good character (e.g. a significant act of kindness, maturity or diligence) • Any other reason deemed appropriate by the Head of Year 	<ul style="list-style-type: none"> • Repeated infringements of the dress code • Repeated failure to meet deadlines • Ongoing lack of effort • Rudeness to staff • Inappropriate use of the internet • Breach of the Sixth Form mobile phone policy
Reward/sanction	<ul style="list-style-type: none"> • Certificate of Commendation presented to student in Sixth Form Assembly • Copy of certificate placed on student's file • 10 Conduct Points awarded 	<ul style="list-style-type: none"> • Penalty Point letter issued to student by the Head of Year • Copy of letter placed on student's file and posted home • -10 Conduct Points awarded

Any member of staff may nominate a Sixth Form student for a Commendation or Penalty Point, by contacting the Sixth Form Head of Year. The Head of Year is responsible for the issuing of all Commendations and Penalty Points, and retains discretion in relation to this.

6.3 Addressing behavioural concerns

Sixth Form students with negative Conduct Point scores will be sanctioned and supported, in accordance with the academy's Behaviour Boundaries.

In recognition of Sixth Form students' responsibility for their own conduct, and to simulate the world of work, students will be issued with a number of formal warnings as they progress through the Behaviour Stages. Each warning will be issued by a member of the Leadership Team. A copy of the warning letter will be given to the student, placed on the student's file and posted home to parents. Letters are issued at the following Behaviour Stages:

Behaviour Stage	Letter	Issued by
Behaviour Stage A	Verbal warning	Head of Year
Behaviour Stage B	First written warning	Leadership Team
Behaviour Stage C	Final written warning	Principal

Any Sixth Form student that reaches Behaviour Stage C places themselves at risk of Permanent Exclusion. In cases of extreme misconduct, the Principal reserves the right to move straight to a final written warning or permanent exclusion.

6.4 Year 12 induction period

All new Sixth Form students complete an induction period. This helps the academy to ensure that students have been placed on appropriate courses and supports students in adjusting to the higher academic and professional expectations that are associated with Sixth Form study. Throughout the induction period, attendance, punctuality, conduct, attitude to learning and completion of work are closely monitored. The induction period is for the first half term of Year 12.

If a student falls short of the academy's expectations during the induction period, the induction period may be extended. In the event of an induction period being extended, the student and parent will attend a meeting with the Head of Year. At this meeting, clear targets for improvement will be agreed

and it will be explained that the student's place at the academy may be terminated if they fail to meet the agreed targets.

During the extended induction period, the student and his/her parents will be given regular updates about progress towards meeting the previously agreed targets. If the student is deemed to be at risk of not meeting the agreed targets, the Head of Year will call an interim review meeting to consider whether the student requires any additional support.

At the end of the extended induction period, the student will either be deemed to have successfully passed their induction, or their place in the Sixth Form will be withdrawn.

Section 7: Supporting our students

At Future Academies Watford, we value all students and recognise that they may sometimes need tailored support to help them fulfil their academic and personal potential. We have a strong pastoral system and, should a student require help at any time, they will be able to access a member of the pastoral team.

We hold weekly student support meetings; attended by a member of the Leadership Team, the SENCO, Heads of Year, Pastoral Leaders and other relevant support staff. At these meetings, key academic and pastoral data is discussed and tailored support is agreed for individual students as required. Students also receive formalised support if they reach a Behaviour Stage or receive a fixed term exclusion.

The academy makes use of a range of specialist support staff, including a Medical Officer, an academy counsellor, a Welfare Manager and a Mental Health Lead.

The academy recognises the importance of working closely with our feeder primary schools to support Year 7 students during this crucial stage of their education. A full transition programme is in place.

The following groups of vulnerable students may at some point require adults at the academy to take account of their individual needs and circumstances when monitoring the academy's behaviour policy. However, the academy does not accept these as excuses for poor behaviour.

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- students who need support to learn English as an additional language
- students with special educational needs and disabilities (SEND)
- students looked after by the local authority (LA)
- unwell students
- young guardians
- students from families under stress
- pregnant students and teenage mothers

Section 8: Exclusions

The academy complies fully with the Department of Education (DfE)'s statutory guidance on exclusions, as issued in September 2017 (see DFE-00184-2017). The points below should be read in conjunction with that guidance.

8.1 The decision to exclude

The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's power to exclude'.

Only the Principal, or in their absence the Vice Principal, will have discretionary power to exclude any student for a fixed period. Only the Principal shall have the discretionary power to permanently exclude any student.

Before making the decision to exclude, the academy will ensure that a thorough investigation has been carried out, including, where possible, allowing the student to give their version of the events, seeking any witness accounts and considering any mitigating factors.

When establishing the facts in relation to an exclusion decision, the Principal will apply the civil standard of proof; i.e. 'on the balance of probabilities', rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

The Principal must be satisfied that their decision to exclude a student is lawful, reasonable and fair. Schools have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The academy gives particular consideration to the fair treatment of students from groups who are vulnerable to exclusion.

The academy will never 'informally' or 'unofficially' exclude a student (e.g. by sending him/her home to 'cool off'). This would be unlawful, regardless of whether it occurred with the agreement of parents or guardians. All exclusions, even for short periods of time, will be formally recorded.

Any student may be excluded for a fixed term for the reasons outlined in this Behaviour Policy.

Any student may be permanently excluded if,

1. (a) They have committed a serious breach of the academy's Behaviour Policy, or
(b) They have persistently breached the academy's Behaviour Policy; and
2. allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

An indicative but non-exhaustive list of serious breaches of the academy's Behaviour Policy which may lead directly to permanent exclusion includes:

- Being in possession of an offensive weapon
- Being in possession of or supplying drugs
- Serious and ongoing bullying
- Serious assault on a student
- Assaulting a member of staff
- Damage of academy property
- Sexual or indecent assault
- Making a false allegation against a member of staff
- Bringing the academy into disrepute
- A single act of outrageous behaviour that runs contrary to the academy's ethos

8.2 Informing parties of an exclusion

The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's duty to inform parties of an exclusion'.

No student will be sent off site before the end of the day unless contact has been established with parents/guardians. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal academy day. At the point of exclusion, a letter will be sent home both by hand and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the exclusion.

All exclusions will be recorded in the Academy Exclusion Record by the Principal's PA and on the student's file.

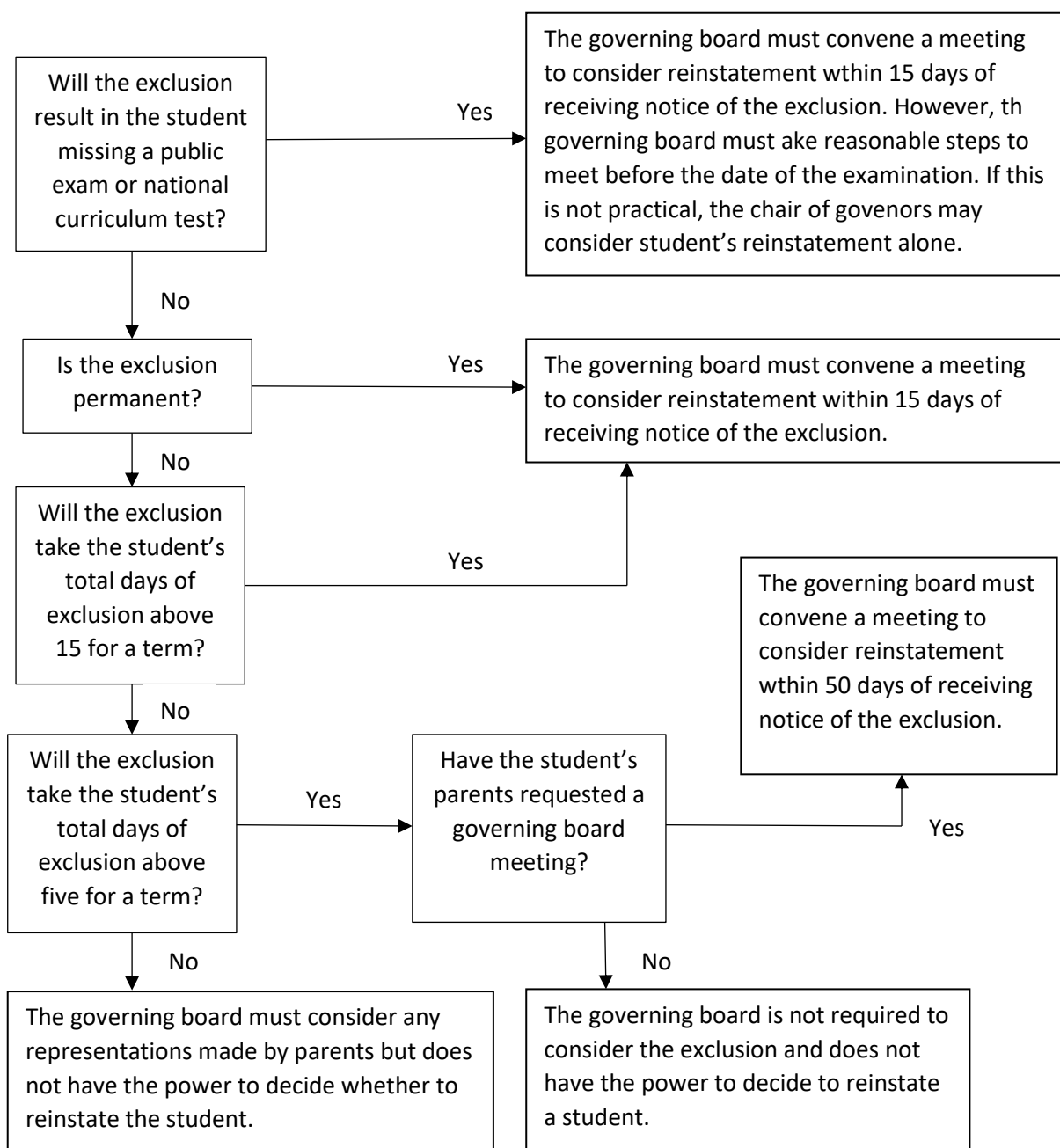
The Trust CEO will be kept informed of fixed term exclusions and will be consulted prior to any permanent exclusion.

The Chair of Governors and the Local Education Authority will be kept informed of exclusions in line with the statutory guidance.

8.3 The governing body’s duty to consider an exclusion

The Principal and the governing board will have regard to Section 6 of the current DfE guidance relating to ‘the governing board’s duty to consider an exclusion’.

The governing body’s duties in relation to considering exclusions are summarised in the flow chart below:



The governing board may delegate its functions to consider an exclusion to a designated committee. References to days mean ‘school days’.

8.4 Supporting students at risk of exclusion

Without making excuses, the academy is aware that disruptive behaviour can be an indication of unmet needs.

When any student returns to school from a fixed term exclusion, the following steps are taken to help the student reintegrate and to support them in improving their behaviour:

- A meeting will be held between a parent, the student and a member of the Leadership Team.
- The student will report to an agreed member of staff at the end of every day for an agreed length of time.
- The student's academic progress, attendance and welfare will be reviewed by the pastoral team.
- If appropriate, a SEND assessment may be undertaken, or current SEND provision will be reviewed.

If a student is at risk of permanent exclusion, the following steps will also be taken:

- The student and parent(s) must attend a meeting with the Principal. Expectations of all parties will be agreed and the home-academy agreement will be re-signed.
- All internal and external support will be reviewed.
- Consideration will be given to a Managed Move.

Section 9: Searching, screening and the use of reasonable force

9.1 Searching students (also refer to the Drugs, Dangerous Conduct, Screening and Confiscation Policy)

The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. 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)

Authorised academy staff may also conduct a search with consent for any item banned by the school rules. Whilst the academy has a named list of banned items, this list is not finite or an exhaustive list. Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Refusing to submit to a search will be treated as a disciplinary act and will be dealt with in line with the Academy's Behaviour Policy.

There should be two members of staff present during the search. The person doing the search must be the same sex as the child. The search witness should also be the same sex wherever possible. Students must not be asked to remove clothes other than outer clothing e.g. a coat or blazer. (Outer

clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.)

9.2 Screening students

As part of the academy's commitment to ensuring the safety of all students and staff, it may periodically require students to undergo screening through use of a walk-through arch and/or handheld wand. This process may be coordinated and/or supported by the academy's Safer Schools Officer and the community police. The requirement to undergo screening is not predicated upon and does not imply any suspicion of wrong-doing.

If a student refuses to be screened, the school will refuse to admit the student into the school and will seek to inform a parent immediately. In such circumstances, the school has not excluded the student and the student's absence will be treated as unauthorised. The student is expected to comply with the rules and attend.

9.3 The use of reasonable force (also refer to the Restrictive Physical Intervention Policy)

Section 93 of the Education and Inspections Act 2006 enables school 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 an 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 person (including the student themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

This does not advocate or allow the use of corporal punishment in any circumstances. Nor does it allow for any teacher or member of staff to use any degree of physical contact which is deliberately intended to punish a student or cause pain injury or humiliation.

Section 10: Other linked policies

- Future Academes Trust Behaviour Principals
- Uniform and Equipment Policy
- Anti-Bullying Policy
- Attendance Policy
- Exclusions Policy
- Drugs, Dangerous Conduct, Searching, Sreening and Confiscation Policy
- Restrictive Physical Intervention Policy

Appendix 1

Future Academies Watford Home-Academy Agreement 2021-22

Name: _____ Form: _____

At Future Academies we believe that a strong relationship between home and school is vital in supporting students to thrive during their time with us. This is important both academically and as a healthy young person in the widest possible sense. In light of this, we use our Home-Academy agreement to highlight the expectations that we have of each of our roles as a student, parent/guardian and academy. We are proud of our achievements as an academy and know that by working in close partnership our students will thrive in their learning.

As a **STUDENT** at Future Academies Watford I will:

1. Show respect to all by being **on time every morning** and I will follow the attendance policy;
2. **Wear my uniform with pride** and follow the academy's uniform policy at all times;
3. **Respond promptly and respectfully to staff instructions** and follow the expectations outlined in the behaviour policy;
4. **Safeguard and care for others** and report any concerns to an adult;
5. Take pride in the academy surroundings and always keep it **clean and tidy**;
6. Treat all members of the community courteously and I will be **polite at all times**;
7. Understand that **I am a role model** for others and I will **conduct myself accordingly both at the academy and in the local community**;
8. Have the **highest expectations of myself** and **work hard** at school and home in order to fulfil my potential;
9. Take responsibility for my learning by ensuring I am **equipped and organised** for every school day;
10. **Uphold the academy values of Knowledge, Aspiration and Respect** every day.

Signed: _____ Date: _____

As a **PARENT/GUARDIAN** I will support the work of the academy by:

1. Arranging appointments in the holidays or after school hours to support my child's aim of **100% attendance**. Holidays/visits to relatives including overseas travel are not permitted in term time;
2. Adhering to the attendance policy and supporting my child with being **on time every day**;
3. Ensuring my child has the **correct uniform and equipment** required for each day as outlined in the Uniform and Equipment Policy;
4. Modelling **respectful behaviour towards staff** and **accepting** their application of the **Behaviour Policy** and the academy sanctions; including the confiscation of mobile phones, jewellery and other banned items and the same day detentions.
5. Communicating any concerns regarding my child with staff using the available channels in the appropriate way;
6. Setting up strong routines at home to support my child to complete homework to the best of their ability;
7. Fully supporting my child's progress by attending any meeting set up by the academy and regularly reviewing my child's learning to encourage them to fulfil their potential;
8. Ensuring reading occurs regularly at home during the week to further support vocabulary development;
9. I will support the academy social media policy by ensuring the following:
 - i) I will limit the screen time at home;
 - ii) I will remove electronic devices from the bedroom in the evening long before bedtime;

iii) I will follow the school advice on safeguarding actions I can take as a parent/guardian regarding monitoring online activity.

10. Upholding the academy values of **Knowledge, Aspiration and Respect** every day.

Signed: _____ Name: _____ Date: _____

At the **ACADEMY** we will:

1. Provide an **excellent standard of teaching** in every subject. Staff will check the work completed on a regular basis and feedback areas for improvement;
2. Provide a **curriculum that builds academic knowledge and understanding**;
3. Provide opportunities for students to experience a wide range of activities to raise their aspirations about higher education, the world of work and wider interests;
4. **Set homework** regularly;
5. Communicate regularly about progress, concerns and successes;
6. Provide a **safe and secure environment** where students can be happy and successful.

Signed: _____ Name: _____ Date: _____

Appendix 2

Cycle to School Contract

Rationale:

At Future Academies Watford we aim to encourage students to follow healthy lifestyle choices including cycling to school, however with this choice there is an element of risk to both the student and the local community that needs to be minimised. The decision as to whether a student is competent to negotiate such hazards as present themselves on the route from home to the academy and back must be the parent/guardians' decision. Future Academies Watford does not accept any liability for any consequences of this decision. This contract sets out the expectations of cycling to and from Future Academies Watford with a view to minimising the risks associated with cycling.

Pass:

All students that travel to and from the academy by bicycle need to have a Bike Pass. This pass will be issued by the academy when both the student and their parent/guardian have signed a contract agreeing to Future Academies Watford's rules. This pass can be withdrawn at any time if a student disregards the Code of Conduct.

Code of Conduct:

1. Students must ride sensibly and follow the Highway Code.
2. Students must ride single file and not in pairs or packs.
3. Students must not do wheelies or any other stunt that puts themselves or others at risk. They must not carry a passenger or allow anyone to ride on the handle bars of their bike.
4. Students must not cause obstruction, stress or offence to other road users, pedestrians or members of the public.
5. Students must plan their route to and from school carefully, with an adult and make sure they always use this route.
6. Students must carry anything they need in a academy rucksack, and they must never carry anything under their arm or hanging from the handlebars.
7. Students must not use their mobile phone when riding their bicycle to and from the Academy.
8. Students are expected to maintain their bicycles in good working order, including having working lights when cycling at night and working brakes. Checks may be carried out at any time.
9. A cycle helmet (which meets current Safety Regulations) **must** be worn when cycling and students are encouraged to wear high visibility vests.

10. All cyclists must dismount when entering academy premises and chain their bicycles in the bike storage shed. All bikes must be **walked** on the academy grounds and in the surrounding **pathways**.
11. The security of bicycles is the responsibility of the individual and their parents/guardians. Measures should be taken to protect against theft. All bikes must be locked.

Insurance:

In addition parents / guardians are advised to take out appropriate insurance cover or check their home insurance policy, as the school's insurance does not cover loss or damage to bicycles. Neither does it cover any liability the students incur due to their actions whilst cycling.

Sanctions:

Breaching any parts of the code of conduct will result in the permit being cancelled and the student's right to cycle to school being removed. Initially this will be until the end of the half-term but potentially longer for re-offenders and in some cases permanently. Parents will be informed of the situation. If a student is caught riding to school without a permit they will be given a two hour SLT detention for breach of the Cycle Code of Conduct. Persistent breaches of the code will result in further sanctions as deemed appropriate at the time.

Concerns raised regarding students' cycling on the public highway may result in the Academy passing details on to the local police.

Student Statement: In order to ride my bicycle to school, I agree that I need to be concerned about the safety of pedestrians, cyclists, and other vehicles as well as my own safety when operating my bicycle. I will walk my bike on school grounds and follow all adults' directions. I will lock my bike and wear a cycle helmet. I realise that the school is not responsible for the care and protection of my bike.

I understand that if I bring my bike to the academy without a bike helmet, lock or without having a permit, my bike will be locked by the academy and parents/guardians will be requested to collect.

Student's Signature

Name

Year

Parent/Guardian Statement: I give my permission for the above-named student to ride his/her bicycle to school and agree with the conditions of the contract.

Parent/Guardian's Signature

Date

Principal's Approval:

_____ has met the conditions of the contract and has permission to use a bicycle for transportation to and from school.

Principal's Signature

Date

Future Academies | Behaviour Policy

Document control table			
Document title:	Behaviour Policy		
Author (name & job title):	Deborah Warwick (Academy Principal)		
Current version number:	V2		
Date created:	Original policy implemented for Sept 2020		
Date approved:	Sept 2021-2022		
Approved by:	CEO		
Review information:	This document is reviewed internally annually, and is reviewed by the Board of Directors every two years.		
Last internal review:	June 2021		
Last review by Governors/Directors:	N/A		
Document History			
Version	Date	Author	Note of revisions
Policy 2021-22 – Version 2	Sept 2021	DW	Amendments made for the next academic year following a full review after one year of implementation. Points changed support clarification and transparency.