

***Behaviour Management
Policy***

March 2023



1. Purpose

- 1.1 The aim of The JCB Academy is to establish and demonstrate high standards of behaviour. Excellent behaviour and attitudes enable 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 the professional behaviours that will be expected of them in the workplace. It is important that the academy is a warm, caring and inclusive place where learners can achieve their full potential.
- 1.2 It is important to promote the ethos of the 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. Aims

- 2.1 Learners will be rewarded for good behaviour and the positive choices they make and consequences will be imposed when they misbehave and decide to make the wrong decisions. Learners’ behaviour around the academy should be of the highest standard; the academy believes it is the right of every learner to have an environment which is free from distraction and allows them 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. The academy's system focuses on the climate and culture it wants 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 The academy believes 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. It is recognised that learners can only reach their potential if standards of behaviour are consistently high and if their 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 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.

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



- 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.

5.2 Failure to meet these expectations is likely to result in consequences. 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.

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.



- 5.4 The above behaviour will be deemed to be a serious breach of the Behaviour Management Policy and likely to invoke a more serious consequence including internal exclusion (isolation), temporary placement at another school (managed move), fixed-period suspension or permanent exclusion. Repeated breaches of academy rules may result in learners going on report to their Mentor, Assistant Head of Year (AHOY), Head of Year (HoY) or a member of the Senior Leadership Team (SLT) for a set period of time to monitor improvements in behaviour and attitude.

6. Dealing with incidents

- 6.1 Incidents occurring within a lesson should be escalated as follows (assuming incidents are not those requiring suspension/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 HoY/AHOY if appropriate.

- 6.2 Incidents occurring outside a lesson should be managed and escalated as follows (assuming incidents are not those requiring suspension/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 AHOY/HoY if they require further investigation or are of a serious nature.
- (iv) AHOY/HoY Investigates, contacting home as appropriate and taking relevant action.



6.3 The following are examples of incidents which will lead to suspension and should be referred immediately to a member of the SLT:

- 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 has a house system and all learners have an assigned house for purposes of inter-house competitions:

- Arkwright
- Bamford
- Royce

7.2 The academy structure is designed through a year group system: Y9, Y10 and Y11 (Pre-16) and Y12 and Y13 (Post-16). Each year group is identified by the colour of their tie. Each learner competes for positive points during each term, both through individual endeavour and by participation in house/group/year group competitions. The aim is to hold at least one inter-house competition during each term to focus house interest, but also hold a rewards assembly each half term.

7.3 Positive totals are updated on a regular basis through ClassCharts; parents and learners can check their totals at any point.

7.4 Positives 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, positives 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 and progress in a high percentage 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 Positives are also totalled on a cumulative basis each term with certificates presented in assemblies and letters sent home for good performance and high accumulations.
- 7.8 Positives for Y9, Y10 and Y11 learners are added up at the end of each half term and the winning learner in each year group is announced at the rewards assembly. A prize of up to £100 can be won, with varying other value prizes where the learner can pick their reward from a list (e.g. Gaming, Kindle, TV or similar with educational value). Other than the outright winner, the learners in the draw are chosen at random by a computer programme.
- 7.9 Learners are also awarded prizes for accumulating a certain number of positive points during an academic year:
- Progress awards and attainment awards receive the academy ballpoint pen and or the 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. In addition, 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.
 - Walkabout (removal system)
 - Moving closer towards learners to encourage adherence to rules.
 - Restorative conversation with the learner and staff member, in or out of the class, relevant to the rules breached.
- 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 academy will apply a tiered level of response after establishing the seriousness of the behaviour/incident.
- 8.4 Staff are encouraged to apply the sanctions in a tiered manner but should staff deem the behaviour, the potential for disruption or the disruption caused or the repeated behaviours over time, then the learner may receive a higher level of sanction/intervention.

9. Level of response/walkabout system

- 9.1 Stage 1 - Behaviour is Noticeable. First reminder about behaviour, the issue is not serious. The behaviour is noted on ClassCharts and -1 negative 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. This can also be classed as Warning 1.
- 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 -2 negatives applied (no parent notification). The staff member should have a conversation with the learner in an appropriate place and ensure that expectations are clear, this may be out the room or time applied to reflect. This can also be classed as Warning 2.
- 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 -3 negatives are applied (parents are notified). The member of staff will decide which restorative pathway is appropriate and may also decide to make a walkabout referral.



9.4 Walkabout referral. If a learner's behaviour has reached Stage 3, the member of staff may decide to make a referral which will involve another member of staff assessing the situation and making a decision to restore or remove. (If this is applied, all other processes still remain.)

10. Restorative pathways

10.1 If a behaviour reaches notifiable level, the staff member should make a decision regarding 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: RAG rated to be green or amber. If it is 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.
- Respect and Responsibility: RAG rated to be red - removed, logged and referred through to the Team Leader. 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 this pathway.

10.2 In some cases learners will be removed from the classroom to the isolation room, most likely until the end of the session. Where possible, during each referral, a member of the pastoral team/walkabout team will work with the learner on some self-reflection/regulation. This is completed 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 or this will be arranged after referral to the Team Leader.

10.3 If the learner still refuses to comply with the process then they may later face more serious consequences.

11. Mentoring levels

11.1 All learners are allocated a Mentor who is the main point of contact for the learner and their parent(s) whilst they are at the academy.

11.2 Mentor support is offered based on a sliding scale of need in accordance with information provided by the learner's feeder school, parents and academy staff's observations during induction and transition; this enables a personalised and tailored approach to be offered to support 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, e.g. health concerns, emerging special educational needs and pastoral support needs.



11.3 Mentor levels are defined as:

- Mentoring
 - Where there are no identified needs or concerns and the learner has excellent attendance, behaviour, engagement and progress. Intervention with the learner will be a termly interview with their Mentor to review progress.
 - Where there is a single concern related to attendance, behaviour, pastoral need or timekeeping. The learner will receive a mentoring interview once every six weeks
- Mentoring Plus
 - There are often multiple concerns related to learners at this level. Intervention will be more intensive and the learner will meet with their Mentor on a two to four week cycle of review
 - Mentoring Plus may also be used when there are significant concerns or the learner has a high level of need. It is often used for learners who are open to Education Health Care Plans, who have Pupil Premium funding or who are Looked After Children.
 - Learners at the highest level of need will have a review with their mentor on a fortnightly basis and have access to regular support.

12. Behaviour intervention

12.1 Learners are allocated to Mentoring/Mentoring Plus following reviews of available data and information:

- 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.

12.2 In addition to Mentoring or Mentoring Plus, information from feeder schools is used to assess which learners require additional support to manage their behaviour and meet the academy's behaviour expectations.



- 12.3 Whilst the academy believes whole-heartedly in fresh starts, if it is known that a learner's behaviour has previously been a cause of concern they will be assigned to Mentoring Plus and a Provision Map will be put in place to support them with strategies and regulation.
- 12.4 Learners who require behaviour support/intervention will receive more intensive mentoring (Mentoring Plus) and 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 Provision Map 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.

13. Consequences

- 13.1 The academy has the following range of consequences that may be implemented as appropriate:
- Verbal warnings (*first, second, final*).
 - Detentions:
 - 5-15 minute detention (*break time or lunch time*).
 - 10-30 minute detention (*lunch time*).
 - 45 minute after school-detention (*transport home arranged by parents*).
 - 1 hour Principal's detention (*Saturday morning, transport to and from the academy arranged by parents*).
 - Parental meetings.
 - Removal to follow a timetable in the Behaviour Support Centre/ Personalised Learning Centre.
 - Internal exclusion (isolation).
 - Fixed period suspension.
 - Managed move to another school.
 - Senior Leadership Team or Trustees' Panel.
 - Permanent exclusion.

13.2 Detentions

- 13.2.1 Detentions are issued and managed through the subject teams (for teaching and learning) and pastoral teams (for outside of the classroom). A system of *the next opportunity* is operated, i.e. break/lunch or next day detentions within the academy. Learners who receive a detention and their parents are notified through ClassCharts.



- 13.2.2 Staff on duty at break and lunchtime will be notified if a learner has a detention so that if necessary they can re-direct the learner to their detention. After the detention is completed, the learner will be released to eat lunch, visit the toilet and get some fresh air should they want to.
- 13.2.3 Failure to attend a detention will result in the detention being reissued for the next available slot. If a learner misses this detention then an after school detention may be issued with the relevant staff member contacting parents to arrange this. As academy transport will have departed by the time an after-school detention ends, it is the responsibility of parents to arrange transport home.
- 13.2.4 After-school detentions will also be used by subjects/pastoral teams where there have been repeated issues, failure to attend detentions or serious breaches warranting this consequence. Parents will be contacted by the lead member of staff and logistics of the day/time/transport will be agreed.
- 13.2.5 Any learner deemed to be truanting will be isolated.
- 13.2.6 When detentions have failed to improve behaviour, learners may be put on a behaviour report or more serious sanctions considered.

13.3 Internal exclusion (isolation)

- 13.3.1 The isolation room is an alternative to fixed period suspension and is used for serious breaches of the Behaviour Management Policy, or repeated occurrences of lower level disruptive behaviour. Learners are able to have lunch within this facility, but will not be allowed social time. Learners will complete work in the core subjects and during the day there may be a period of behaviour recovery interventions to support learners in making the right choices in the future. They will be expected to self-reflect and independently complete a document

13.4 Fixed period suspension/exclusion

- 13.4.1 The academy will follow statutory guidance and aims to operate within the principles of fairness and natural justice.
- 13.4.2 Further guidance is available in the academy's Suspension and Permanent Exclusion Policy.



14. Police involvement

- 14.1 In all cases of misconduct, including those outside of the academy, the academy 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.

15. Malicious allegations against staff

- 15.1 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.

16. Use of physical intervention

- 16.1 Any use of physical intervention by staff will be reasonable, proportionate and lawful. 'Reasonable force' will be used in accordance with the DfE guidance.
- 16.2 Further guidance is available in the academy's Physical Restraint Policy.

17. Searching learners

- 17.1 Searching is an important tool in maintaining a safe and supportive environment for learners. The academy has the right to search learners, applying the following DfE advice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

17.2 Searching with consent

The academy routinely conducts random searches for any item. With the agreement of the learner, s/he will have their belongings searched, their locker and their uniform

17.3 Searching without consent

17.3.1 The academy has the right to search learners or their possessions without consent where there are reasonable grounds for suspecting the learner may have a prohibited item. Prohibited items include:

- Knives or weapons.
- Drugs.
- Stolen items.



- Tobacco, cigarette papers or other smoking/vaping paraphernalia.
- Fireworks.
- Pornographic images.
- Any articles 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 learner).
- Any item banned by the academy's rules and identified as being an item which may be searched for.
- Any other items as defined in law.

17.3.2 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.

17.3.3 The search will involve the following:

- A search of outer clothing, i.e. clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. It includes hats, shoes, boots, gloves and scarves. This may mean the learner is asked to remove a coat or blazer and turn pockets inside out. The learner will not be asked to remove socks, but they may be asked to remove shoes and to show the searching member of staff their socks sufficiently so that the member of staff can establish if any prohibited item is hidden within them.
- A search of possessions, i.e. any goods over which the learner has or appears to have control. This includes desks, pencil cases, lockers and bags.

17.3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches will always be held in private with two members of staff.

17.3.5 If a learner refuses to be searched and it is believed they are in possession of an item that would be considered unlawful to have, the academy reserves the right to inform the Police and allow them to carry out any search.

17.3.6 Searches are recorded and logged.



18. Screening of learners

- 18.1 The academy can require a learner to undergo screening by a walk-through or hand-held metal detector (arch or wand), even if the learner is not suspected of having a weapon and without the consent of the learner.
- 18.2 Screening will only be undertaken when deemed necessary to enable the academy to manage the safety of staff, learns and visitors.
- 18.3 Wherever possible, screening will be undertaken by a member of the SLT.
- 18.4 If possible and practicable, parents will be informed before a screening takes place.
- 18.5 If a learner refuses to be screened, the academy may decide to involve its health and safety duty as an employer and/or its statutory powers as a school to not expose learners to risk and not allow that learner on site.

19. Parents

- 19.1 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.

20. Key staff and their roles

- 20.1 Learning Managers and duty staff. Have key responsibility for ensuring a safe environment.



- 20.2 Learning Support Mentors/AHoY. Counsel learners through their programme of study, discussing with them areas where they are under performing 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 Inclusion Team is required, then the mentor should be part of the discussion process with the Inclusion Team on the most appropriate support package.
- 20.3 Bus Duty Team. All learners sign the transport code of conduct and must conform to the contract. Staff will check in daily with bus drivers, investigating any reported incidents, implementing sanctions and communicating these to parents where necessary. Parents should receive warning prior to a bus ban unless the incident is significant then an immediate ban can be implemented.
- 20.4 HoY/AHoY. Have overall responsibility for the outcomes of those learners within their year group. This means ensuring that appropriate support and guidance is available to learners to ensure that they and their peers achieve positive outcomes. HoY have the responsibility within the behaviour management system of supporting the mentors and managing the referrals to the Inclusion Team.
- 20.5 Inclusion Team. Any learner referred to the Inclusion team should have a support plan drawn up with key actions and person responsible. The Inclusion Team has the responsibility of developing, supporting and ensuring delivery of the individual learner support plans/provision map. In this context this means meeting with the learner, Mentor and parents to draw up the provision map and ensuring that this provision map 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.
- 20.6 Senior Managers. Deal with serious issues that require sanctions which are only within the authority of the SLT. 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'.
- 20.7 Director of Safeguarding Standards and Culture (DSSC). Has an oversight of Pre-16 and Post-16 safeguarding, behaviours and overseeing and supporting the AHoY/HoY, Post-16 team, the Inclusion Team and Learning Support Mentors. Investigates incidents further where the sanction may be an isolation or a fixed term suspension. Holds regular meetings with AHoY/HoY and the Inclusion Team to manage varying behaviours. Supports learners in relation to reintegration and making positive contributions and to reflect on their behaviours to ensure positive outcomes.



20.8 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 discussed through the Learner Causing Concern process. Any suspensions are discussed with the Principal or Acting Principal.

Date of approval by the Board: 25 November 2020
Reviewed and reapproved: 9 March 2023



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 if weather appropriate. 6th form learners are only permitted to eat in the restaurants and 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.

