



MOUNTS  
BAY

# Behaviour Policy

**MOUNTS BAY ACADEMY**

Last review date	November 2019
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## **ACADEMY VISION**

At Mounts Bay we believe that everyone possesses the innate qualities needed for brilliance and success — they just need to work hard, have a positive attitude and make the most of opportunities.

A passion for developing and supporting talent has created an environment where everyone is empowered to realise and embrace their true potential.

The Governing Body have therefore adopted this policy to provide a clear framework for ensuring good student behaviour.

## **Relevant Documents**

'Behaviour and Discipline in Schools; Advice for Headteachers and school staff'  
DfE January 2016

'Searching, Screening and Confiscation; Advice for headteachers, school staff and governing bodies'  
DfE January 2018

'Use of Reasonable Force; Advice for headteachers, staff and governing bodies'  
DfE July 2013

'Keeping Children Safe in Education; Statutory guidance for schools and colleges'  
DfE September 2019

## 1. Principles

Mounts Bay Academy believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary.

It seeks to create a caring and learning environment in the Academy by:

- promoting good behaviour and discipline through the Academy's ethos of Care, Guidance and Support;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures;
- encouraging respect for self, respect for others and respect for the environment.

The 'MBA Way' can be seen in Appendix 1 and throughout the academy and provides a summary of the principles above

## 2. Scope

The Academy's Behaviour Policy and the Student Exclusion Policy are to be applied in the following situations:

- In school
- When the student is travelling to and from school
- When the student is wearing the school uniform
- When representing the academy at an academy event
- When on a school visit or activity

## 3. Objectives

This policy serves to ensure that the above principles can be realised in the day to day life of the Academy.

- all members of the Academy should be safe
- all students will actively participate in receiving a good education
- all members of the Academy should show respect in the way that they conduct themselves
- all members of the Academy should be treated respectfully at all times

## 4. Roles and Responsibilities

**Students** are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy via their tutors, crew leaders, other staff and their peers. Academy documents such as the student planner, the tutor handbook and other documents prominently feature the MBA Way (cf. Appendix 1) and concrete examples of what the MBA Way looks like are given in tutor and crew sessions, assemblies and in conversations with Academy staff.

Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to staff, prefects and mentors.

**Members of Academy staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently applied.

- Mutual support amongst all staff in the implementation of the policy is essential.
- Feedback on the effectiveness of the policy is encouraged.
- Staff are responsible for ensuring a positive climate in classrooms as well as all other areas of the Academy.
- Staff are encouraged to ask for support from the member of staff on call (MOSOC) if there is any difficulty in applying the policy cf. Appendix 6 – MOSOC guidelines.
- It is the duty of all members of Academy staff to follow this policy, and investigations will take place into instances where the policy has not been followed – either purposefully or otherwise.

**Senior Leaders** in the school will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes the support for staff faced with challenging behaviour.

As well as members of the Senior Leadership Team as detailed in para 3.3, it is expected that the Heads of Year, Learning Support Mentors and other members of the Student Services Team will be key in the implementation of this policy

**Parents and carers** will take responsibility for the behaviour for their child in and out of Academy and are expected to support the policy in partnership with the Academy.

Feedback regarding the effectiveness of the policy is encouraged and should be directed to the Principal, Vice Principals, Head of School, or Head of Year in line with the Complaints Policy, if appropriate

**The Local Academy Committee** will establish, in consultation with the Principal, Academy staff and students, the policy for the promotion of outstanding Behaviour for Learning and review it every year.

1. It will ensure that it is communicated to all necessary parties.
2. It will also ensure that it is non-discriminatory and has clear expectations of all parties involved.
3. The LAC will support the Academy in maintaining high standards of behaviour.

## 5. Physical Intervention

**Mounts Bay Academy** defines restraint as the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

**Use of Reasonable Force** is clearly defined in the DFE document 'Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies' July 2013.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### The Legal Framework

All members of staff have a legal power to use reasonable force. However, Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in Mounts Bay

Academy, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline within Mounts Bay Academy among its students, whether during a teaching session or otherwise.

**General Policy Aims concerning Physical Intervention.** Staff within Mounts Bay Academy recognise that the use of reasonable force is only one of the last in a range of strategies available to secure student safety/well-being and also to maintain good order and discipline.

**Our policy on restraint** should therefore be read in conjunction with our Safeguarding and Child Protection policy.

**Specific Aims:**

1. To protect every person in Mounts Bay Academy community from harm.
2. To protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
3. To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

**Why use restraint?** Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise.

Staff should always act within Mounts Bay Academy's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are responsible for children, they are acting in loco parentis and should, therefore, take reasonable action to ensure students' safety and wellbeing.

Failure to physically restrain a student who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence.

At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. a student is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the student complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions as detailed elsewhere in this policy.

**Physical restraint** should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control.

- It should never take a form which could be seen as a punishment.

Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied.

However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below. There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object.

In some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

Keeping Children Safe in Education 2018 provides additional guidance that reasonable force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Appendix 2 gives some example situations when physical restraint might or might not be necessary.

**Actions after an Incident.** Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student.

A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.

An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed on the same day by a member of the Leadership Team.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural plan. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on CPOMS. The Principal, or a senior member of staff to whom he has delegated this authority, will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

If Mounts Bay Academy becomes aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, the school will plan how to respond if the situation arises through the creation of a risk assessment for that student. Such planning will address:

- Management of the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

## 6. Safe Touch

**Children** need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

**Research** shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.

- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

Mounts Bay Academy is adopting an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy growth and learning.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways until this safe emotional regulation has been experienced.

Where children have had insufficient experience of safe touch and calming regulation this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms.

Safe touch is one of the key ways of regulating children's emotions but it is a strategy that fully trained staff will use only under supervision and in line with a whole school Policy on Touch.

The developmentally appropriate and therapeutic use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and/or out of control.

- Not to reach out to the child in such circumstances could be re-traumatising and damaging, confirming or inviting anti-social behaviour patterns.
- Abstinence in the face of intense grief, stress and/or rage reactions can lead to a state of hyper arousal in which toxic levels of stress chemicals are released in the body and brain.

- The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Specific members of Mounts Bay Academy have been thoroughly trained in the safest and gentlest means of holding a child (Team Teach) which is designed to enable the child to feel safe and soothed whilst bringing them down from uncontrolled states of hyper arousal. Without this intervention, the child can be left at risk of actual physical or psychological harm.

All members of staff must appreciate the difference between appropriate and inappropriate touch and will need to demonstrate a clear understanding of the difference, acknowledging both the damaging and unnecessary uses of touch in an educational context.

Touch is not to be used as an ill thought out or impulsive act of futile reassurance or as a means to ensure compliance.

A guide sheet for staff can be seen in Appendix 3

Staff members should agree the use of safe touch in discussion with the Leadership Team and its use regularly reviewed.

## **7. Restorative Practice**

Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools.

They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

The underpinning Restorative principles of Mounts Bay Academy emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, their views and feelings
- empathy with the feelings of others
- fairness
- commitment to equitable process
- active involvement of everyone in school in making decisions about their own lives
- issues of conflict and difficulty being retained by the participants, rather than the behaviour pathologized

- a willingness to create opportunities for reflective change in students and staff

Mounts Bay Academy is proud to be a national leader in the use of Restorative Justice practises in schools and a significant number of staff are trained in its use.

Restorative practice is integral to the ethos of Mounts Bay Academy and therefore it is expected that a restorative approach will be taken by all students and staff to all conflicts, tensions and poor behavioural decisions.

## **8. Searching, Screening and Confiscation**

The following protocols are drawn up with reference to the DfE advice for Headteachers, school staff and governing bodies, '*Searching, Screening and Confiscation*', January 2018.

School staff can search a pupil for an item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without their consent, where they have grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools are not required to have written consent from the pupil or their parents/carer for a search.

If there is an instance of a pupil refusing to co-operate with a search, the Academy will apply an appropriate disciplinary penalty

Ideally a search will be carried out in the following conditions:

1. There will be two members of academy staff present
2. The member of staff carrying out the search will be of the same sex as the pupil being searched
3. If possible, a brief summary of this section of the policy should be explained to the pupil prior to the search.

However, you can carry out a search of a pupil of the opposite sex to you and/or without a witness present, but only where there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Searches can only be carried out by Academy staff who have been given express authority to do so by the Principal and the above protocols must be followed.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search.

They can also seize any item, they consider harmful or detrimental to school discipline.

## **9. Monitoring and Evaluation**

Once adopted by Governors, this policy will be shared with all relevant parties:

- Shared with students via assemblies and tutors/crews
- Shared with tutor and crew teams via tutor meet on a Monday morning
- Shared with parents via newsletter and parentmail and published on the Academy website
- Frequent meetings between the Assistant Principal overseeing behaviour with the Vice Principal (Wellbeing) with action points communicated to the Leadership Team. This will provide detail on the success of the policy
- This policy will be reviewed annually by the Vice Principal (Wellbeing)

## 10. Behaviour for Learning Guidelines

The following guidelines and subsequent appendices are intended to provide a clear framework concerning behavioural expectations at the Academy.

Whilst accepting that there needs to be a published system in order to deal with positive and negative behaviours, it is important to point out that this system is not exclusive, and given that we are dealing with young people, consistency should be strived for wherever possible, but it must be accepted that adjustments are sometimes made for individuals. This personalisation is entwined in Academy ethos and does not result in a drop in standards, but rather a more individualised approach valuing each and every member of the Academy community and showing an understanding of what works for them individually in terms of raising standards.

## 11. Rewards

Staff throughout the Academy are encouraged to give positive rewards wherever possible. They should recognise achievement both inside and outside the classroom in line with the VAA's.

High Performance Learning should be not only be expected, but recognised wherever seen and the Academy has a range of ways of recognising and rewarding this

Rewards are divided into different categories:

**E codes** are quick rewards given by all members of the academy. Teaching staff are encouraged to award approximately four of these per lesson. A list of these E codes can be found in Appendix 4.

**P codes** are more substantial awards given for a range of achievements – excellence, HPL, representing the Academy, high levels of attendance, a lack of behaviour instances and so on. These are listed in Appendix 4

**The Da Vinci Award** remains a prestigious award and staff are encouraged to award one a week, giving an approximate total of 2000 of these awarded each academic year

Each of these awards are worth a prescribed number of achievement points (cf. Appendix 4) and these are credited to individual students. The school has a shop and a range of products are available which can be purchased with these achievement points. They range from pens and pencils for approximately 5 points, to more expensive items such as lunch with the Principal, £5 off the Y11 Prom ticket, rugby balls, basketballs and rucksacks.

In keeping with the Academy's global goals, there are also a range of recycled and upcycled products for sale in the shop. It is hoped to establish a system whereby

student can be given the opportunity to contribute their points (or their equivalent cash value) to charity. All achievement points are also counted towards the inter house competition

## 12. Sanctions

**The Academy** has a very clear set of expectations as set out in The MBA Way (cf. Appendix 1). It is understood that the Academy comprises 1000 young people who, despite best intentions, will not make good decisions concerning behaviour at all times and so this policy and set of procedures are designed to challenge these poor behavioural decisions, in line with the whole school Restorative Justice ethos.

Every behavioural incident is dealt with in three ways:

1. The most important action is the restorative conversation. cf. section 6 of this policy. All parties involved need to understand the impact of the behaviour and the harm caused to the relationship to property, or to academic progress. They need to understand the importance of repairing any hurt so that everyone involved can move forward
2. All incidents will also be recorded using a series of codes as outlined in Appendix 5.
3. There will also be a sanction set and served. This could range from some simple words of advice, possibly a detention at lunchtime or after school up to a permanent exclusion for extreme offences. A list of outcomes (sanctions) can be seen in Appendix 5.

An important aspect of this policy is that whilst consistency is important, individuals are not a slave to this system and so there could well be adjustments made according to the individuals involved. Staff are expected to work within the system wherever possible, but where their professional judgement suggests otherwise, they should have the freedom to act accordingly and communicate their actions and reasons to the relevant parties.

Lower level issues are dealt with by the classroom teacher according to this policy. M codes are awarded by the classroom teacher and lower level sanctions are set where necessary

M codes are cumulative and three M codes in a semester will result in a conversation with the tutor and a lunchtime detention. 6 M codes in a semester will result in a stern conversation and an after school detention and so on.

More serious transgressions are recorded as N codes and these are recorded by the Student Services behaviour manager.

All N codes are recorded on the school recording system of CPOMS. With the exception of confidential safeguarding matters, this platform enables all relevant staff – tutors, crew leaders, Heads of Year, Heads of School and senior staff – to keep

up with incidents involving specific students. Incidents can be tagged according to their nature – child contact, attendance, behaviour, parent/carer contact, contact with other agencies safeguarding etc.

All staff are expected to record incidents on CPOMS

All staff are expected to record M codes on SIMS

All staff are expected to read CPOMS and SIMS regularly in order to track the progress of students in their tutor group or crew

# THE MBA WAY

**HARD WORKING**

There's no such thing as we can't

**CAN'T**

If we try and don't succeed...  
...we try again!



Accept feedback and build on it



**EMPATHETIC**

Respect ourselves, our community & each other



**AGILE**

Improve with every thing we do



Turn every setback into fuel to power forwards



Listening to others instead of talking over them



Always focus on What Went Well



Face new challenges with a positive attitude



Always smile



**EXCELLENCE**

## AT MOUNTS BAY ACADEMY WE...

Attend every day



Arrive on time and ready to learn



Wear our uniform with pride



Come prepared to learn, with all the correct equipment



Leave excuses and poor behaviour at the door



Never bully others



Follow instructions from staff



Allow others to learn without distraction or disruption



Keep our environment litter free and tidy



Take pride in producing our best work at all times



Become the best that we can be



Do not take things that belong to others



Look after our Academy, using resources safely and responsibly



**RESPECT**

**RESPONSIBILITY**

**RELATIONSHIPS**

*It's In Our DNA...*

## Appendix 2

### **Physical Restraint: Guidance for Staff**

#### **Physical Restraint may be necessary on the following situations:**

- A student attacks a member of staff, or another student
- Students fighting
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- Student(s) running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- A student absconding from a class or trying to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- A student persistently refuses to follow instructions to leave an area

#### **When physical restraint becomes necessary:**

##### **DO**

- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

##### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Attempt to reason with the student
- Involve other students in the restraint
- Touch or hold the student in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the student

## Appendix 3

### **Safe Touch: Guidance for staff**

Staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Contain an angry child
- Affirm or encourage an anxious child or a child with low self-esteem.

Other means of calming, soothing and containing children's strong emotions include:

- slowing one's pace
- lowering the voice
- breathing more deeply
- initially matching the pitch and volume of the child's emotional display and then regulating it down talking slowly, firmly and quietly in an unhurried and unflustered way
- providing clear predictable consistently held boundaries

In addition, gentle safe holding in line with the school Behaviour Policy is appropriate if a child:

- is hurting him/herself or others, or is likely to hurt him/herself or others
- is damaging property
- is incensed and out of control, so that all verbal attempts to engage him/her have failed

Use brief, gentle contact on open or clothed parts of the body: hands, arms, shoulders, head, hair

Appendix 4 (1 of 2)

**Types of Achievement – E Codes**

Type of Award	Code	Point
Ethical	E1	1
Excellence	E2	1
Equity	E3	1
Empathy	E4	1
Evolution	E5	1
Endurance	E6	1

## Appendix 4 (2 of 2)

### Types of Achievement – P Codes

Type of Award	Code	Points
Da Vinci Award	P1	20
HPL Sticker	P2	5
Postcard home from Dept	P3	5
Postcard home from Department	P4	5
98% + attendance over a Quadmester	P5	20
95% + attendance over a Quadmester	P6	10
No M codes in a quadmester	P7	20
Less than 5 M codes in a Quadmester	P8	10
Star of the Week Award	P9	10
Representing the school	P10	10
Half Colours	P11	10
Full Colours	P12	15

## Appendix 5 (1 of 2)

### Behaviour Incidents by type – M codes

Type of Incident	Code	Points
Lack of equipment/ipad missing or not charged	M1	1
Defiance - minor incident or soon resolved	M2	1
Not showing respect in words or actions - minor incident	M3	1
Low level disruption in lessons	M4	1
Poor behaviour outside lessons - minor incident	M5	1
Uniform issue - quickly corrected	M6	1
Misuse of ipad/other technology	M7	1
Insufficient progress shown in class	M8	1
H/W is insufficient, late or not submitted	M9	1
Lateness to lesson	M10	1

### Possible outcomes from behaviour incidents:

Words of advice, Lunchtime detention, After school detention, Subject Support Session, Confiscation, Letter home, Phone call home, Parent/Carer meeting, Isolation 1 lesson, Isolation 2 lessons, Isolation 3 lessons, one day isolation, Fixed term exclusion, Permanent Exclusion

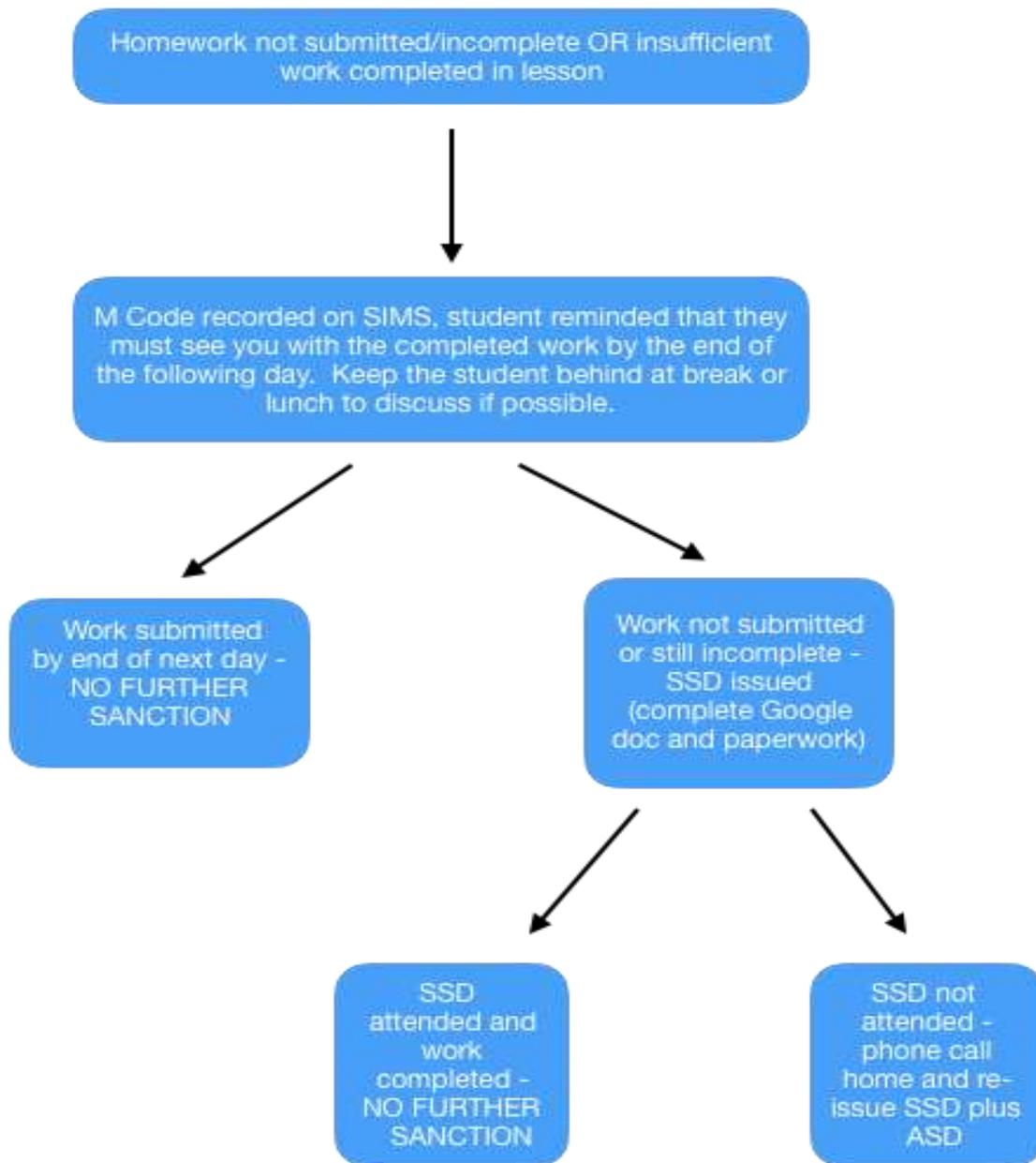
## Appendix 5 (2 of 2)

### Behaviour Incidents by type – N codes

Type of Incident	Code	Points	Type of Incident	Code	Points
Unkind to others	N2	3	MOSOC Red	N14	5
Rudeness to staff	N3	5	Repeated lateness to lessons	N15 N16	2
Swearing	N4	3	Repeated lateness to school	N16	2
Repeated defiance	N5	5	3 M codes in a quadmester	N17	0
Truancy	N6	5	6 M codes in a quadmester	N18	0
More serious incident	N7	5	12 M codes in a quadmester	N19	0
Physical Assault/fighting	N8	5	15 M codes in a quadmester	N20	0
Verbal Abuse	N9	5	18 M codes in a quadmester	N21	0
Theft	N10	5	Failure to complete/serve sanction	N22	2
Damage to equipment/property	N11	5	Possession of tobacco	N23	5
MOSOC Green	N12	2	Possession of alcohol/illegal substances	N24	10
MOSOC Amber	N13	3		N25	

## Appendix 6

### **Guidelines for staff in the case of non-submission of Homework**



- For insufficient work in class or at home, students can also be asked to stay at break or lunch to complete the work. This is often a very useful sanction.
- The UPGRADE sessions can also be used to request students stay behind after school to fill in gaps in knowledge or improve work with support. Similar to SSD but not a sanction and no paperwork.
- Failure to attend an upgrade without a valid reason should result in SSD.

## Appendix 7

Protocols for Member of Staff on Call (MOSOC)

(to follow – being updated)