

Behaviour Management Policy

November 2020



1. Purpose

- 1.1 Our aim is to establish and demonstrate high standards of behaviour at The JCB Academy. We believe that excellent behaviour and attitudes enables learners to not only make excellent progress in the acquirement of knowledge and skills vital to them in achieving success, but also in their development of professional behaviours that will be expected of them in the workplace. We believe that it is important that the academy is a warm, caring and inclusive place where learners can achieve their full potential.
- 1.2 We want to promote the ethos of The JCB Academy, in particular developing:
- employable young people with:
 - positive attitudes; and
 - emotional intelligence
 - who have:
 - “can do” attitudes;
 - desire to achieve through actions; and
 - team and leadership capacity.
- 1.3 All members of the academy are expected to behave in an acceptable manner at all times. It is not the intention of this policy to list a set of rules that cover all eventualities, however all members of the academy are expected to:
- Show respect to each other at all times.
 - Show respect for the academy’s reputation and environment at all times.
 - Show respect for their own and others' property and belongings.
 - Follow all health and safety rules to ensure that the academy is a secure and safe environment for all.
 - Work to the best of their ability at all times.

2. Aim

- 2.1 Learners will be rewarded for good behaviour and the positive choices they make and consequences will be imposed where learners misbehave and decide to make the wrong decisions. Learners’ behaviour around the academy should be of the highest standard; we believe it is the right of every learner to have an environment which is free from distraction and allows learners to be fully focused on learning.
- 2.2 Every learner and staff member should be able to feel calm and happy, confident that their working environment is one where people treat each other with mutual respect and care. Everyone has to follow the rules so that systems work and everyone benefits. Our system focuses on the climate and culture we want to foster and this policy is based on the principle that, once learners know the rules and consequences, they can make the right choices for themselves and others. When young people thrive at school or at home, it is usually because there are clear boundaries and consequences.



- 2.3 At The JCB Academy we believe that all learners have a right to learn in a happy and safe environment. This should enable every young person to achieve their full academic potential, whilst developing confidence as well as the social and emotional skills to succeed in all aspects of academy life and beyond. We recognise that learners can only reach their potential if standards of behaviour are consistently high and if learners' learning is not disrupted by the behaviour of others.

3. Core values

3.1 The core values which underpin this policy are:

- A fair, simple and transparent consequences system which is followed consistently by all staff.
- Restorative practices which give both staff and learners the opportunity to reflect and to put things right before the next lesson.
- An ethos where staff can teach, learners are ready to learn and all members of the academy strive for a successful future.
- Relationships based on mutual respect, tolerance and understanding; bullying and discrimination will not be tolerated at The JCB Academy.
- Recognition that learners may need additional support for a range of individual needs.

4. Expectations

4.1 The academy expects:

- Staff and learners to be familiar with the Behaviour Management Policy and to follow it at all times.
- Staff to apply the Behaviour Management Policy fairly and consistently at all times.
- Staff and learners to arrive to school and lessons on time.
- Teachers to stand at the door to 'meet and greet' their classes and to supervise the entry/exit of learners and control movement in the corridors.
- Learners to follow instructions from staff at all times.
- Learners to sit in places allocated by a teacher according to a seating plan.
- Learners to complete a Do Now Activity provided by the teacher at the start of every lesson.
- A class register to be taken at the start of the lesson for ALL teaching periods.
- Teachers to implement high expectations in relation to presentation and completion of class work.
- Teachers to keep learners in the classroom until it is the end of the session.



- Learners to be dismissed in an orderly way.
- Teachers not to leave any class unsupervised.
- Teachers to set high expectations and clearly communicate these to the class.
- Teachers to attempt to never ‘punish’ the whole class for the action of a few; it is rarely fair or appropriate.
- All learners and staff to have a right to be able to work in an atmosphere that is conducive to good learning.
- Classrooms to be places where learners have the right to learn undisturbed by others in a calm and safe environment.
- Parents¹ to support the academy and ensure their son/daughter is following the Behaviour Management Policy to the highest standards.

5. Conduct

5.1 The academy expects:

- Learners to follow the directions and guidance of any member of staff.
- Learners to arrive punctually to all lessons, prepared to learn with the correct equipment.
- Learners to work hard to complete all tasks set to their highest standard.
- Learners to take pride in the presentation of their work.
- Learners to remain in the seats allocated by the teacher and not to leave the lesson until they have been dismissed by the teacher, leaving their chairs tidy.
- Electronic devices not to be used inside the academy grounds or buildings.
- Academy uniform to be worn at all times, this includes when leaving the academy.
- Any item of clothing that is not part of the academy uniform to be removed as soon as learners enter the academy buildings.
- Academy property, including books or equipment, to be kept graffiti free.
- Academy property or the property of another person to be respected.
- Chewing gum not to be used in the academy.
- High content caffeine drinks or energy drinks not to be consumed in the academy.
- Learners to be polite and not use foul or inappropriate language.

¹ Within this document, the term parent refers to those with parental responsibility for a learner



- 5.2 Failure to meet these expectations is likely to result in consequences. Consequences may include after-school detentions to engage in restorative conversations with staff. The aim is to resolve the issue and to prevent future occurrences.
- 5.3 The academy will not accept the following behaviour:
- Verbal assaults on staff or other learners.
 - Physical assaults on staff or other learners.
 - Damage to academy property including the building.
 - Substance abuse.
 - Racially motivated incidents.
 - Homophobic or other discriminatory behaviour/language.
 - Behaviour which is against the criminal law.
 - Bullying, which includes cyber-bullying which takes place away from the academy.
 - Intimidation.
 - Possession or misuse of drugs² in the academy.
 - Supplying drugs and the possession of drugs with a view to supplying others.
 - Possession of knives or other offensive weapons.
 - Behaviour offsite/outside of the academy that is likely to bring the academy into disrepute.
- 5.4 The above behaviour will be deemed to be a serious breach of the Behaviour Management Policy and are likely to invoke a more serious consequence including internal exclusion (isolation), temporary placement at another school (managed move), fixed-period exclusion or permanent exclusion. Repeated breaches of academy rules may result in learners going on report to their Tutor, Mentor, Assistant Head of House (AHoH), Head of House (HoH) or a member of the Senior Leadership Team for a set period of time to monitor improvements in behaviour and attitude.

² Within this document, drugs are defined as those that are legal (such as alcohol, tobacco and solvents, legal 'highs', over-the-counter performance enhancing drugs, prescribed drugs, vape oils) and illegal drugs. Please note that this list is not exhaustive



6. Dealing with incidents

6.1 Incidents occurring within a lesson should be escalated as follows (assuming incidents are not those requiring exclusion from the academy):

- (i) Learning Manager (the person responsible for the learning of a group of learners at a given moment in time) deals with the incident and uses rewards or consequence as appropriate. The incident is logged.
- (ii) Repeated incidents within a particular subject are referred to the relevant Team Leader who has responsibility for investigating, contacting home as appropriate, taking relevant action and liaising with the HoH/AHoH if appropriate.

6.2 Incidents occurring outside a lesson should be managed and escalated as follows (assuming incidents are not those requiring exclusion from the academy):

- (i) Person observing the incident or made aware of the incident deals with it and uses the rewards or consequences available to them as appropriate. The incident is logged.
- (ii) Repeated incidents are referred to the learner's Mentor (or picked up by the Mentor as a result of the log) who has the responsibility for investigating, contacting home as appropriate and taking relevant action.
- (iii) The Mentor escalates incidents to the AHoH/HoH if they require further investigation or are of a serious nature.
- (iv) AHoH/HoH Investigates, contacting home as appropriate and taking relevant action.

6.3 The following are examples of incidents which will lead to exclusion and should be referred immediately to a member of the Senior Leadership Team:

- Abuse towards a member of staff.
- Unprovoked assault on a fellow learner.
- Possession or misuse of drugs in the academy.
- Supplying drugs and the possession of drugs with a view to supplying others.
- Possession of weapons.
- Repeated defiance.
- Vandalism.
- Theft.
- Incidents involving racial abuse.
- Incidents involving sexual harassment.



7. Good behaviour - use of rewards

7.1 The academy is split into three houses:

- Arkwright
- Bamford
- Royce

7.2 Each house is identified by the colour of their house tie. Each house competes for house points during each term, both through individual endeavour and by participation in house competitions. The aim is to hold at least one inter-house competition during each term to focus house interest.

7.3 House point totals will be updated on a termly basis and shared with learners.

7.4 House points will be awarded for:

- "Can do/will do".
- Pursuit of technical and academic excellence.
- Achieving through action.
- Passion for quality.
- Creative and enterprising behaviour.
- Team and leadership capacity.

7.5 In addition, house points will be awarded at the end of each reporting cycle:

- Effort over the reporting cycle.
- Individual achievement within an extension activity.
- Achievement in house competitions.
- Attendance above 95% over the reporting cycle.
- Achievement of target grades in more than 80% of subjects.
- Not receiving negative house points during the reporting cycle.

7.6 Certificates will be awarded to learners achieving the following in a reporting cycle and a letter will be sent home to parents:

- Effort score of 1 in all subjects
- 100% on-target performance
- 100% attendance

7.7 Positive house points are also totalled on a cumulative basis each term with certificates presented in assemblies and letters sent home:

- 500 house points: bronze certificate
- 650 house points: silver certificate
- 750 house points: gold certificate
- 850 house points: platinum certificate



- 7.8 Total house points for Y9, Y10 and Y11 are added up at the end of each half term and the winning house in each year group is announced at the first assembly of the following term. A prize (e.g. camera, Kindle, TV or similar) is also awarded to a learner within the winning house in Y9, Y10 and Y11 who is chosen at random by a computer programme. The Y9, Y10 and Y11 learners with the highest aggregated house point scores also receive a prize (e.g. camera, Kindle, TV or similar)
- 7.9 Learners are also awarded prizes for accumulating a certain number of positive house points during an academic year:
- 750 points: academy ballpoint pen
 - 850 points: academy fountain pen
- 7.10 Each year there is an awards evening for learners and parents when various awards are presented together with an appropriate gift.

8. Poor behaviour: use of consequences

- 8.1 The academy understands that the use of consequences must be reasonable and proportionate to the circumstances of the case. We also believe that account should be taken of a range of individual learner needs in determining the appropriate use of such consequences, including the learner's age, any special educational needs or disability and any religious requirements affecting the learner.
- 8.2 Staff at the academy will challenge poor behaviour whenever it occurs. A range of in class strategies will be used to prevent learners breaking academy rules or disturbing learning. These will include:
- Clear and firm instructions.
 - Verbal warnings.
 - Moving seats.
 - Moving closer towards learners to encourage adherence to rules.
 - Restorative conversation with the learner, in or out of the class.
- 8.3 In all cases staff will apply discretion when dealing with behaviour issues with the aim of not making the issues bigger than it needs to be. Staff at The JCB Academy will apply a tiered level of response after establishing the seriousness of the behaviour.
- 8.4 Staff are encouraged to apply the below in a tiered manner but should staff deem the behaviour, the potential for disruption or the disruption caused or the repeated manner over time of the behaviour they can a higher level of intervention.



9. Level of response (see Appendix 1)

- 9.1 Stage 1 - Behaviour is Noticeable. First reminder about behaviour and the issue is not serious. The behaviour is noted on ClassCharts and -1HP is applied (no parent notification). The staff member may not have a detailed conversation with the learner about the behaviour, but the learner has to be aware of the offence.
- 9.2 Stage 2 - Behaviour is Mentionable. Second reminder about behaviour. Issue is repeated or has the potential to escalate into a more serious offence or has caused some disruption. The behaviour is noted on ClassCharts and -2HP is applied (no parent notification). The staff member should have a conversation with the learner in an appropriate place and ensure that expectations are clear.
- 9.3 Stage 3 - Behaviour is Notifiable. Final reminder about behaviour. Issue has caused significant disruption or is repeated and requires a higher level of intervention. The behaviour is noted on ClassCharts and -3HP is applied (parents are notified). The member of staff has to decide which restorative pathway is appropriate.

10. Restorative pathways

- 10.1 If a behaviour has reached a notifiable level the staff member should make the decision of which pathway to follow. Every incident is different and the staff member has the responsibility to ensure that any disruption in learning is kept to a minimum for all parties.
- Repair and Reintegrate. If it possible to have a conversation with a learner and restore them back into the classroom as soon as possible then this should be the aim. In these cases the Repair and Reintegrate pathway should be followed.
 - Respect and Responsibility. If a member of staff feels that the disruption to learning is going to be significant to either a group of learners or the individual then they should use the Respect and Responsibility pathway.
- 10.2 In most of these cases learners will also be removed from the classroom and isolated in 'The COG' for a period of time. During each referral a member of the pastoral team will work with the learner on some self-reflection. At a time when the learner is calm, accepts their behaviour is incorrect and is ready to apologise and return to learning the learner will be brought back to the member of staff for a restorative conversation.
- 10.3 If when the learner is brought back it is not appropriate or a suitable time to have a conversation then a time must be agreed to when this will happen.
- 10.4 If the learner still refuses to comply with the process then they may later face more serious consequences.



11. Mentoring levels (ML)

- 11.1 All learners are allocated a Mentor who is the learner's and parents' main point of contact whilst they are at the academy. We offer mentor support to our learners based on a 'sliding scale of need' in accordance with information provided to us by their feeder school, parents and our own observations during induction and transition; this enables us to offer a personalised and tailored approach to supporting the young people who choose to come to the academy.
- 11.2 Mentor levels are fluid and can be adjusted in accordance with changes to the learner's individual circumstances and needs, such as health concerns, emerging special educational needs and pastoral support needs.
- 11.3 Mentor levels are defined as:
- 1: No identified needs or concerns with these learners, excellent attendance, behaviour, engagement and progress. Intervention with the learner would be a termly interview with the mentor to review progress.
 - 2: We have a single concern related to attendance, behaviour, pastoral need or timekeeping. Learners at this level would receive a mentoring interview once every six weeks
 - 3: There are often multiple concerns related to learners at this level. In most cases learners will have progressed from level 2 as a response to concerns. Intervention would be more intensive than at level 2 and learners will meet with mentors on a four week cycle of review.
 - 4: The level is for when we have significant concerns or the learner has a high level of need. This level is also allocated to learners who are open to health care plans (EHCPs), pupil premium funding (PP) or are look after children (LAC). Learners at this level will have a review with their mentor on a fortnightly basis and have access to regular support.

12. Behaviour intervention tier (BIT)

- 12.1 In addition to MLs, we use information from feeder schools to assess which of our learners require additional support to manage their behaviour and meet the academy's behaviour expectations.
- 12.2 We believe whole-heartedly in fresh starts and supporting learners who have a concerning behaviour record at their former school to make a success of their journey with us. However, if a learner joins the academy and we have knowledge that their behaviour is a cause for concern we will acknowledge this and apply a BIT score accordingly. Almost every learner joins us with a default BIT score of 1 unless something has been highlighted on transition as outline above.



- 12.3 Learners who have a higher BIT score will receive more intensive mentoring, will have a behaviour support plan and will undertake bespoke interventions in line with their specific need or difficulty. Crucially, they will have relevant information recorded on their Learner Profile and shared with the staff who will teach and support them during their time at the academy; this is to ensure staff are able to make appropriate and personalised responses to any incidents which may occur.
- 12.4 Learners are allocated a behaviour intervention level after regular reviews of available data and information. These levels are:
- 1: Learner generally behaves well, makes good choices and progress is good.
 - 2: Some intermittent behaviour/engagement issues, capable of making good choices and responds to instruction.
 - 3: Can disrupt learning with poor choices, can be defiant and can react inappropriately when given instructions.
 - 4: Evidence suggests a significant behavioural need either in a subject or multiple subjects.
 - 5: Significant behavioural needs presented across most aspects of academy life. Rarely responds to intervention and is at risk or permanent exclusion if behaviour does not improve.

13. Consequences

- 13.1 The academy has the following range of consequences that may be implemented as appropriate:
- verbal warnings
 - 15 minute - 1 x lunchtime detention
 - 30 minute - 2 x lunchtime detention

At The JCB Academy it is difficult logistically to run detentions after school. This is reserved for learners who refuse to attend detentions during the school day. To ensure that there is a range of suitable sanctions, detentions are scaled by duration. For example, if a learner is given a 15 minute detention they will simply receive one detention served on a single day. If a learner commits an offence that requires 30 minute detention then two detentions are issued with one served on one day and another served on the next suitable day

- Home detention - 45 minutes worth of work is sent home to parents/guardians for their son/daughter to complete and return within five working days of issue.
- 45 minute after school detention (*only applied when a learner has missed detentions; parents to arrange transport home*).
- Principal's detention (*on a Saturday morning*).
- Parental meetings.
- Removal to follow a timetable in the behaviour support centre/personalised learning centre.



- Fixed period exclusion.
 - Managed move to another school.
 - Senior Leadership Team or Trustees' Panel.
 - Permanent exclusion.
- 13.2 We operate a system of next day detentions within the academy. Learners and the parents of who receive a detention will be notified of this through ClassCharts. In most cases this detention will be served on the next academy day unless they already have a detention in the system.
- 13.3 Staff will be notified that a learner has a detention if they are teaching them during the lunchtime slot. At lunchtime the staff member will escort the learner(s) to the detention room for them to serve the detention. The learner will be given an activity to do during the detention. After 15 minutes the learner will be released from the detention and they will have 10 minutes to eat lunch, visit the toilet and get some fresh air should they want to.
- 13.4 Failure to attend the detention will result in the detention being reissued for the next available slot. A letter will also be sent home to parents to inform them that their child has missed a detention and this has been rearranged. This letter will also warn them that should their child miss this detention again then either a home detention will be issued or an after school detention will be issued. As transport will have already left the academy by the end of an afterschool detention it will be the responsibility of the parents to arrange for transport home. We of course ask for parental support in supporting us with the application of consequences related to poor behaviour.
- 13.5 Any learner who truants a lesson will be given a home detention or after school detention for truancy.
- 13.6 When detentions have failed to improve behaviour, Learners may be put on a behaviour report or more serious sanctions considered.

14. Internal exclusion (isolation)

- 14.1 The isolation room is an alternative to fixed period exclusion and is used for serious breaches of the Behaviour Management Policy, or repeated occurrences of lower level disruptive behaviour. Learners are able to go for lunch, however this is supervised by members of the Pastoral Team. Learners will complete work in the core subjects and during the day there will be a period of behaviour recovery interventions to support learners in making the right choices in the future.
- 14.2 On return from a fixed period exclusion, we would expect a learner to spend a period of time undertaking behaviour recovery intervention delivered by staff within the isolation room. This is to ensure that learners are supported to understand how to make better choices in the future.



15. Behaviour outside the academy

- 15.1 In all cases of misconduct, including those outside of the academy, we will consider whether the Police should be notified of the disciplinary action taken. The Police will always be informed if the learner's behaviour is criminal or poses a serious threat to a member of the public.

16. Exclusions

- 16.1 The academy will follow statutory guidance and aims to operate within the principles of fairness and natural justice. Exclusions can take the form of:
- fixed period exclusions
 - permanent exclusions

Further guidance is available in the academy's Exclusion Policy.

17. Malicious allegations against staff

- 17.1 Where a learner makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action against the learner, in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18. Use of physical intervention

- 18.1 Any use of physical intervention by staff will be reasonable, proportionate and lawful. 'Reasonable force' will be used in accordance with the DfE guidance.

Further guidance is available in the academy's Physical Restraint Policy.

19. Searching learners

- 19.1 Searching is seen as an important tool in maintaining a safe and supportive environment for learners to learn within. The JCB Academy has the right to search learners applying the DfE advice explained in the document link below.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- 19.2 As it our right we have a policy of carrying out random searches should the learner agree to be searched. We also retain our right to search any learner who we have reasonable suspicion is carrying a prohibited item.



- 19.3 Searches without consent. In relation to prohibited items, as defined below, staff are authorised and may search a learners' possessions, without their consent, where they have reasonable grounds for suspecting that a learner has a prohibited item in their possession. Searches will always be conducted by two members of staff with ideally both being the same gender as the learner, but as a minimum one person being the same gender.
- 19.4 Prohibited items will include energy drinks, knives or weapons, drugs, stolen items, cigarette papers, other smoking paraphernalia, fireworks, pornographic images, laser pens and any other items as defined as such from time to time. It shall also include any article that a 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 learner; any item banned by the academy rules identified as being an item which may be searched for; and any other items as defined in law.
- 19.5 If staff believe a learner is in possession of a prohibited item and it is appropriate to do so a member of staff will carry out:
- A search of outer clothing. This may mean they are asked to remove coats or blazers and turn pockets inside out. They will not be asked to remove socks, but they may be asked to remove shoes and for them to show the searching member of staff their socks sufficiently so that the member of staff can establish if any contraband is hidden within them.
 - A search of academy property, e.g. learners' lockers.
 - A search of personal property (e.g. bag or pencil case within a locker).
- 19.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches will always be held in private and the learner has the right to ask for a specific member of staff to be present.
- 19.7 If a learner refuses to be searched and the academy believes they are in possession of an item that would be considered unlawful to have we reserve the right to inform the Police and allow them to carry out any search.

20. Screening of learners

- 20.1 The JCB Academy retains its right under the DfE guidance to screen learners. The guidance permits any member of staff to screen learners by asking them to walk through a device or to stay stationary for the period of time it takes to use a hand held (wand) device over them. The JCB Academy will apply this guidance only when necessary and whenever possible it will be a member of the senior team that carries out this search. If possible and practicable parents will be informed before a screening will take place.



- 20.2 If a learner refuses to be screened, we could invoke our health and safety duty as employer and/or our statutory powers as a school to not expose learners to risk and not allow that learner on site. This would not be classed as an exclusion and the learner's absence would be treated as an unauthorised absence.

21. Parents

- 21.1 Parents can help their son/daughter to contribute positively towards the disciplined learning environment by:
- Taking responsibility for their son's/daughter's behaviour, both inside and outside the academy.
 - Attending meetings, Parents' Evenings and other activities to support their son's/daughter's achievement, attendance and punctuality or behaviour.
 - Working in partnership with the academy to maintain high standards of good behaviour, including supporting consequences in the home.
 - Making it clear to their son/daughter what is and what is not acceptable.
 - Rewarding good behaviour and applying consequences for inappropriate behaviour.
 - Promoting courtesy, co-operation and consideration for other learners and members of the community.
 - Ensuring all accurate contact information is provided to the academy and updated when appropriate.

22. Key staff and their roles

- 22.1 Learning Managers. Manage the behaviour during the learning period to ensure positive outcomes for young people.
- 22.2 Learner Support Mentors/AHoH. Counsel learners through their programme of study, discussing with them areas where they are failing to perform or live up to the academy's standards. Mentors will also discuss with parents any issues which are impairing the learning of learners or their impact upon the learning of others. If a referral to the Learner Support Team is required, then the mentor should be part of the discussion process with the Learner Support Team on the most appropriate support package.
- 22.3 Behaviour Support Worker. Manages the behaviour of learners on bus journeys to and from the academy, checking in daily with bus drivers, investigating any reported incidents, implementing sanctions and communicating these to parents. Undertakes restaurant duty during the lunchtime period, monitoring behaviour and sanctioning poor behaviour. Liaises with Director of KS4, AHoH/HoH and the Learner Support Team as appropriate.



- 22.4 HoH/AHoH. Have overall responsibility for the outcomes of those learners within their house/year group. This means ensuring that appropriate support and guidance is available to learners to ensure that they and their peers achieve positive outcomes. HoH have the responsibility within the behaviour management system of supporting the mentors and managing the referrals to the Learner Support Team.
- 22.5 Learner Support Team. Any learner referred to the Learner Support team should have a support plan drawn up with key actions and person responsible. The Learner Support Team has the responsibility of developing, supporting and ensuring delivery of the individual learner support plans. In this context this means meeting with the learner, Mentor and parents to draw up the support plan and ensuring that this support plan is adequately resourced and delivered across the academy. The plan should have appropriate milestones and timelines to ensure it can be adequately monitored and reported upon.
- 22.6 Senior Managers. Deal with serious issues that require sanctions which are only within the authority of the Senior Leadership Team. They also provide support to those they line manage within the process to ensure they can deliver on the goals and aspirations of the academy to ensure ‘exemplary behaviour at all times’.
- 22.7 Director of KS4. Has an oversight of KS4, overseeing and supporting the AHoH/HoH, the Learner Support Team and Learning Support Mentors. Investigates incidents further where the sanction may be an isolation or a fixed term exclusion. Holds regular meetings with AHoH/HoH and the Learner Support Team to manage varying behaviours. Supports learner in relation to reintegration and making positive contributions and to reflect on their behaviours to ensure positive outcomes.
- 22.8 Principal. Has oversight of the system and receives regular reports on the rewards and sanctions to ensure that policy is being followed within the academy. In addition, receives a regular report on all learners who have been referred to the Learner Support Team and an update on progress with these learners.
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Date of approval by the Board: 25 November 2020



THE JCB ACADEMY'S EXPECTATIONS OF LEARNERS

- **Ball games.** Ball games are permitted on the all-weather pitch but are not permitted in any other part of the academy, inside or out. Any learner playing a ball game outside of the all-weather pitch will have the ball confiscated until the end of the academy day. Subsequent breach of this rule will result in learners having the ball confiscated until the end of the week. It may then only be collected on a Friday afternoon, at the end of the day, from learner reception.
- **Bullying.** Any allegations of bullying behaviour will be taken seriously at the academy and any learner found to be displaying bullying behaviour will be dealt with in accordance with the academy's Anti-Bullying Policy.
- **Chewing gum.** Learners are not permitted to chew gum anywhere on the academy grounds. Breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy being applied.
- **Coats, scarves and hats.** Learners are not permitted to wear coats, scarves, hats or other outer garments on top of/under blazers such as hoodies or sweatshirts in the academy building. Coats, scarves and hats must be removed on entry. Learners found to be wearing any of these items will have them confiscated until the end of the academy day when they may be collected from learner reception. Continuous breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy
- **Eating.** Y9, Y10 and Y11 learners are only permitted to eat in the restaurant and courtyard under supervision. 6th form learners are only permitted to eat in the restaurants at Dove Engineering Centre and The Lodge and in the garden at The Lodge. Learners are not permitted to eat in any other area in the academy. Learners will be expected to dispose of litter in the bins provided. Breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy being applied.
- **E-cigarettes and e-liquids.** The academy has a zero tolerance approach to any type of drug use. The liquids used in e-cigarettes can be colourless and odourless. These liquids can be used as a masking agent for CBD (Cannabidiol) and THC (Tetrahydrocannabinol); these are often referred to as 'mixes'. Learners using/in possession of/selling e-cigarettes and/or e-liquids will be sanctioned in accordance with the academy's Behaviour Management Policy and Exclusion Policy.
- **Headsets in laptops.** Learners are only permitted to use headsets in laptops to access learning resources as part of the curriculum. Y9, Y10 and Y11 learners are not allowed to use headsets to listen to music. Breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy being applied.



- **Mobile telephones.** Y9, Y10 and Y11 learners are not permitted to use mobile telephones within the academy grounds at any time. Telephones brought to the academy must be switched off and kept out of sight in bags at all times whilst learners are within the grounds. Any learner using a mobile telephone where it is not permitted (use includes receiving messages or calls) will have the telephone confiscated for the day. The telephone may be collected from learner reception at the end of the academy day. A second breach of this rule within the same term will result in the learner having his/her telephone confiscated until the end of the week when it may be collected from learner reception at the end of the day on Friday. If this rule is breached a third time, then the telephone will be retained until the end of the week and not returned until such time as a parent can come and collect it on behalf of the learner. 6th form learners have the privilege of being able to use their mobile telephones in their common room. Learners are not allowed to use their mobile telephones in the main building and failure to respond could result in the telephone being confiscated.
- **MP3 players and I-pods.** Only 6th form learners are permitted to use these in their common room. Any learner using an MP3 player or I-Pod (or similar) where it is not permitted will have the equipment confiscated for the day. The equipment may be collected from learner reception. A second breach of this rule within a term will result in the learner having the equipment confiscated until the end of the week when it may be collected from learner reception at the end of the day on Friday. If this rule is breached a third time, then the equipment will be retained until the end of the week and not returned until such time as a parent can come and collect it on behalf of the learner.
- **Movement around the building.** Learners are expected to move around the building quietly on the left hand side. Running in the building is not permitted. Due to the fact that the academy operates staggered break and lunch times, learners are expected to talk quietly in the break-out areas and corridors. Breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy being applied.
- **Smoking.** The JCB Academy is a no smoking site. Learners are not allowed to smoke anywhere on academy premises, at any time on an educational visit (whether or not they are in uniform) or in any other location whilst in academy uniform. Breach of this rule will be sanctioned in accordance with the academy's Behaviour Management Policy.
- **Transport.** Learners are expected to comply with the academy's Transport Code of Conduct. Breach of this will result in sanctions being applied dependent upon the severity or regularity of incidents. Sanctions include lunchtime detention, allocated seating and temporary or permanent removal of access to academy transport.
- **General conduct.** Learners at the academy are expected to behave with respect towards each other and towards academy's staff. All learners are expected to behave as if they were in the workplace and, as such, any behaviour that would not be acceptable in a place of work (such as swearing and public displays of affection) will not be tolerated. Breach of this rule will result in the disciplinary process outlined in the academy's Behaviour Management Policy being applied.

