



ASPIRATIONS

Atlantic Academy

Behaviour: Rewards and Sanctions Policy

Version control	
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At Atlantic Academy we aim for our students to become independent learners, motivated by their natural curiosity about the world in which they live. We want them to enjoy life and be happy and aim to achieve this by developing their character, confidence and commitment.

We believe that our students have the right to learn in a safe, engaging environment. To enable this to happen we work together with all members of the school community, children, staff, parents/carers.

Expectations:

We understand that for our students to flourish they need to be able to form positive relationships. Teachers and student relationships must be built on mutual respect and trust in the same way that we expect that students' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Atlantic Academy we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older students are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Atlantic Academy we aim to have a positive caring ethos and provide a challenging, well-planned education. The goal is to produce caring, successful students with a high self regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Atlantic Academy Portland - will promise to

- Provide a safe, secure and engaging learning environment.
- Have the highest expectations for uniform - we will always consistently enforce our uniform policy.
- Have high expectations of behaviour during lessons through a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy.
- Ensure all Atlantic Academy children are safely cared for.
- Provide a broad and balanced curriculum supporting individual needs.
- Encourage all our students to aspire to be their very best and reach their potential.
- Keep you informed about your child's progress.
- Set homework following our Atlantic Academy guidance.
- Apply our equal opportunities policy, ensuring no one suffers discrimination.
- Never lower our expectations of your child.

Students - will promise to

- Wear the full academy uniform, as detailed in the uniform policy, and present myself in a tidy appearance.
- Follow behaviour expectations during lessons, around the academy, and on journeys to and from school.
- Aim to come to school every day arriving promptly.
- Carry all the equipment required for every lesson, every day as per guidance in the Uniform and Equipment Policy.
- Support the Academy's Community Pledge, by being helpful, respectful and polite to others.
- Do both my work and homework to the very best of my ability.
- Respect the academy buildings and grounds and other people's property and belongings.
- Use ICT and new technologies appropriately, following e safety guidance, to support my work.

Parent(s) / Carer(s) - will promise to

- Ensure that my/our child wears full academy uniform, as detailed in the uniform policy and understand that he/she will be isolated (for secondary pupils only) if inappropriately dressed.
- Fully support the academy's behaviour policy.
- Encourage and model respect for all staff and students, including in my communication.
- Ensure that my/our child attends school promptly according to the timings of the school day, ready for learning (and provide an explanation for any absence), and properly equipped.
- Fully support the Academy's behaviour and rewards policy.
- Not take my child out of the Academy for holidays in term time.
- Communicate with the pastoral team to share any concerns or problems that might affect my/our child's work or behaviour.
- Encourage my/our child to develop positive attitudes.

- Believe in my/our child to achieve their hopes and dreams.
- Show an interest in and support my/our child's homework.
- Attend all Parents' Consultations and meetings and read all communications sent home.
- Ensure that my/our child uses ICT appropriately to support his/her school work.
- Use social media in a responsible manner in relation to all aspects of the Academy- communicating with the Academy using the correct channels.

Our Community Pledge - we all promise to

- Respect and encourage the opinions of others even though we may not agree with them.
- Treat one another as equals.
- Support one another, our community and the environment.
- Try to be empathetic with the emotions others are going through.
- Not partake in any bullying (verbally, physically, mentally or by using any form of technology) and will report any behaviour we set as unacceptable within our Academy.

Positive Rewards

There are a number of positive systems in place to reward students for their efforts and behaviour. It is also important to us that we encourage and celebrate outside of school achievements and positive behaviour and encourage students to share this with their classes and school community through our Daily Message Board (DMB).

We use the following rewards to do this:

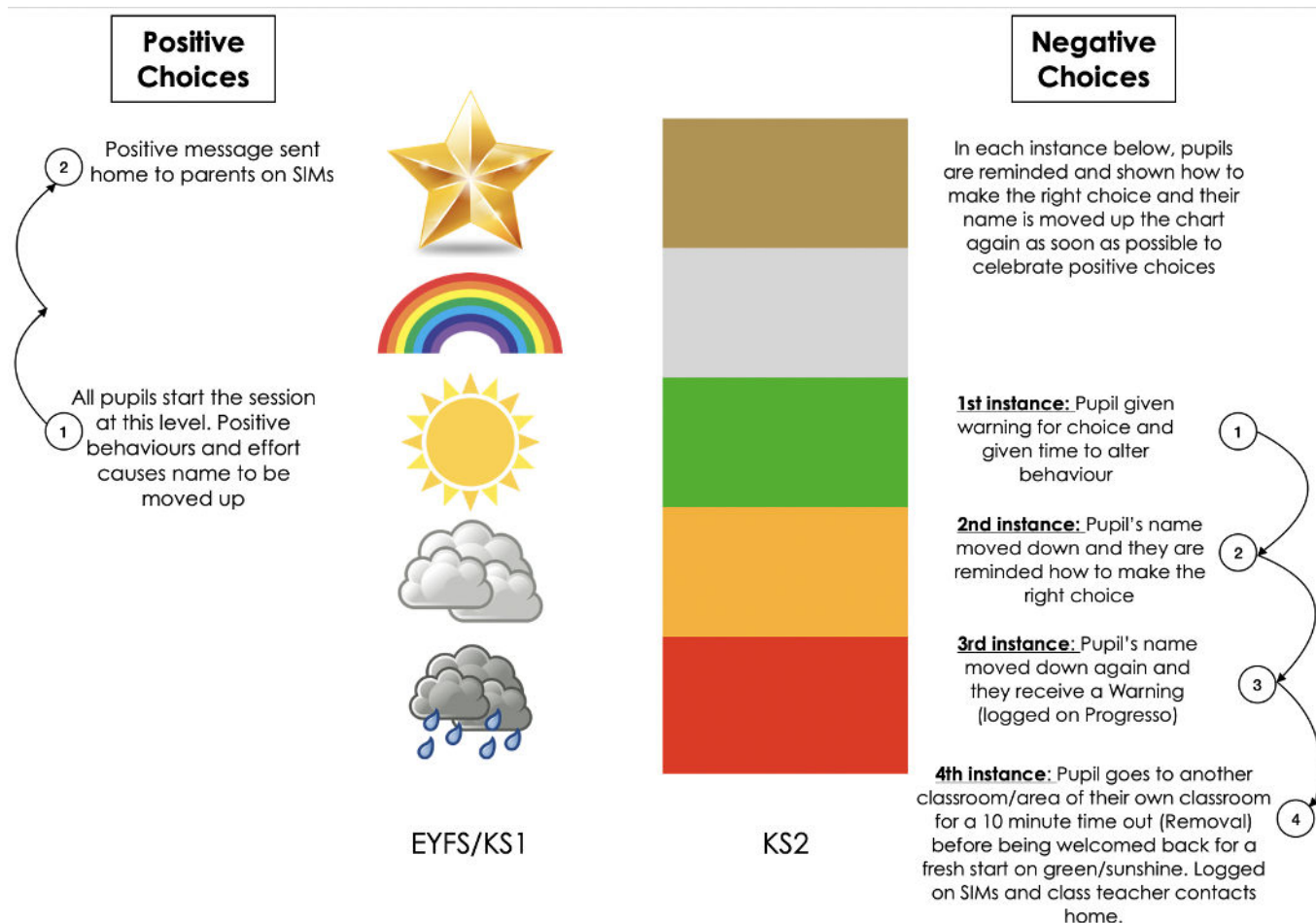
- Arithmetic badges (Primary only)
- Heroes Assembly (Primary only)
- Reading badges (Primary only)
- Times Tables badges (Primary only)
- Golden Tickets
- Ready for Learning Cards (Secondary only)
- Positive Points
- Awards certificates and badges
- Attendance awards
- British Values Award
- Personal Development and Community Contribution Awards (Secondary only)
- Positive text messages
- Praise postcards
- Positive telephone calls
- Verbal praise
- End of Term Awards Assemblies
- Zero Hero Awards Badges
- Academy Sports Colours
- Anti-bullying ambassador badges
- Sports Leadership badge
- Aspirations Academy Trust Awards
- Principals' Awards

Sanctions Overview

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices have consequences (both positive and negative). We follow the flow chart below to direct us with our sanctions:

Classroom Behaviour Chart (Wave to Success):

Each classroom uses the 'Wave to Success' chart to celebrate positive choices but to also give students a visual indication of their behaviour choices in order to encourage them to make positive ones.



Homework: students are encouraged to complete their homework at home in order to supplement the learning carried out at school. We have a homework club at both break and lunchtime that children from R-Y6 can drop into to use devices and complete their homework.

From Y5/6, any missed homework will result in a break time detention - we encourage children to make use of our homework club before they reach this point.

Phones Out in School: Phones should be kept switched off and in students' bags at all times. If a student has a phone out during school times, it will be confiscated and kept safely in the office for a parent to collect.

Secondary

Sanctions Overview

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Students must be made aware that their behaviour choices have consequences (both positive and negative). We follow the chart below to direct us with our sanctions:

Behaviour Type	Negative Points	Action
Late/No Hwk	1 negative point	Entered on MIS
Persistent Late/No Hwk		30 mins same day detention
RFL Card	1 point per negative signature on RFL card	Entered on MIS each Monday
	5 negatives points - refusal to handover RFL card	Entered on MIS
	5 negative points - no RFL card	Entered on MIS
Refusal to attend detention	3 negative points	Entered on MIS
Truancy	5 negative points	Entered on MIS
1st Warning	1 negative warning point	Entered on MIS - warning not logged if moved onto a removal
Removal	3 negative points	Entered on MIS -subject teacher calls home
	10 x removal in a half term	Meeting with parent & behaviour manager, discussion explaining further consequences (possible suspension) Entered on MIS
	NB: If 2 removals in a day then students receives an hour detention, If 3 removals in a day then the student is referred to ABE for 1 day, this will be the following day	Parent/carers notified - entered on MIS

Accumulation of negative points	25 negatives in a half term	Tutor calls home/enters on MIS & 1 hour detention
	50 negatives in a half term	HoY calls home/enters on MIS & 2 x 1hr detention
	75 negatives in a half term	Behaviour Manager calls home/enters on MIS & 1 day in ABE
	100 negatives in a half term	Behaviour Manager calls home & arranges a meeting with parents & HoY (serious concerns)/enters on MIS - individualised behaviour package implemented and communicated to secondary staff
Phone out in school	Phone confiscated	Reception team call parent to collect phone/parental support required to collect phone - entered on MIS by Reception team
	Refusal to hand over phone	Sent to AR for defiance, recorded on MIS as a Removal, staff member to call home.
Non Attendance to Detention	Detention reset	Reset for next day - parent/carers notified
	NB: Second non attendance will be treated as persistent defiance and will lead to referral to ABE for one day	Parent/carers notified - entered on MIS

There will be occasions when behaviour moves beyond the general classroom and learning sanctions outlined above. In such cases, be it persistent disruptive behaviour or a more significant behaviour incident, the following model will be put in place to support the student in making better behavioural choices.

Academy Reset Room (AR) : Students who are removed from a lesson are sent to the AR room. This room is supervised during all lesson times by a member of staff. Removing the student from the classroom to a calm environment allows them time to reflect on their behaviour and reset for their subsequent lessons.

Head of Year Detention: Will be applied for persistent defiance

Academy Behaviour for Excellence Room (ABE): The ABE is supervised at all times by the Academy Behaviour Team. Students who are referred to the ABE have displayed serious behaviour issues and need further time and support to reflect on their actions, learn alternative ways to respond to situations they find difficult and understand that these behaviours are not acceptable in our school. The length of time spent in the ABE will reflect the seriousness of the students' behaviour.

Suspension: This is a serious consequence for students' whose behaviour in school has been totally unacceptable. The decision to suspend a student from school is not a decision taken lightly, suspensions can range from 0.5 days to 5 days depending on the severity of the behaviour.

Legislation and statutory requirements:

[This policy is based on advice from the Department for Education \(DfE\) on:](#)

- Behaviour and discipline in academies.
- Searching, screening and confiscation at the academy.
- The Equality Act 2010.
- Use of reasonable force in academies.

- Supporting pupils with medical conditions at the academy. It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines an academy's duty to safeguard and promote the welfare of its pupils.
- Sections 88 94 of the Education and Inspections Act 2006, which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property.
- DfE guidance explaining that maintained academy's should publish their behaviour policy online.

The list of prohibited items is:

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

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Permanent Exclusion: See suspension & Permanent Exclusions Policy for further details.