



Future Academies Watford

Behaviour Policy 2022 – 2023

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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 documents listed in Section 9.

1.2 Principles

1.2.1 The academy's ethos is built around a culture of high expectations and no excuses, and this applies clearly to behaviour. Alongside our high expectations the academy provides behaviour education and extensive support for our students.

1.2.2 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 come 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.

- 1.2.3 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.
- 1.2.4 Parents, guardians, staff and students must refer to the Academy Uniform and Equipment Policy alongside this Behaviour Policy.

Section 2: Expectations of student conduct

2.1 Banned items

- 2.1.1 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.
- 2.1.2 Year 7 and 8 are required to hand in their mobile phones at the start of each day. Year 9, 10 and 11 are able to have their mobile phones on their person but they are to be stored in their bags throughout the school day and must not be taken out. Mobile phones will be confiscated if seen or heard.
- 2.1.3 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.
- 2.1.4 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.
- 2.1.5 Chewing gum damages the academy. Any student found chewing or with chewing gum will result in a 1 hour detention, -10 points.
- 2.1.6 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.
- 2.1.7 The following items are banned at the academy:

<ul style="list-style-type: none"> • Mobile phones • 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
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2.2 Conduct in the classroom

2.2.1 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.
- If waiting for an adult 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.
- Students 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.

2.2.2 During lesson times:

- Students must always listen to the teacher and follow all instructions immediately.
- Each teacher will have a way of communicating that 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”.
- Sentences should end with ‘sir/ma’am’.
- When the term ‘STAR’ is used students should sit up, track their teacher, answer questions and respect other contributions.

2.2.3 Ends of lessons and dismissal from class:

- 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.

2.3 Movement between lessons

2.3.1 Students must move quickly and quietly to their next lesson at changeover times and at the end of break and lunch.

2.3.2 Students must not stop in corridors to talk in between lessons 1 and 2, 3 and 4, and 5 and 6.

2.3.3 When the whistle blows, indicating the end of break and lunch, students must respond immediately walking quickly and purposefully to their next lesson.

2.3.4 Sanctions will be given if any student is considered to be delaying getting to their lesson.

2.3.5 Students must be in their lesson by the second bell.

2.4 Conduct around the academy

2.4.1 Students should move quietly and in a controlled and considerate way throughout the academy.

2.4.2 No physical contact should be made with any other student.

2.4.3 Students should always walk on the left-hand side through corridors and up/down stairs. The one-way system must be followed.

2.4.4 Students should never run, push, barge, shout or whistle. Swearing and slang language is not permitted and will be sanctioned.

2.4.5 Students should remain in supervised spaces and should not enter areas that are off-limits.

2.4.6 Students must not touch light switches, knock on classroom doors or enter other classrooms.

2.4.7 Students should be ready to help others by opening doors, standing back to let adults pass and generally showing patience, good manners and courtesy.

2.4.8 Students should move around the academy individually, in pairs, or in small groups.

2.4.9 At lunchtime and break time, no students should remain inside the academy buildings unsupervised, except for wet weather arrangements.

2.4.10 Students should always place any litter in the bins provided.

2.4.11 Students should respect academy buildings, displays and property.

2.5 Conduct in assembly

2.5.1 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.

2.5.2 Students must arrive in single file, and in silence; form tutors must enforce this in a calm and clear way.

2.5.3 Students enter the hall in silence and sit waiting in silence.

2.5.4 Students put their bags and coats by their feet although, in the main, bags and coats should be left in classrooms.

2.5.5 Students listen carefully to the speaker and concentrate without talking or distracting others. They should face the front and look at the speaker.

2.5.6 Students celebrate the achievements of others in a formal and respectful manner. Cheering, whooping and foot-stamping are not permitted.

2.5.7 No food or drinks are allowed in the hall.

2.5.8 The academy reflection will be said at the end of each assembly.

2.5.9 Students should leave the assembly in silence and proceed directly to their next destination.

2.6 Conduct in the playground and field

2.6.1 Students should be sensible, careful and aware of other people in the playground and on the field, including the staff on duty.

2.6.2 Students should not take part in dangerous games or activities which could cause injury or endanger the health and safety of others.

2.6.3 Card games or gambling of any kind is strictly forbidden.

2.6.4 Students should not gather in large groups, as this may lead to boisterous conduct or may inadvertently intimidate other students.

2.6.5 Students must stay in their allocated areas as directed.

2.6.6 All student must take responsibility for litter.

2.6.7 Students moving in large crowds is forbidden and serious sanctions will apply if this occurs.

2.7 Conduct in the restaurant at lunch and break time

- 2.7.1 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.
- 2.7.2 Students should line up quietly for lunch. There is to be no pushing-in in the lunch queue.
- 2.7.3 All food must be eaten in the restaurant or designated areas only. Students must use a tray.
- 2.7.4 Food purchased from the outside servery must be eaten outside in The Agora or playground and cannot be taken into the academy building.
- 2.7.5 Packed lunches can be eaten in The Agora or the Playground but all litter must be placed in the bins provided.
- 2.7.6 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.
- 2.7.7 Students are not permitted to stand around talking in the restaurant; social gatherings can take place outside in The Agora.
- 2.7.8 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.
- 2.7.9 There should be no shouting in the restaurant; students and staff should partake in friendly and constructive conversation using calm, softly-spoken voices.
- 2.7.10 All students must have a water bottle or a clear bottle of water.
- 2.7.11 Chewing gum is banned from the academy site.

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

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

2.9 Punctuality and truancy

- 2.9.1 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).
- 2.9.2 Lateness to the academy and lessons disrupts teaching, hinders learning and is unacceptable.
- 2.9.3 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.
- 2.9.4 Students arriving after 8.30am will be given a 10-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.
- 2.9.5 Students arriving after 9.00am will sit a one-hour detention on the same day unless there is a valid reason communicated to the academy by the parent/guardian.
- 2.9.6 If a student is continually late to school, the following escalation process will be implemented:

Late, before 9.00am	<ul style="list-style-type: none"> • 10-minute detention on the same day
Late, after 9.00am	<ul style="list-style-type: none"> • One-hour detention on the same day
Late 5 times	<ul style="list-style-type: none"> • Detentions extended to one hour each time • Meeting with a member of the pastoral team; parents/guardians informed of meeting outcomes
Late 10 times	<ul style="list-style-type: none"> • One day in Internal exclusion • Head of Year meets with parent/guardian • Specific targets set for improvement
Late 15 times	<ul style="list-style-type: none"> • One day in internal exclusion • Head of Year meets with parent/guardian • Reminder of set targets
Late 20 times	<ul style="list-style-type: none"> • Two days in internal exclusion • Vice principal meets with parent/guardian to complete an Attendance Agreement
Late 25 times	<ul style="list-style-type: none"> • Two days' suspension • Principal meets with parent/guardian and reviews the Attendance Agreement

- 2.9.7 The academy will ensure that steps are taken to support students and parents/guardians that require additional support with punctuality.
- 2.9.8 The following situations are classed as truancy at the academy:
- Student opting not to attend a lesson for any reason;
 - Student leaving the classroom without permission;
 - 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'.
- 2.9.9 Truancy causes significant disruption with staff having to spend time addressing this issue; whilst staff are following up on a child's truancy, they are unable to focus on the learning and support of other children. This behaviour is unacceptable.
- 2.9.10 Truancy causes significant disruption to other students; all students at the academy have the right to learn in a safe environment free from disruption. Parents expect that their child's education is not negatively impacted by another child's behaviour.
- 2.9.11 Students must be in their tutor time each morning followed by the six timetabled lessons. When they choose to truant, they are putting themselves – and often others – at risk. Truancy is a safeguarding concern; students that are truanting are purposely removing themselves from the care and safety of the classroom with their classroom teacher. This behaviour will not be tolerated.
- 2.9.12 As a school, we take active steps to eradicate internal lesson truancy; we are clear with parents, in writing, the steps we will take if their child truant.

Truancy Stage	Behaviour	Sanction and support
Stage 1	One to three incidents of truancy	Truancy will incur a 1-hour detention on each occasion (up to three occasions) and parents/ guardians will be requested to attend a meeting within 24 hours to discuss the situation and agree a way forward. Student on lesson attendance report.
Stage 2	Four or five incidents of truancy	Further incidents of truancy will incur an internal exclusion on each occasion and parents/ guardians will again be requested to attend a meeting within 24 hours to discuss the situation and agree a way forward. A truancy contract will be put in place and student will continue to be on attendance report
Stage 3	Five or more incidents of truancy	Should this behaviour continue, this will be treated very seriously with the parent/ guardian being requested to attend the academy immediately to resolve the current truancy issue. It is essential that parents can attend the academy each day until the concern is resolved. External suspension will be issued for repeated truancy. From this point, the parents/guardian will need to bring their child to school each morning for a meeting until the issue is permanently resolved. A truancy contract will be re-signed and the student will continue to be on attendance report. A meeting with the Principal and Governors will be arranged.
Stage 4	Ten incidents or more of truancy	If a student reaches Stage 4, we are experiencing ongoing, repeated truancy and working with the parent/guardian is not having a positive impact. A further meeting will be held with the Principal and Governors. This will be a final warning meeting explaining that the students is now at risk of permanent exclusion. A five-day suspension will be issued. A truancy contract will be re-signed and the student will continue to be on attendance report.
Stage 5	Further incidents	If the pattern of behaviour continues with no positive change, despite intervention and support, this could ultimately lead to a permanent exclusion being issued.

2.10 Conduct in the community

2.10.1 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.

2.10.2 Guidance from the Department for Education 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.

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

2.10.4 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.

2.10.5 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.

2.10.6 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.

2.11 Conduct with others

2.11.1 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.

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

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

- 2.11.4 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.
- 2.11.5 Any request from any adult must be carried out at once and without argument.
- 2.11.6 There is to be no physical contact between any students. Staff must not ignore any incidences of physical contact between students.
- 2.11.7 Items must not be thrown between students. There is never a reason to throw anything whilst at the academy, unless in sport.

2.12 Conduct online (refer to the Online Safety Policy)

- 2.12.1 The academy's IT facilities and associated internet access must be used responsibly.
- 2.12.2 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.
- 2.12.3 Students must not attempt to contact academy staff via social media.
- 2.12.4 Students must not use social media in or out of school in a way that brings themselves or the academy into disrepute.
- 2.12.5 Any student that does not comply with the academy's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

2.13 Conduct when cycling to school

- 2.13.1 Bicycles are brought to the academy at the owner's risk and the academy accepts no responsibility for loss or damage.
- 2.13.2 Students and parents/guardians must sign the Academy Cycle to School Contract (Appendix 2) and return it to the Head of Year 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.
- 2.13.3 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.
- 2.13.4 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.
- 2.13.5 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.
- 2.13.6 Students must not cycle on the academy grounds (see Cycle to School Contract – Appendix 2).

2.14 Health and safety

- 2.14.1 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.

2.14.2 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 any aerosols onto the academy site.

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

2.14.4 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.

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

2.14.6 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.

2.15 Standards of student work

2.15.1 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 3: Bullying

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

- 3.1.1 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.
- 3.1.2 There exists a separate Anti-Bullying Policy and Sexual Harassment Policy which can be accessed for further information.

3.2 Harassment

- 3.2.1 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.
- 3.2.2 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.
- 3.2.3 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 Respect Lead who will then take further appropriate action. The academy, when appropriate, will report harassment and incident concerns to the police.
- 3.2.4 All incidents of use of offensive remarks will be sanctioned with a minimum of an internal exclusion (-20).

Section 4: Rewards and sanctions

4.1 Conduct Points

4.1.1 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 house 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 house points and negative points. In other words,

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

4.1.2 As students accrue more positive 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.

4.2 Rewards for good conduct – Positive House Points

4.2.1 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. Parents can use the Xpressions app to track their child’s positive house points.

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
Completed homework/excellent homework	1 point/2 points
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)

4.2.2 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	Net 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 assembly Bronze lapel badge awarded.
Reward Stage 4	400 points	<ul style="list-style-type: none"> Silver certificate in assembly Silver lapel badge awarded.
Reward Stage 5	600 points	<ul style="list-style-type: none"> Gold certificate in 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 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 term positive reward certificate	Only positive points ongoing each term	<ul style="list-style-type: none"> End of term certificate
End of Year Positive Reward Certificate	Only positive awards achieved all year (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 Evening award
Curriculum Awards	Nominated by Curriculum Leaders each term	<ul style="list-style-type: none"> Awarded each term and displayed in curriculum areas Certificate sent home

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

4.2.4 Expert Student Status

At the end of each term students who have achieved the following will be recognised as Expert Students. They will be awarded with a Gold, Silver or Bronze Expert Student Badge.

Expert Student Status	Bronze Expert Student	Silver Expert Student	Gold Expert Student
Awarded for:	First full term of: <ul style="list-style-type: none"> >98% attendance No negative points 5 community contributions (recorded in planner) 	Second full term of: <ul style="list-style-type: none"> >98% attendance No negative points 5 community contributions (recorded in planner) 	Third full term of: <ul style="list-style-type: none"> >98% attendance No negative points 5 community contributions (recorded in planner)

4.3 Sanctions for poor conduct

4.3.1 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.

4.3.2 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 10-min detention. Negative points are given as follows:

Poor conduct	Negative Pts	Sanction/Detention	Detention taken by:	When	Notice given to parents
Classroom culture					
Lack of equipment	-1	10-min detention issued by form tutor	Lesson 6 teacher	Same day	Via Xpressions
Lack of exercise book, sports kit or ingredients (first time in the term)	-1	10-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Late to lesson	-1	10-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Graffiti/doodles in books	-1	10-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Red given in class for disruptive behaviour	-1	10-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Unsatisfactory classwork	-1	10-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Unsatisfactory homework	-1	10-min detention issued by classroom teacher	Lesson 6 teacher	Same day	Via Xpressions
Lack of effort in class/avoiding learning	-1	10-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, play fighting)	-1	10-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	10-min detention issued by a member of staff	Lesson 6 teacher	Same day	Via Xpressions
Late to the academy, before 9am	-1	10-min detention issued by Student Services	Lesson 6 teacher	Same day	Via Xpressions
Boisterous behaviour in corridors and communal areas (shouting, running, silly behaviour, play fighting)	-1	10-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Eating or drinking outside of a designated area	-1	10-min detention issued by any staff member	Lesson 6 teacher	Same day	Via Xpressions
Confiscation of a banned item (see Uniform and Equipment Policy)	-1	10-min detention issued by any Reception	Lesson 6 teacher	Same day	Via Xpressions
Confiscation of mobile phone (see Uniform and Equipment Policy)	-10	One-hour detention issued by Reception when mobile is handed in (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 via an orange card handed to a member of the behaviour team	Central system run by the Leadership Team	Same day	Via text
Chewing gum	-10	One-hour detention issued by any member of staff via an orange card handed to a member of the behaviour team	Central system run by the Leadership Team	Same day	Via text
Failure to stay to a -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
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 (before 9.00am) to the academy	-10	See Section 2.9	Attendance Manager/Team	Same day	Via text
Truancy	-20	Reported to Head of Year or SLT and dealt with via a blue serious incident pack	Internal exclusion External suspension 2 hour detention Permanent Exclusion	As appropriate	Parent Meeting
Aggressive behaviour (see Section 4.8)	-20				
Use of derogatory/discriminatory language e.g racist, homophobic, hate language	-20				
Minor damage to the academy property	-20				
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

- 4.3.3 Students who are absent on the day they are required to sit an hour detention sit this detention the day they return from their absence.
- 4.3.4 * 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

- 4.3.5 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.
- 4.3.6 If a child fails to stay for a 10-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.
- 4.3.7 If a student accumulates negative points or reaches any of the thresholds relating to callouts, internal exclusion or suspension, they will progress through various Behaviour Stages. Upon entering a new Behaviour Stage, students will receive a package of support.
- 4.3.8 If a student accumulates negative points because of a lack of homework, Heads of Year will put in a package of support that will include students be required to stay for homework club each evening to complete the set work.

Behaviour Stage	Behaviour Indicator	Action taken	By whom	Additional support (as appropriate)
1	-100 or first serious incident*	<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 (green) focused on aspects of concern Form tutor will discuss report when calling home
2	-200 or second serious incident	<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 Student engagement plan in place (SEP)
3	-300 or third serious incident	<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"> Head of Year Report Support and clear expectations via a contract put in place Individual improvement plan in place (IIP)
4	-400 or fourth serious incident	<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"> SLT Report Parental meeting with a member of the Leadership Team Governors' Behaviour Panel Managed move considered Personal support plan in place (PSP)
5	-500 or fifth serious incident	<ul style="list-style-type: none"> Principal meeting. 	Leadership Team	<ul style="list-style-type: none"> Final Meeting with the Principal and governor Final PSP in place
6	-600 or sixth serious incident	<ul style="list-style-type: none"> Principal and Governor Final Meeting 	Principal and Governor	<ul style="list-style-type: none"> Permanent exclusion considered

*Serious incidents are internal exclusion or suspension.

4.3.9 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.

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

4.4 Classroom behaviour management

4.4.1 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.

4.4.2 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.

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

- Behaviour expectations reminders are given as the students arrive for their lesson and again at the start of every lesson.
- **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 - 10mins 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 10-minute detention at the end of the day.

- **Removal and detention (Curriculum Support call out resulting Reconnect for two lessons and 1hr 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 a series of reflective tasks and prepare for the restorative justice (RJ) meeting that will take place after school. Students will remain in this area for at least two full lessons and over break or lunch depending on the lesson they were removed from. Students are required to complete the reflection tasks before returning to lessons.

The student will stay in this area for two lessons, including break or lunch if these fall between the two lessons. 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 1 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;

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	Attend Reconnect for two lesson* to complete behaviour reflection.	1hr detention on the same day.	
Second incident in the same term	Attend Reconnect for two lesson* to complete behaviour reflection.	1hr detention on the same day. Parent/guardian meeting to take place with Head of Year	
Third incident in the same term	Attend Reconnect for two lesson* to complete behaviour reflection.	Parent/guardian meeting to take place with Head of Year and SLT Year Link	One-day internal exclusion the following day
Fourth and fifth incidents in the same term	Attend Reconnect for two lesson* to complete behaviour reflection.	Parent/guardian meeting to take place with SLT Year Link and the Vice Principal Behaviour	Two days' internal exclusion the following day
Sixth, seventh and eighth incidents in the same term	Attend Reconnect for two lesson* to complete behaviour reflection.	Parent/guardian meeting to take place with SLT Year Link and the Vice Principal Behaviour	Three days' internal exclusion the following day.
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 suspension or permanent exclusion		

Call out lesson 1	Remain in Reconnect for lesson 2, break and lesson 3.
Call out lesson 2	Remain in Reconnect for break, lesson 3 and lesson 4.
Call out lesson 3	Remain in Reconnect for lesson 4, lunch and lesson 5.
Call out lesson 4	Remain in Reconnect for lunch, lesson 5 and lesson 6.
Call out lesson 5	Remain in Reconnect for lesson 5 and lesson 6.
Call out lesson 6	Remain in Reconnect for lesson 6.

4.5 Detention

- 4.5.1 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.

Academy detention for - 1 point (10 - 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.
- The teacher walks students out of the academy after the detention.
- 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.

Leadership Team detention (1 or 2 hr detention)

- Staff members may refer a student for a Leadership Team Detention by completing an orange form and handing to a member of the behaviour team. 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 or lesson 6 staff will bring them to the detention at 3.10pm.
- 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 must go to the detention area at the end of the day to have a restorative discussion with the student concerned.
- Parents and guardians cannot request that their child does not attend a detention or expect the academy to make alternative arrangements for their child.
- Students are required to complete reflective tasks during the detention.

4.6 Internal Exclusion

4.6.1 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 (Reconnect). 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.

4.6.2 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?"

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

4.6.4 Students may be referred to the Reconnect 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 suspension.
- 4.6.5 Parents will always be informed if their child is placed in Reconnect. 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.
- 4.6.6 Students scheduled to be in Reconnect 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.
- 4.6.7 Students who refuse to complete their internal exclusion are adopting behaviours that are unacceptable and this will be classed as a serious breach of the behaviour policy resulting in an immediately meeting with a member of the senior team, parents and students.

4.7 Failure to attend behaviour intervention (detentions, Reconnect or internal exclusion).

4.7.1 It is vitally important that both students and parents understand that when behaviour does not meet academy expectations sanctions will be put in place alongside support to get children back on track and learning. In the rare incidences that students refuse to engage with our behaviour interventions, parents will be informed and an escalation of sanctions will be implemented.

4.7.2 The following table summarises the actions that will be taken if a child does not attend a planned sanction.

Action	Consequence
Failure to attend a 1hr detention	<ul style="list-style-type: none"> • Parents communicated with the same evening and requested to ensure detention is sat the following evening.
Failure to attend a 1hr detention on the second time, following support being sought from the parent.	<ul style="list-style-type: none"> • 2hr detention with the Principal, 3.00 – 5.00 on the following Thursday.
Failure to attend Reconnect following a call out from a lesson.	<ul style="list-style-type: none"> • 2hr detention with the Principal, 3.00 – 5.00 on the same evening.
Failure to attend Reconnect following a serious incident.	<ul style="list-style-type: none"> • Parent contacted immediately and requested to attend the academy.
Failure to attend internal exclusion.	<ul style="list-style-type: none"> • Parent contacted immediately and requested to attend the academy. Internal exclusion escalated to suspension.

4.8 Physical altercations

- 4.8.1 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.
- 4.8.2 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, boisterous behaviour	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"> • 10 minute detention
Aggressive Behaviour	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 suspension 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 retaliate but may offer some form of reasonable self-defence (i.e. holding or blocking)	<ul style="list-style-type: none"> • Up to 5 days in Internal Exclusion will be served. • A suspension is likely. • Permanent exclusion may be considered. • Criminal prosecution may be considered.

4.8.3 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).

4.9 Damage to academy property

4.9.1 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.

4.9.2 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 suspension. The Police may be involved if deemed necessary.

Section 5: Conduct in the Sixth Form

5.1 Overview

- 5.1.1 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.
- 5.1.2 Sixth Form students with positive House 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.
- 5.1.3 Sixth Form students often go above and beyond our expectations in terms of their conduct around the academy. The Sixth Form Team will recognise these positive contributions to academy life with additional rewards.
- 5.1.4 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/guardians. Letters are issued at the following Behaviour Stages:

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

- 5.1.5 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.
- 5.1.6 Any member of staff may nominate a Sixth Form student for a reward or sanction, 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.

5.2 Year 12 induction period

- 5.2.1 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.
- 5.2.2 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.
- 5.2.3 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.

- 5.2.4 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 6: Supporting our students

- 6.1 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.
- 6.2 We hold 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 suspension.
- 6.3 The academy makes use of a range of specialist support staff, including a Medical Officer, the counselling service, a Welfare Manager and a Mental Health Lead.
- 6.4 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.
- 6.5 Three levels of support plans are used by the academy:
- Student engagement plan (SEP)
 - Individual Improvement plan (IIP)
 - Personal support plan (PSP)
- 6.6 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 behaviours:
- 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;
 - students with social workers;
 - disadvantaged.

Section 7: Suspensions

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.

7.1 The decision to exclude

- 7.1.1 The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's power to exclude'.
- 7.1.2 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.
- 7.1.3 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.
- 7.1.4 When establishing the facts in relation to an suspension 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.
- 7.1.5 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 suspension.
- 7.1.6 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 suspensions, even for short periods of time, will be formally recorded.
- 7.1.7 Any student may be excluded for a fixed term for the reasons outlined in this Behaviour Policy.
- 7.1.8 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
- 7.1.9 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/or persistent bullying;
 - Serious assault on a student;
 - Assaulting a member of staff;
 - Damage of academy property;
 - Sexual or indecent assault;
 - Serious incident of harassment, bullying or hate crime;
 - 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;
- Persistent disruption,

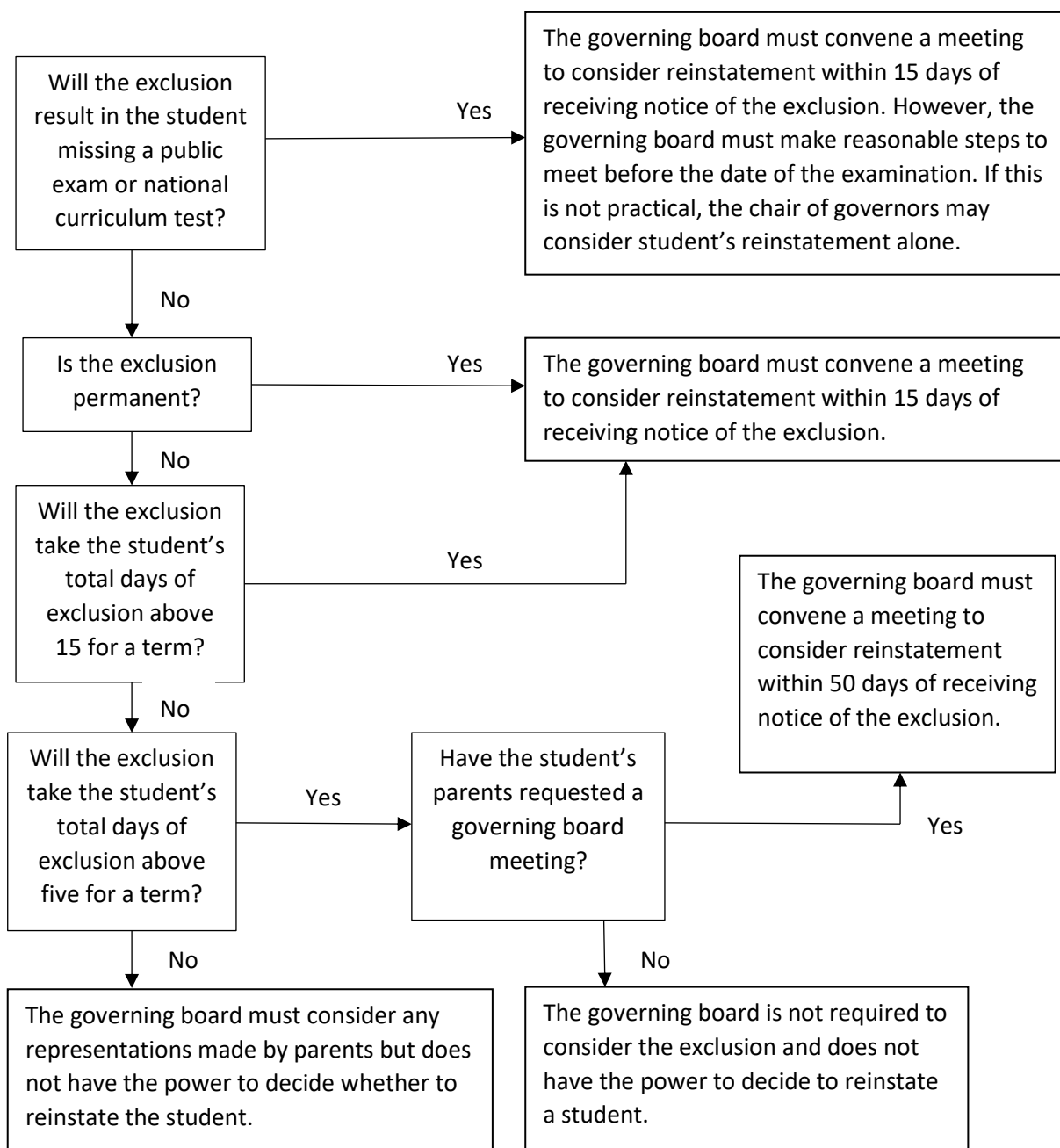
7.2 Informing parties of an suspension

- 7.2.1 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'.
- 7.2.2 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 suspension, a letter will be sent home both by email and by post, stating the reason for the suspension. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the suspension.
- 7.2.3 All suspensions will be recorded in the Academy Suspension Record by the Principal's PA and on the student's file.
- 7.2.4 The Trust CEO will be kept informed of suspensions and will be consulted prior to any permanent exclusion.
- 7.2.5 The Chair of Governors and the Local Education Authority will be kept informed of suspensions in line with the statutory guidance.
- 7.2.6 The DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England - September 2017' is used by the academy in conjunction with this policy in the case of an exclusion.

7.3 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 of a designated committee. References to days mean ‘school days’.

7.4 Supporting students at risk of exclusion

- 7.4.1 Without making excuses, the academy is aware that disruptive behaviour can be an indication of unmet needs.
- 7.4.2 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 the Head of Year and/or 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.
- 7.4.3 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 8: Searching, screening and the use of reasonable force

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

8.1.1 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, cigarette papers, vapes and vaping equipment;
- fireworks;
- banned items;
- 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).

8.1.2 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.

8.1.3 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.

8.1.4 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.

8.1.5 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.)

8.2 Screening students

8.2.1 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.

8.2.2 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.

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

8.3.1 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.

8.3.2 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 9: Other linked policies

- Future Academes Trust Behaviour Principals
- Uniform and Equipment Policy
- Anti-Bullying Policy
- Attendance Policy
- Exclusions Policy
- Drugs, Dangerous Conduct, Searching, Screening and Confiscation Policy
- Restrictive Physical Intervention Policy
- Health and Safety Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct
- Transgender Policy
- Safeguarding and Child Protection Policy
- Sexual Violence and Sexual Harassment between Children in School Policy

Appendix 1

Future Academies Watford Home-Academy Agreement 2022-23

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 and equipment policy at all times;
3. Have all the equipment listed in the policy each day;
4. **Respond promptly and respectfully to staff instructions** and follow **all** the expectations outlined in the behaviour policy;
5. **Safeguard and care for others** and report any concerns to an adult;
6. Take pride in the academy surroundings and always keep it **clean and tidy**;
7. Treat all members of the community courteously and be **polite at all times**;
8. Understand that **I am a role model** for others and I will **conduct myself accordingly both at the academy and in the local community**;
9. Have the **highest expectations of myself** and **work hard** at school and home in order to fulfil my potential;
10. Take responsibility for my learning by ensuring I am **equipped and organised** for every school day;
11. I will not remove my mobile phone from my bag during the school day;
12. I will support the academy social media policy by ensuring I will not deliberately upload and add any text, image, sound or video that could upset or offend any member of the academy community or bring the academy name into disrepute;
13. **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. Spending time reading and understanding the Behaviour, Uniform and Equipment policies;
2. Ensuring my child has the **correct uniform and equipment** required for each day as outlined in the Uniform and Equipment Policy;
3. 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;
4. Adhering to the attendance policy and supporting my child with being **on time every day**; reporting absence each day as early as possible;
5. Modelling **respectful behaviour towards staff** and **accepting** their application of the **Behaviour Policy** and the academy sanctions;
6. Celebrating my child's success with regards to positive points and awards;
7. Accepting the confiscation of mobile phones, jewellery and other banned items and the same day detentions;

8. Communicating any concerns regarding my child with staff using the available channels in the appropriate way and as soon as concerns arise, alongside knowing how to use the Respect button on the VLE;
9. Setting up strong routines at home to support my child to complete homework to the best of their ability;
10. 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;
11. Ensuring reading occurs regularly at home during the week to further support vocabulary development;
12. I will support the academy social media policy by ensuring the following:
 - i) I will take steps to limit the screen time at home;
 - ii) I will take steps to remove electronic devices from the bedroom in the evening long before bedtime to support my child's sleep needs;
 - iii) I will follow the school advice on safeguarding actions I can take as a parent/guardian regarding monitoring online activity;
 - iv) I will not deliberately upload and add any text, image, sound or video that could upset or offend any member of the academy community or bring the academy name into disrepute.
13. Upholding the academy values of **Knowledge, Aspiration and Respect** every day;
14. Ensure the academy has up to date contact information and respond quickly when the academy makes contact.

Signed: _____ Name: _____ Date: _____

At the **ACADEMY** we will:

1. Provide a **safe, caring and secure environment** where students can be happy and successful;
2. Provide an **excellent standard of teaching** in every subject. Staff will check the work completed on a regular basis and feedback areas for improvement;
3. Provide a **curriculum that builds academic knowledge and understanding**;
4. Alongside the target curriculum ensure we are delivering a strong programme covering aspects of personal development and student wellbeing;
5. 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;
6. **Set homework** regularly;
7. Communicate regularly about each child's progress, concerns and successes;
8. Provide clear and up-to-date information on the academy website about the academy's organisation, key stage results, curriculum and academy rules.
9. Respond promptly and appropriately to any concerns or complaints. In accordance with the school's complaints procedures.
10. Set clear expectations about behaviour in the Behaviour Policy, reward positive behaviour and take appropriate action in cases of student misconduct.
11. Contact parents at the earliest opportunity if a child's absence is unexplained or unaccounted for. If the school receives no notification of a child's absence by 9.15am, we will make every effort to contact parents. If the school cannot make contact, the child may be at risk and we may need to investigate further following our safeguarding procedures.

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 their 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**.

Future Academies | Behaviour Policy

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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.
Policy 2022-23 – Version 1	Reviewed April 2022	DW	Amendments made for the next academic year following a full review after one year of implementation. Points changed support clarification and transparency.
Policy 2022-23 November update	November 2022	DW	The policy was reviewed at the end of the first half term. There were slight changes to detentions and truancy escalation.
Policy 2022- 23 Jauary update	January 2023	DW	The policy was reviewed regarding terminology. Fixed-term exclusions are now called Suspensions.